# THE UNIVERSITY OF TEXAS AT AUSTIN
# STEVE HICKS SCHOOL OF SOCIAL WORK

| Course Number: | SW 327 | Instructor: | Rosalie Ambrosino, PhD Pronouns: She/her |
|---|---|---|---|
| Unique Number: | 61420 | Email: | rambrosino@utexas.edu |
| Semester: | Fall 2021 | Office: | Virtual |
| Meeting Time/Place: | Online course Tuesdays asynchronous; | Office Phone: | 210-241-0391 |
| | Thursdays 9:30-10:45 a.m. via zoom | Office Hours: | Thursdays, 8:30-9:30 a.m. and 10:45-11:15 a.m.; other times by appointment |

## HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

## I. STANDARDIZED COURSE DESCRIPTION

This course explores the biopsychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major developmental theories as a framework to guide the processes of engagement, assessment, intervention, and evaluation. Using the generalist social work lens, this course integrates content from other human behavior courses. The students will gain an understanding of what physical, mental, social and economic justice hazards can adversely impact individuals' growth and development during their lifetime. Frameworks incorporating an eco-systems/developmental perspective, including systems/ecological and psychosocial (life span development) frameworks, are used to conceptualize stages of human growth and development, with a primary focus on adolescence, early adulthood, the middle years, and the aged adult within an intergenerational family context. The impacts of the family, social groups, organizations, communities, and society on individuals during these stages of the life span are also discussed.

This course emphasizes empirically based research reflecting a risk and resilience perspective in making client assessments and recommending appropriate interventions. This contributes to a social worker's ability to understand and critically analyze the interactions among individuals, families, groups, organizations, and communities.

Students will be able to understand how personal values are reflected in socio-cultural contexts, such as culture, race and ethnicity, gender, sexual orientation, age, class, and religion, and how they can influence human behavior. Increasing access to resources, reducing risks, and considering ethical dilemmas involved in dealing with human behavior are also considered.

Course prerequisites include Social Work 310 and 312 and either Psychology 304 (Child Psychology) or Child Development 313 (Child Development). Social Work 325 (Foundations of Social Justice) is also required as part of this curriculum area and usually is taken concurrently with SW327.

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve

your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications Objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

## II.     STANDARDIZED COURSE OBJECTIVES

By the end of the course, the student will be able to:

1) Explain the unique perspective that social work has in viewing the relationship between the individual person and environment in comparison to other helping professions;
2) Explain and apply basic principles of learning theories and the systems/ecological and psychosocial frameworks and analyze individual, family, group, organizational, community, and societal dynamics from each of these perspectives;
3) Describe biological, social, cultural, psychological, and spiritual aspects of adolescent, early adult, middle adult, and older adult developmental states within the context of the broader environment;
4) Describe the dynamics of social groups, organizations, communities, and societies, and the ways that they can impact individual development and behavior;
5) Explain ways that ethnicity, culture, gender, sexual orientation, class, disability, and other factors contribute to human development and their implications for social work practice in engagement, assessment, intervention, and evaluation;
6) Describe relevant research and identify and conceptualize additional research needs relating to human behavior and the social environment;
7) Apply information and theories related to human behavior and the social environment to life situations in a manner consistent with social work values and the promotion of social and economic justice;
8) Use critical thinking skills in writing an academic literature review on a human development question of interest;
9) Explain and apply basic principles of learning theories and the systems/ecological and psychosocial frameworks to guide the processes of engagement, assessment, interventions, and evaluation;
10) Apply information and theories related to human behavior and the social environment to life situations in order to determine the ways social systems promote or deter people in maintaining or achieving health and well-being.

## EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Educational Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Outcome 6.1:  Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Outcome 7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**
Outcome 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.
**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
Outcome 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups.

## III.    TEACHING METHODS
This course is designed to provide the student with a meaningful learning environment that will incorporate diverse perspectives of thought about human behavior. The course will be taught using both asynchronous (independent learning) and synchronous (group learning) sessions:

- On Tuesday students will focus on asynchronous content. No later than Friday of the prior week, a module will be posted on Canvas giving an overview of the coming week's content and assignments, several narrated slide presentations with embedded video clips, links to all required readings for the week other than the text, and the links to any assignments due that week.
- Required zoom class sessions will be held on Thursdays from 9:30-10:45 a.m. Students will be expected to complete all readings and content in the module prior to coming to Thursday's zoom class and to come to class prepared to apply the week's material through large and small group discussions, case studies, group presentations, role plays, and other experiential exercises.
- Students will also post the required learning reflection on Canvas no later than Thursday at 11:59 p.m. They will be expected to respond to at least two peers' reflections no later than Saturday at 11:59 p.m. (On weeks when another assignment is due, there will be no reflection required.)

The class will be conducted using active learning approaches that will emphasize inclusion and different learning styles.  Students are expected to be open to learning and actively engaged in class and online discussions and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course.  Both synchronous and asynchronous formats are designed to encourage student participation, input, and discussion.

## IV.    REQUIRED TEXTS AND MATERIALS
Grande, R. (2012). *The distance between us*.  Washington Square Press.
Hutchison, E.D. & Charlesworth, L.W. (2022). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (3rd ed.).  Sage.
Selected readings: Additional readings from other books, journals, and media will also be assigned and will be available either on UT Canvas or electronically through the UT Library.

## V.    COURSE REQUIREMENTS
Your grade for this course will be based on the following requirements:
1. **Learning Reflections:**  Students will view modules containing content relating to the week's topics asynchronously, including PowerPoint slides and video/media presentations, and complete assigned readings.  Students will then complete weekly learning reflections, responding to prompts that allow for reflection, integration, and application of content covered in the modules.  Reflections should be posted on Canvas on Thursday no later than 11:59 p.m.  Students will then respond to at least two of

their peers no later than Saturday.  (The final grade will be based on eight of the eleven reflections with the highest grades).  Since this is a writing flag course, emphasis will be both on content and writing.  See syllabus appendix for specific assignment guidelines. (40% of grade)

2. **Individual case analysis:** Each student will write an independent case analysis based on one of the following case studies in the Hutchison and Charlesworth (2022) text: 2.1, 6.1,10.3, 11.2, 12.1, 12.3, 13.1, 13.3, 14.2, 15.2, 15.3, 16.2. or 16.3. The analysis will focus on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community.  Students will incorporate a literature review, integrating at least 5 peer-reviewed journal articles, that supports the assessment and intervention portions of their case analysis.  This case analysis will be submitted in two installments; the first half of the assignment will be submitted in draft form. After receiving feedback, students will revise their draft and combine it with remaining required content in a final case analysis. See syllabus appendix for specific assignment guidelines. (35% of grade)

3. **Group case analysis**: Students will work in groups of 3-5 to plan and present a case analysis based on one of the following case studies in the Hutchison and Charlesworth (2022) text: 9.1, 11.3, 12.2, 13.2, 14.1, 15.1, or 16.1).  See syllabus for specific assignment guidelines. (15% of grade)

4. **Student Participation -** Attendance and active participation are critical to the teaching and learning in this course.  Students are expected to be in zoom class sessions, or, in extenuating circumstances, to notify the instructor if they cannot attend.  This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level.  Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and "being present" and involved in experiential activities and discussions.  Note that even if absences are excused, missing more than two zoom classes will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present (10% of final grade)

**To receive a passing grade, ALL assignments need to be completed and expectations for class participation met.**

**Summary of Semester Assignments and Grade Breakdown**

| Assignment | Date Due | % of Grade |
|---|---|---|
| Reflective discussions and peer responses | Thursdays 9/2, 9, 16, 23, and 30; 10/7, 14, and 21; and 11/4, 11, and 18; responses to peers Saturdays 9/4, 11, 18, and 25; 10/2, 9, 16, and 23; 11/6, 13, and 20 | 40 |
| Case analysis/ Installment 1/draft | Friday, October 29 | 15 |
| Case analysis/final submission | Optional draft 11/24; final 12/6 | 20 |
| Group case analysis presentation | Depends on assigned case | 15 |
| Student participation | NA | 10 |
| TOTAL | | 100 |

## VI.    GRADES
## Overall Criteria for Evaluating Student Assignments

Since this is a writing flag course, all written assignments will be graded on both content and writing. Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of

the syllabus for all assignments. The University requires that all faculty use the following grading system.

**GRADING SCALE**
94. 0 and Above  A
90.0 to 93.999  A-
87.0 to 89.999  B+
84.0 to 86.999  B
80.0 to 83.999  B-
77.0 to 79.999  C+
74.0 to 76.999  C
70.0 to 73.999  C-
67.0 to 69.999  D+
64.0 to 66.999  D
60.0 to 63.999  D-
Below 60.0  F

## VII.  CLASS POLICIES

1. **Instructor Contact**: If you wish to make an appointment to see me, cannot attend a zoom class, or have a question about the course, please send an email to me at rambrosino@utexas.edu. You can also call or text me at 210-241-0391 (cell) or we can set up a conference via zoom. I check my e-mail and phone messages regularly and will respond as quickly as possible.
2. **Attendance:** This course is interactive in nature, with students learning from each other as well as from readings and other course assignments.  It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. This is a fast-paced course, and thus class attendance is expected, as is submitting assignments on time to help ensure that you complete the course with a satisfactory grade. Students may miss two of the scheduled zoom class periods without penalty.  Those who do not attend class on a regular basis (missing more than two classes without a valid excuse, e.g., medical documentation) will receive a lower grade in the course.  Two points will be deducted from your final grade for each zoom class session missed beyond two.  Your participation grade will also be impacted, since you cannot participate if you are not present.
3. **Electronic Devices:** Students will need a computer with a video camera and microphone and Internet access for zoom sessions.  Students are asked to have cell phones on vibrate or turned off during class unless they are using them for their zoom connection.  If you receive an emergency call, mute your audio and video connections until you are finished with the call.   You are also expected to refrain from texting and to keep your camera on during class to maintain a community of learning.
4. **Submission of Papers and Late Assignments:**  All assignments other than the reflective discussions and peer responses must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due.  Reflective discussions and peer responses should be posted directly in the discussion section of the course.  All assignments must be submitted on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline.  Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement. Students will be given one "day of grace" before late points are deducted; any assignments submitted after that will result in a reduction of 5% for each day it is late. Because grade averages on Canvas only reflect graded assignments and not

those that are missing, if students have not submitted an assignment ten calendar days after the due date a grade of 0 will be recorded to allow students to have a realistic view of their current course grade. If exceptions are made to allow a student to submit an assignment past that date because of extenuating circumstances, the grade will be changed after the assignment has been submitted and graded.

5. **APA & References: APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association 7<sup>th</sup> edition. Information on APA style and format can be found on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

6. **Course Feedback:** Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

7. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.

## VIII.  UNIVERSITY POLICIES

**COVID-19 Related Information:** The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

**The University of Texas Honor Code:** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**Documented Disability Statement:**  Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: http://diversity.utexas.edu/disability/.

**Professional Conduct and Civility in the Classroom:**  The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of

diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom.  Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**Unanticipated Distress:**  Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at https://cmhc.utexas.edu/.

**Policy on Social Media and Professional Communication:**  Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**Policy on Scholastic Dishonesty:**  Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the

student may refer to the Web Site of the Student Conduct and Academic Integrity, Office of the Dean of Students: https://deanofstudents.utexas.edu/conduct/

**Use of Course Materials:** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**Classroom Confidentiality:** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**Use of E-mail for Official Correspondence to Students:** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

**Religious Holidays:** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**Title IX Reporting:**. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

**CAMPUS CARRY POLICY.** The University's policy on campus carry may be found here: https://campuscarry.utexas.edu.

**Safety:** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else,

students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit https://safety.utexas.edu/behavior-concerns-advice-line. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

· Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.

· If you require assistance to evacuate, inform the professor in writing during the first week of class.

· In the event of an evacuation, follow the professor's instructions.

· Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. COURSE SCHEDULE (full citations for readings can be found in bibliography section)

| Date | Topics | Assignments Due | Readings |
|---|---|---|---|
| **Week 1** **Thursday, August 26** **Zoom session** | • Introductions<br>• Course overview<br>• Establishment of guidelines for class discussion | **VIEW: Welcome module** **SUBMIT:  Intro discussion post by 8/29** | • Syllabus |
| **Week 2** **Tuesday, August 31** **Asynchronous session** | • A multidimensional approach to human behavior and social work practice<br>• Writing from a social work perspective | **COMPLETE:** **Asynchronous Week 2 module** **SUBMIT: Group case preferences by 8/31 by 11:59 p.m.** | • Hutchison & Charlesworth, Chapter 1, Human behavior: A multidimensional approach<br>• Canvas: Ambrosino et al., The ecological/systems framework |
| **Thursday, September 2** **Zoom session** | • Finalization of case presentations<br>• Application: Integrating theory, research, and practice; strengths and ecosystems perspectives | **SUBMIT:  Module 2 learning reflection by 9/2; responses to at least two peers' reflections by 9/4** | |
| **Week 3** **Tuesday, September 7** **Asynchronous session** | • Theoretical perspectives on human behavior and the social environment: conflict, social constructionist, Vygotsky<br>• Cultural implications for understanding human behavior | **COMPLETE:** **Asynchronous Week 3 module** | • Hutchison & Charlesworth, Chapter 2, Theoretical perspectives on human behavior<br>• Canvas: Hepworth et al., Chapter 3, Overview of the helping process, pp. 35-45 |

| Date | Topics | Assignments Due | Readings |
|---|---|---|---|
| **Thursday, September 9 Zoom session** | • Application: Conflict, social constructionist, and Vygotsky/social cultural theory | **SUBMIT: Module 3 learning reflection by 9/9; responses to peers by 9/11** | |
| **Week 4 Tuesday, September 14 Asynchronous session** | • Social justice, structure, and institutions<br>• Group structure/dynamics<br>• Formal organizations<br>• Communities<br>• Theories of social inequality: Critical race theory, feminist theory | **COMPLETE: Asynchronous Week 4 module** | • Hutchison & Charlesworth, Chapters 8, Small Groups, formal organizations, and communities; and 9, Social structure, social institutions… Canvas: Kolivoski et al., Critical race theory… |
| **Thursday, September 16 Zoom session** | • Application: Using critical race and feminist perspectives to understand structural and institutional disparities<br>• **Group case presentation 9:1: Leticia Renteria** | **SUBMIT: Module 4 learning reflection by 9/16; responses to peers by 9/18** | |
| **Date** | **Topics** | **Assignments Due** | **Readings** |
| **Week 5 Tuesday, September 21 Asynchronous session** | • Cultural and physical environmental factors that shape development<br>  o Race/ ethnicity, gender, gender identity, class, religion/spirituality, ability, sexual orientation<br>• Ecojustice and environmental racism | **COMPLETE: Asynchronous Week 5 module** | • Hutchison & Charlesworth, Chapter 6, Culture and the physical environment<br>• Grande, pp. 1-46 (chapters 1-5)<br>• Canvas: Bowleg, The problem with the phrase *women and minorities*: Intersectionality – an important theoretical … |
| **Thursday, September 23 Zoom session** | • Application: Intersectionality of identities; environmental racism<br>• **Group case presentation (Case 9.1 Leticia Renteria)** | **SUBMIT: Module 5 learning reflection by 9/23; responses to peers by 9/25** | |
| **Week 6 Tuesday, September 28 Asynchronous session** | • Understanding family systems and dynamics<br>• Family constellations<br>• Family stress and coping and family resiliency perspectives | **COMPLETE: Asynchronous Week 6 module** | • Hutchison & Charlesworth, Chapter 7, Families<br>• Grande, pp. 47- 93 (chapters 6-12) |
| **Thursday, September 30 Zoom session** | • Application: Theoretical frameworks when assessing and working with families | **SUBMIT: Module 6 learning reflection by 9/30; responses to peers by 10/2** | |

| Week 7 Tuesday, October 5 Asynchronous session | • Biopsychological dimensions<br>• Brain-based implications<br>• Adverse Childhood Experiences<br>• Impact of trauma on the brain and human behavior | **COMPLETE: Asynchronous Week 7 module** | • Hutchison & Charlesworth, Chapter 3, The biological person<br>• Canvas: Shaia et al., Socially-engineered trauma and a new social work pedagogy: Socioeducation as… |
| --- | --- | --- | --- |
| **Thursday, October 7 Zoom session** | • Application of ACE and trauma-informed perspectives | **SUBMIT: Module 7 learning reflection by 10/7; responses to peers by 10/9** | |
| **Week 8 Tuesday, October 12 Asynchronous session** | • The psychological person<br>• Cognitive and emotional theories<br>• Religion and spirituality | **COMPLETE: Asynchronous Week 8 module** | • Hutchison & Charlesworth, Chapters 4, The psychological person and 5, The spiritual person |
| **Thursday, October 14 Zoom session** | • Application of cognitive and emotional theories | **SUBMIT: Module 8 learning reflection by 10/14; responses to peers by 10/16** | |
| **Date** | **Topic** | **Assignments Due** | **Readings** |
| **Week 9 Tuesday, October 19 Asynchronous session** | • The life course perspective<br>• Psychosocial/develop-mental frameworks<br>• Reproductive rights<br>• Pre-pregnancy and prenatal development<br>• Impact of pregnancy and birth on teens/adults | **COMPLETE: Asynchronous Week 9 module** | • Hutchison & Charlesworth, Chapter 10, The life course perspective and 11, The journey begins: Conception, pregnancy, and infancy<br>• Canvas: Newman & Newman, life cycle |
| **Thursday, October 21 Zoom session** | • Application of psychosocial/developmental framework<br>• Reproductive rights<br>• Impact of pregnancy and birth on teens/adults<br>• **Group case presentation (Case 11.3 Sarah's Teen Dad)** | **SUBMIT: Module 9 learning reflection by 10/21; responses to peers by 10/23** | |
| **Week 10 Tuesday, October 26 Asynchronous** | • Development in infancy, toddlerhood, early childhood<br>   o Infant temperament<br>   o Attachment/implications | | • Hutchison & Charlesworth, Chapter 12, Toddlerhood and early childhood |

| Date | Topics | Assignments Due | Readings |
|---|---|---|---|
| session | for child and adult development | | • Grande, pp. 93-159, chapters 13-20 |
| **Thursday, October 28 Zoom session** | • Application: Attachment theory<br>• **Group case presentation (Case 12.3 Terri's Terrible Temper)** | **SUBMIT:**<br>**Case analysis installment I draft by 10/29 at 11:59 p.m.** | |
| **Week 11 Tuesday, November 2 Asynchronous session** | • Development in middle childhood<br>  o Family, peers, school<br>  o Child maltreatment<br>  o Social learning, resiliency perspectives | **COMPLETE: Asynchronous Week 11 module** | • Hutchison & Charlesworth, Chapter 13, Middle childhood<br>• Grande, pp. 163-201, Book 2 – Prologue and chapters 1-6 |
| **Thursday, November 4 Zoom session** | • Application of intersectionality, CRT, social learning, and resiliency perspectives<br>• **Group case presentation (Case 13.2 Jasmine's headaches)** | **SUBMIT: Module 11 learning reflection by 11/4; responses to peers by 11/6**<br>Case analysis installment I draft returned | |
| **Date** | **Topics** | **Assignments Due** | **Readings** |
| **Week 12 Tuesday, November 9 Asynchronous session** | • Adolescence<br>  o Peers<br>  o Identity development<br>  o Moral choices | **COMPLETE: Asynchronous Week 12 module** | • Hutchison & Charlesworth, Chapter 14, Adolescence<br>• Tatum, Why do all the Black kids sit together in the cafeteria?<br>• Grande, pp. 201-249, chapters 7-14 |
| **Thursday, November 11 Zoom session** | • Application: Identity development<br>• **Group case presentation (Case 14.1 David's Coming Out Process)** | **SUBMIT: Module 12 learning reflection by 11/11; responses to peers by 11/13** | |
| **Week 13 Tuesday, November 16 Asynchronous session** | • Development in young and middle adulthood<br>  o Intimacy<br>  o Education, work and family<br>  o Myth of midlife crisis | **COMPLETE: Asynchronous Week 13 module** | • Hutchison & Charlesworth, Chapter 15, Young and middle adulthood<br>• Grande, pp. 249-322, chapters 15-24 and epilogue |
| **Thursday, November 18 Zoom session** | • Application - Development in young and middle adulthood<br>  o Social constructionist and feminist theories<br>• **Group case presentation** | **SUBMIT: Module 13 learning reflection by 11/18; responses to peers by 11/20** | |

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|---|---|---|---|
| | **(Case 15.1 Caroline Sanders)** | | |
| **Week 14** **Tuesday,** **November 23** **Asynchronous** **session** | • Writing lab: Completing your final case analysis | **SUBMIT: Optional draft of Installment II case analysis by 11/24 at 11:59 p.m.** | |
| **Thursday,** **November 25** | • **Thanksgiving Holiday** **No class** | | |
| **Week 15** **Tuesday,** **November 30** **Asynchronous** **session** | • Development in late adulthood <br>   ○ Retirement and income <br>   ○ Health disparities <br> • Loss and grief and implications for human behavior | **COMPLETE:** **Asynchronous Week 15 module** | • Hutchison & Charlesworth, Chapter 16, Older adulthood |
| **Thursday,** **December 2** **Zoom session** | • Application: Loss and grief <br> • Our changing world: Implications for social work <br> • **Group case presentation** **(Case 16.1 Ms. Ruby Johnson)** | **SUBMIT:** **Final case analysis by 12/6 at 11:59 p.m.** | |

## X.    BIBLIOGRAPHY  (Not intended to replace your own literature searches)

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# APPENDIX
# ASSIGNMENT GUIDELINES

## 1. REFLECTIVE DISCUSSIONS - 40% of final grade

Each week the instructor will post a module that includes asynchronous PowerPoint slides and other materials to be reviewed in addition to assigned readings. After reviewing materials, during weeks 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, and 13, students will submit a learning reflection (estimated one page single spaced) on the Canvas discussion board link to a series of prompts no later than Thursday (9/2, 9//9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 11/4, 11/11, and 11/18) at 11:59 p.m. They will then respond to at least two peers' postings (1/3 to ½ page) no later than Saturday of that week (9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 11/6, 11/13, and 11/20) by 11:59 p.m. Students can respond to either an initial peer's post or a response to an initial post, expanding discussion and critical thinking in subsequent posts.

Initial responses should be reflective and integrate content from materials viewed (the text and readings on Canvas, slides, videos, and other materials in the module) with appropriate citations; they should not be merely a summary of materials. Students also can apply content to their own life experiences, field experiences, or earlier class discussions and raise questions about materials that were unclear or that they would like to learn more about/discuss in class sessions. No other sources are needed unless the prompt specifically calls for them. Responses to peers should also deepen the conversation, integrating course content, comparing perspectives shared, and asking thoughtful questions, rather than just a brief "great commentary – I agree!"

Students will receive up to 5 points each week for their postings; points will be determined by thoughtful responses to prompts that demonstrate critical thinking as well as integration of readings and asynchronous course materials. Grades will be calculated based on the highest 8 grades, so students will have the option of completing 8 of the 11 reflections or dropping their lowest grades if they complete more than 11. Students should post responses directly on the discussion board link rather than submitting them in a word or PDF document.

## 2. CASE ANALYSIS PAPER (8-10 pages excluding title and reference pages); installment I due 10/29 and counts 15% toward your final grade; final paper incorporating installment II due 12/6 and counts 20% toward your final grade

Students are required to complete a written case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. This is a common assignment for students in all sections of HBSE to assess how well they master competencies 6.1, 7.2, 8.2, and 9.2 of the Council on Social Work Education's Education Policy and Accreditation Process (EPAS). Results are used to evaluate the School's curriculum as part of its process to maintain CSWE accreditation. This assignment assesses the following competencies:

| CSWE Competency | Mastery Assessed by Completion of |
|---|---|
| 6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | Parts 1 and 2, submitted in Installment I |

| 7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. | Part 3, submitted in Installment I |
|---|---|
| 8.2 Apply knowledge of human behavior and the social environment, person-in- environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies. | Part 4, submitted in Installment II |
| 9.2 Apply knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups | Part 5, submitted in Installment II |

The objectives of this assignment are:
- To apply critical thinking to the problem identification, assessment and intervention planning for a case situation.
- To practice using evidence-based resources to guide case interventions.
- To apply a theoretical framework(s) to a case and presenting problem.
- To gain experience writing a formal case analysis using APA format.

**This analysis will be submitted in two installments: Installment I (includes parts 1, 2, and 3 of the assignment requirements) must be posted on Canvas no later than October 29 at 11:59 p.m. and counts 15% toward your final grade. Your final analysis, which includes Installment I (revised) and Installment II (includes parts 4 and 5 of the assignment requirements), must be posted on Canvas no later than December 6 at 11:59 p.m. and counts 20% toward your final grade (5% based on revisions to Installment I).**

**The case analysis paper should be written using one of the following cases in the Hutchison text: 2.1 (End of life care for Maria Chavez), 6.1 (Rubina living across cultures), 10.3 (Phoung Le serving family and community), 11.2 (Thompsons' premature birth), 12.1 (Overprotecting Henry), 12.3 (A new role for Ron and Rosalind's grandmother), 13.1 (Anthony's impending assessment), 13.3 (Gabriela's new life), 14.2 (Carl's struggle for identity), 15.2 (Mark Raslin, finding stability at 42), 15.3 (Maha Ahmed, struggling to find meaning at 57), 16.2 (Margaret Davis stays at home) or 16.3 (Pete Mullin loses his sister's support).** Students need to choose a case that focuses on issues different than cases they may be assessing in other classes.

The case analysis should be at least eight full double-spaced, 12-point font, pages in length (excluding title and reference pages) and must adhere to APA 7th edition guidelines. This analysis should be written in third person and supported with a minimum of eight peer-reviewed, refereed journal articles published after 2000, preferably no more than 10 years old (unless you are citing the original author of a theory or an important historic citation). Do not use more than one website as one of your references unless the reference is a peer reviewed, refereed journal article. Installment I must include a **minimum of five sources**, cited appropriately in the body of your document and on your reference page. The **minimum of eight sources in your final submission will include those used in installment I.**

**CASE ANALYSIS PAPER OUTLINE AND CONTENT**

**INSTALLMENT I (Due at 11:59 p.m. October 29th; minimum of five sources; include reference page)**
**1. Relevant Background Information:** In this introduction to your case, be sure to indicate clearly who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, and why you chose that system as the client. Include information about the client/client system (i.e., if an individual, age, race/ethnicity, gender, sexual orientation/gender identity, economic status, religion if relevant, and current living situation. The introductory background information is to include relevant facts related only to the targeted client system you chose. This is grounded in the information presented about the client system in the case study on which you chose to focus, and not based on unwritten assumptions, stereotypes, or biased opinions. This

information should help explain the behavior of the client system in its social environment.  (Suggested length – 1 page)

**2.  Engagement of the Client in the Case:** It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Use a strengths-based and empowerment theoretical framework to engage the client. Describe engagement strategies such as empathy, reflection, and interpersonal skills a social worker could use with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community.  Note that this discussion should not focus on the information a social worker will gather during their assessment as they work with the client, but how they will build an initial relationship.  Be sure you personalize your discussion to fit the client/client system; don't just use generic content you would use in working with any client.   (Suggested length – 1 or 2 paragraphs)

**3.  Assessment of the Case:** In reviewing the case, collect and organize the information from the case study and draw on relevant journal articles to help guide your assessment (i.e., if your client is a refugee who has just arrived in the U.S. after fleeing a war-torn country, you might find an article on refugees that helps you understand their experiences and possible impact on them).  Begin your assessment by describing a single presenting problem that the targeted client system is facing in the case, i.e., why did the client come to/get referred to you (1 paragraph). Demonstrate critical thinking skills in your assessment of the case. Identify and discuss the biopsychosocial and cultural factors that contributed to the problem.  As you complete your assessment, you may identify other problems the client is experiencing, possibly underlying problems that have caused/contributed to the presenting problem.  Summarize the various environmental/ contextual factors that relate to the case (e.g., individual, family, peers, school/employment, neighborhood/ community; biological, cultural, economic, political/legal, ethical).  Do not reiterate the facts of the case, but describe the contextual issues surrounding the case objectively, identifying individual and environmental strengths and challenges.   Incorporate one theoretical framework to guide your assessment. Explain the theory and then show how it is relevant to the problems and core issues of the case. Integrate content from at least 3 appropriate peer-reviewed journal articles to offer supportive documentation of your assessment of the problem(s) described. (Don't review the articles one by one at the end of your assessment section.) All articles used should be published later than the year 2000, preferably no more than 10 years old. At the end of this installment, summarize the primary problems/needs identified during the assessment that you think should be addressed with evidence-based/appropriate interventions. (Suggested length 3 ½ pages; assessment and contextual discussion should be about 2-2 1/2 pages; theory discussion should be about 1 page)

**INSTALLMENT II/FINAL ANALYSIS (Optional draft November 24 at 11:59 p.m.; Final analysis due December 6 at 11:59 p.m.; minimum of eight difference sources, incorporating those from Installment I)**
**4. Goals and Intervention Strategies:** Based on your assessment of the case, develop goals, and then select appropriate intervention strategies that the social worker and the client/client system would collaborate on to address the problem(s) you have identified. Describe how the intervention strategies will be implemented.  Be sure the strategies relate to the identified problem and are consistent with your assessment of the case and the goals.  Strategies should be distinct, feasible/realistic, and culturally grounded. Briefly note the advantages and disadvantages of each strategy selected, making a case for why you are including it.  Incorporate at least 3 references from refereed journal articles supporting the intervention(s) chosen. You must also draw on a theoretical framework to guide the intervention selection and intervention. One theoretical framework can be used for all intervention strategies. (It can be either the same framework used in your assessment section or a different framework.)  (Suggested length 2-3 pages)
**5.  Evaluation of Practice**: Select and describe an appropriate method to evaluate the interventions selected. In other words, explain how you would know if the intervention(s) you chose was/were effective in addressing the problem. Be sure to use your selected theoretical framework to guide the evaluation of the intervention selected and implemented. (Suggested length ½ page)

**Grading of the case assessment will be based on the following:**
**Installment I (will count 15% toward your final grade)**
- Introduction/background (20 points)

- Targeted client system, problem statement and engagement (20 points)
- Assessment of the case, including use of theory/frameworks and journal articles (40 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

**Final Case Assessment (revised Installment I and Installment II) will count 20% toward your final grade.**
- Revisions made to installment I (10 points)
- Intervention strategies, including connection to assessment, selection of goals and rationale for selected strategies, cultural relevance, and use of theory/frameworks and journal articles (55 points)
- Evaluation (15 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

## 3.CASE ANALYSIS PRESENTATION - 15% of Final Grade
**The due date for this assignment depends on which case you are presenting (see syllabus).**
Students will be divided into groups, with each group required to lead the case discussion for one case. The objectives of this assignment are:
- To gain experience leading and participating in case conferences/staffings.
- To further skills in assessment and intervention planning using evidence-based resources as guidance.
- To gain experience applying theoretical perspectives to client situations.
- To gain experience leading creative, engaging oral presentations.

Students will sign up for one case analysis presentation based on the selection of possible **9.1 (Leticia Renteria's struggle to make it in the U.S.), 11.3 (Sarah's teen dad), 12.2 (Terri's terrible temper), 13.2 (Jasmine's headaches), 14.1 (David's coming out process), 15.1 (Caroline Sanders, a transgender young adult at 23) or 16.1 (Ms. Ruby Johnson is providing care for three generations).** Based on your top 4 choices, you will be assigned to a group of 3-5 students. Presentations will take place according to the schedule of class topics and readings that can be found in the course schedule. Your group can either present your case "in person" on zoom or pre-record your presentation and then respond to questions/ facilitate a discussion of your case "in person" on zoom after showing your pre-recorded presentation.

The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. A goal of your presentation will be to have the class participate and discuss multiple perspectives on a case analysis related to assessment and intervention. A relevant portion of the assigned readings for the same week of class that the group's presentation takes place should be incorporated into your presentation. Groups should indicate how the readings informed their analysis of the case. The readings may also be incorporated in the interactive discussion of the case with the class. Groups should speak with the instructor for clarification of which readings to reference.

Presentations, including discussion, will last approximately 30 minutes. Presenters will lead the discussion and class members will actively ask questions and provide feedback to the group presenting the case. Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use slides to ensure that your material is organized and to help guide discussion, mirror a case staffing that many social workers engage in in their practice settings, use other forms of role plays, or whatever other approaches the group thinks fit best with the case being presented. Posted handouts are also recommended. Any documents to be posted and a reference list of sources used should be emailed to the instructor at least one day prior to the presentation. The group presentation needs to cover:
1) background information including relevant information about the identified targeted client system
2) identification of the presenting problem and client/client system
3) how you would engage the targeted client system to develop a working relationship
4) assessment, including a) biopsychosocial cultural and other contextual factors that help you understand the client/client system, are contributing to the identified problem, and those that can be used to address it

(i.e. strengths); b) use of a single or multiple theoretical framework(s) to guide your assessment and c) inclusion of at least 3 peer-reviewed journal articles to guide your assessment

5) goals a social worker would establish with the client/client system based on the assessment and interventions to address the goals; b) a single or multiple theoretical framework(s) to guide your selection and implementation of interventions; c) peer reviewed articles to guide your selection and implementation of interventions, and d) a discussion of the pros and cons of each proposed intervention, incorporating cultural factors

6) an evaluation strategy for each of the interventions selected to address the problems/established goals

Each student must orally present a part of the group presentation to receive a grade. Be sure to integrate the literature review of the peer-reviewed journal articles in the assessment and intervention parts of the group presentation. Theoretical frameworks need to be explained regarding why they were chosen and how they are relevant to the case.

Groups will be graded based on the following:
- Introduction (5 points)
  - Background and summary of case
- Problem statement (5 points)
  - Clear statement of core problem(s) prior to completing the assessment
- Engagement (10 points)
  - Explanation of how you would engage the client prior to the assessment to begin developing a relationship with them
- Assessment (20 points)
  - Discussion and context of the case
  - Use of evidence-based support
  - Application of theory
- Interventions (20 points)
  - Address assessed problems and state identified goals based on the assessment
  - Use of evidence-based support to determine appropriate interventions/strategies
  - Application of theory
  - Explanation of alternative strategies and rationale for interventions selected
- Evaluation (10 points)
  - Addressed all selected interventions; appropriate in determining if goals have been met
  - Appropriate for identified strategies
  - Goodness of fit with identified theories/frameworks
- Organization (10 points)
  - Use of time by members
  - Balance of presented content and interactive discussion
- Creativity and Engagement (10 points)
  - Creativity demonstrated in presenting information
  - Engagement of and involvement of peers in discussion
  - Ability to facilitate discussion
- Integration of Readings and Supportive Materials (10 points)
  - Submitted supportive documents relating to the case including references
  - Applied theoretical and other relevant content from week's readings

Total: 100 points (will contribute 15% toward final grade)

After the presentation, students will complete group participation evaluation forms (available on Canvas) for each member, including themselves. Typically, all members receive the same grade. However, if group members indicate that participation in planning and presenting the case analysis is uneven, up to 50% of the grade for this

assignment will be adjusted accordingly, and some members may receive higher or lower grades than the assigned group grade.  Critique and honest feedback are important parts of group process, so be sure that you are communicating with each other prior to your presentation to avoid grade discrepancies.

**CHOICE SHEET FOR CASE ANALYSIS PAPER AND GROUP PRESENTATION**

Name: _____

| Assignment | Choice # 1 | Choice #2 | Choice # 3 | Choice # 4 |
|---|---|---|---|---|
| **Case Analysis Paper -** choice of cases in Hutchison and Charlesworth text: 2.1 (End of life care for Maria Chavez), 6.1 (Rubina living across cultures), 10.3 (Phoung Le serving family and community), 11.2 (Thompsons' premature birth), 12.1 (Over-protecting Henry), 12.3 (A new role for Ron and Rosalind's grandmother), 13.1 (Anthony's impending assessment), 13.3 (Gabriela's new life), 14.2 (Carl's struggle for identity), 15.2 (Mark Raslin, finding stability at 42), 15.3 (Maha Ahmed, struggling to find meaning at 57), 16.2 (Margaret Davis stays at home) or 16.3 (Pete Mullin loses his sister's support). | You can choose any of these cases; you don't need to give second, third, and fourth choices | | | |
| **Case Group Presentation** choice of cases in Hutchison and Charlesworth text: 9.1 (Leticia Renteria's struggle to make it in the U.S.), 11.3 (Sarah's teen dad), 12.2 (Terri's terrible temper), 13.2 (Jasmine's headaches), 14.1 (David's coming out process), 15.1 (Caroline Sanders, a transgender young adult at 23) or 16.1 (Ms. Ruby Johnson is providing care for three generations). | | | | |

Comments: