

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

Course Number:	SW 381R	Instructor:	Kerry Mecusker
Unique Number:	61530	Email:	kerrymecusker@utexas.edu
Semester:	Fall 2021	Office:	Via zoom
Meeting Time:	Tuesdays 11:30am – 2:30pm	Cell Phone:	512-689-7518
Meeting Place:	SSW 1.212	Office Hours:	Tuesdays, 2:30pm – 4:00pm Other times by appointment

**THEORIES AND CRITICAL PERSPECTIVES
OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

I. STANDARDIZED COURSE DESCRIPTION

This graduate-level course will focus on empirically based theories and conceptual approaches that undergird social work practice and research with individuals and families in social systems. Ecological-systems theory and a lifespan developmental framework will serve as conceptual guideposts for understanding social work's person-in-environment, contextual approach to the reciprocal relationship between human behavior and the social environment. Other traditional and alternative theories are also examined, including Psychodynamic, Cognitive Behavioral, Social Learning, Empowerment, Transpersonal, and Feminist. A critical perspective is emphasized to understand (1) theoretical knowledge construction, engagement, assessment, intervention, evaluation, and integration, and (2) theoretical relevance to explain the influence and contribution of factors related to race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability to human behavior and development. Methodological, empirical, and ethical considerations of contemporary issues (i.e., poverty, privilege, oppression, risk, and resiliency) and multi-dimensional aspects of the human experience and change across the lifespan (i.e., biological, psychological, social, cultural, and spiritual) will be critically examined.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Demonstrate knowledge about and critically analyze relevant theories of human behavior and development comparing definitional components, philosophical underpinnings, value assumptions, strengths, and limitations.
2. Analyze the reciprocal relationships of human behavior and social systems, and how this interaction influences health and well-being as well as risk and vulnerability.
3. Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development.
4. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability on risk and resilience, identity development, and human interactions within social systems.
5. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development.

6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics.
7. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies, assess data from clients and constituencies, select and implement interventions with clients and constituencies, and evaluate practice with individuals, families, and groups.

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 Education 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 class is conducted in an active learning approach using a variety of teaching methods such as lectures, videos, guest speakers, and group discussions. Students are expected to complete assigned readings of chapters, cases, and other assigned materials prior to each class period.

***Be sure to check the *Announcements* section of Canvas regularly for updates regarding whether class will be held each week on zoom, in person, or through a combination of both to facilitate a reduced in person class size.**

IV. REQUIRED TEXT AND MATERIALS

Hutchison, E. D. & Charlesworth, L.W. (2022). *Essentials of Human Behavior* (3rd ed.) Sage Publication, Inc., CA.

V. COURSE REQUIREMENTS

1.LITERATURE REVIEW BRIEFINGS. Each student will sign up to research two social work topics of interest and present their findings in a short staffing to the class. The social work topics will correspond to the textbook chapter that week and will provide further insight and application regarding the textbook material. Each briefing must include information synthesized from two research articles. An outline and reference list must be submitted through Canvas by 11:30am on the day of the assigned briefing. Additional guidelines for this assignment are posted in Canvas.

Each briefing is worth 5 points; equaling a total of 10 points.

2. HBSE COMMON ASSIGNMENT: CASE ANALYSIS PAPER.

To fulfill the EPAS competencies of 6.1, 7.2, 8.2, and 9.2 this is a common assignment for all sections of HBSE.

The assignment is for students to write a case analysis paper focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. **Students need to choose a case different from cases they may be assessing in other classes.**

The paper will have several parts:

Competency 6/Part 1 and 2:

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.

PART ONE Introduction and relevant background information: In the introduction be sure to clearly indicate 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. The introductory background information is to include detailed relevant facts related only to the targeted client system you chose. This is grounded in the case information presented about the client system you chose to focus on in the case 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.

PART TWO Engagement of the Client in the Case: Use a strengths-based and empowerment theoretical framework to engage the client. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Be sure to describe the engagement strategies such as empathy, reflection and interpersonal skills used with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community.

Competency 7/Part 3:

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 THREE Assessment of the Case: In reviewing the case, collect and organize the information data from the case study and describe a single problem that the targeted client system is facing in the case. Demonstrate critical thinking skills in analyzing the assessment of the case. Choose one theoretical framework that guided the assessment of the problem of the targeted client system. Use 3 references/citations of evidence-based, peer-reviewed literature (journal articles) to offer support documentation about the assessments of the problem described. All have to be referred journal articles published later than the year 2000.

Competency 8/Part 4:

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 FOUR Intervention Strategies: Develop intervention goals and select appropriate intervention strategies. Describe how the intervention strategies will be implemented. Be sure the problem has its own intervention strategy to address it. Be sure to use a theoretical framework to guide the intervention selection and implementation. Use 3 references of referred journal articles supporting the intervention chosen to address the problem identified and clearly stated in the assessment section of the case.

Competency 9/Part 5:

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 FIVE Evaluation of Practice: Select and use appropriate methods to evaluate the interventions selected. Write up how you would know if the intervention you chose was effectively dealing with the problem. In other words, tell how you would know if the intervention is working to address the selected problem. Be sure to use a theoretical framework to guide the evaluation of the intervention selected and implemented.

Complete guidelines for this assignment are posted in Canvas.

The total points for the case analysis paper is 25 points.

3. CASE ANALYSIS GROUP PRESENTATION.

Students will be divided into groups, with each group required to lead the case discussion for one case.

The objectives of this assignment are:

- a) To gain experience leading and participating in case conferences/staffings
- b) To further skills in assessment and intervention planning using evidence-based resources
- c) To gain experience applying theoretical perspectives to client situations.
- d) To gain experience leading creative, engaging oral presentations.

The group presentation will cover:

- 1) Background information including relevant information about the identified client/client system
- 2) Identification of the presenting problem and client/client system and how the student would engage the targeted client system to develop a working relationship
- 3) Assessment, including 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). Students must include one or multiple theoretical frameworks to guide the assessment as well as at least 3 peer-reviewed journal articles to guide the assessment.
- 4) Goals a social worker would establish with the client/client system based on the assessment and interventions to address the goals. Students must use one or multiple theoretical frameworks to guide the selection and implementation of interventions. Students must also use peer reviewed articles to guide the selection and implementation of interventions as well as discuss the pros and cons of each proposed intervention, incorporating cultural factors.
- 5) An evaluation strategy for each of the interventions selected to address the problems/established goals.

Complete guidelines for this assignment are posted in Canvas.

The total points for the case analysis group presentation is 25 points.

4. MID-TERM AND FINAL EXAMS. There will be a mid-term exam and final exam on dates noted in the course schedule. Exams will cover readings and class lectures covered prior to the exam date (for the mid-term this is Hutchison & Charlesworth chapters 1-9 and for the final this is Hutchison chapters 10-16). The final is not cumulative. Videos, class activities, and guest lecturers are part of the class and will also be covered on exams. If you are unable to take an exam on the assigned date for any reason other than an emergency, you must notify the professor at least one week in advance of the test date. If you do not, then it may result in not taking the exam. On exam days, arrive in class on time. If you arrive late, extra time will not be given for the exam. If you do not take the exams, you may be in jeopardy of not passing the course. The total points for the mid-term and final exam are 15 points each.

5. CLASS PARTICIPATION, ATTENDANCE, COMPLETION OF IN-CLASS ASSIGNMENTS. Students will receive 10 points of their total grade for their class attendance, class participation, in class assignments, and professional conduct. Attendance and participation are tracked throughout the semester. Your final point total is calculated towards the end of the semester and depends on your overall class participation. Full credit is given to students who not only attend class consistently, but who also complete the required readings, make substantive contributions to discussions, take some learning risks and think critically about the material. A pattern of frequent absences, late arrivals or early departures (especially without communication), or a pattern of unprofessional behavior, could result in disciplinary action. **I do not excuse absences; it is up to you to decide whether missing a class is worth the point deduction (see below). In the spirit of professionalism, I do ask that you communicate with me about any absence, tardy or early departure. Email communication is preferred.**

Attendance points will be deducted as follows:

Absence 1 = 2 points deduction

Absence 2 = 4 points deduction

Absence 3 = 4 points deduction

Tardies and early departures will result in a loss of 1 point each time unless excused by Prof. Mecusker

The use of computer is not allowed in class unless you have a professional letter explaining the need. This letter needs to be presented to the professor within the first 2 weeks of the course. Cell phones need to be turned off and put away during class time.

In addition, students who inappropriately use cell phones, computers, or any other technological device during class will have points deducted from their participation grade.

The total points for class participation, attendance, and homework are 10 points each.

<u>Assignments</u>	<u>Points</u>
Literature Review Briefing #1	5 pts
Literature Review Briefing #2	5 pts
Case Analysis Paper	25 pts
Mid-term Exam	15pts
Case Analysis Group Presentation	25pts
Final Exam	15pts
Class Participation, Attendance, Homework	10 pts

TOTAL 100 pts

VI. GRADES

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. Class Attendance.** Class attendance is required every class period for the entire class time period in order to get credit for attending class that day. Attendance will be taken each class. It is the student's sole responsibility to sign the attendance sheet each class. Students may not sign in for each other because that would be forgery and violating UT's expectations for academic integrity. This behavior may result in academic dismissal from UT or from the SSW. If the class is held on zoom, cameras must be turned on the entire class- except for brief breaks- to be counted present.
- 2. Excused Absences.** A pattern of frequent absences, late arrivals or early departures

(especially without communication), could result in disciplinary action. I do not excuse absences; it is up to you to decide whether missing a class is worth the point deduction (see breakdown above). In the spirit of professionalism, I do ask that you communicate with me about any absence, tardy or early departure. Email communication is preferred. Any class material missed due to class absence is the student's sole responsibility.

3. **Class preparation.** Before class time students are expected to read and/or complete the assigned chapter, handouts, case readings, and case homework prior to class. Students should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation grade. If you do not verbally participate in class, it can affect your grade for participation.
4. **General assignment requirements.** Assignments should be submitted through Canvas by the start of the class time on the day it is due. All assignments must be typed in double spaced and have one inch margins, typed in Times New Roman 12 point font. References/sources used in papers must be in American Psychological Association (APA) format and from evidenced based, peer reviewed journals. Papers should be written in third person except where noted for the purpose of self reflection. If questions about the credibility of a reference arise, consult with the professor. The professor is available by email to answer questions about assignments. Students should submit questions or requests for clarifications at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the professor cannot guarantee a timely response. Assignments are expected to be completed by the class time. Assignments not submitted by the start of class (even on the same day) will be considered late. The professor may change the assignment, which if done will be with class discussion and majority vote approval before the assignment is changed. Students will be informed of any changes in assignments, due dates, and other class content. UT does not allow Incompletes (grade of X) to provide additional time to complete assignments.
5. **Assignment due dates.** Assignments are due as indicated in the syllabus. Students will be penalized 3 points for each calendar day that an assignment is late and not turned in on the day it is due by the start of the class period. Assignments must be submitted through Canvas. If for some reason the professor gives you approval to email an assignment, make sure your assignment when emailed includes your attachment and it successfully reaches the professor on time. If not, it may result in not receiving credit for the assignment if you did not check your computer and the professor never got the assignment.
6. **Electronics.** It is expected that students will give full attention to the professor, guest lecturer, classmates, or the classroom activity that is happening. So to facilitate classroom communication, students may not use social media, the Internet, email, or cell phones (including texting) during class. Use of laptop, if required in a letter from the Office of Services for Students with Disabilities, will be accommodated if so stipulated.

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 Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

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

Date	Topic	Assignment Due	Readings
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Week 1 8/31/21	<p>Introductions Course Overview Review Syllabus Guidelines for Discussions A Multidimensional Approach</p>	<p>Think about topic for literature review briefings, case analysis paper, and case analysis group presentation</p>	<p><i>Read Syllabus Additional Material on Canvas</i></p>
Week 2 9/7/21	<p>Theoretical Perspectives on Human Behavior</p> <p>Time in class to choose assignment topics</p>	<p>Chose topic for literature review presentations, case analysis paper, and case analysis group presentation</p>	<p><i>Read Hutchison Ch 1&2 Additional Material on Canvas</i></p>
Week 3 9/14/21	<p>The Biological Person</p> <p>Guest Speaker: TBA</p>	<p>Literature review briefing</p>	<p><i>Read Hutchison Ch 3 Additional Material on Canvas</i></p>
Week 4 9/21/21	<p>The Psychological Person The Spiritual Person</p> <p>Time in class to meet on case analysis group presentation</p>	<p>Literature review briefing</p>	<p><i>Read Hutchison Ch 4&5 Additional Material on Canvas</i></p>
Week 5 9/28/21	<p>Cultures and the Physical Environment</p> <p>Movie: <i>God Grew Tired of Us</i></p>	<p>Literature review briefing</p>	<p><i>Read Hutchison Ch 6 Additional Material on Canvas</i></p>
Week 6 10/5/21	<p>Families Small Groups, Orgs & Communities</p> <p>Guest Speaker: Ken Martin, Foster Parent of teen boys</p>	<p>Literature review briefing</p>	<p><i>Read Hutchison Ch 7 & 8</i></p>
Week 7 10/12/21	<p>Social Structure, Institutions, Movements: Global</p> <p>Movie: USA versus Norway Prisons</p>	<p>Literature review briefing</p>	<p><i>Read Hutchison Ch 9</i></p>

	Guest Speaker: Mark Flores, Travis County jail Counselor		
Week 8 10/19/21	The Human Life Journey Case Analysis Group Presentation Midterm given	Take Mid-Term Exam Group Presentation due	<i>Read Hutchison Ch 10</i>
Week 9 10/26/21	The Journey Begins: Conception-Infancy Case Analysis Group Presentation	Group Presentation due	<i>Read Hutchison Ch 11</i> <i>Additional Material on Canvas</i>
Week 10 11/12/21	Toddlerhood & Early Childhood Case Analysis Group Presentation	Group Presentation due	<i>Read Hutchison Ch 12</i> <i>Additional Material on Canvas</i>
Week 11 11/9/21	Middle Childhood Adolescence Case Analysis Group Presentation	Group Presentation due	<i>Read Hutchison Ch 13 & 14</i> <i>Additional Material on Canvas</i>
Week 12 11/16/21	Young and Middle Adulthood Case Analysis Group Presentation	Group Presentation due	<i>Read Hutchison Ch 15</i> <i>Additional Material on Canvas</i>
Week 13 11/23/21	Late Adulthood Case Analysis Group Presentation	Group Presentation due Case Analysis Paper Due	<i>Read Hutchison Ch 16</i> <i>Additional Material on Canvas</i>
Week 14 11/30/21	Last Class! Discussion of key concepts	Take Final Exam	

X. BIBLIOGRAPHY

(May be helpful in getting your analyses started; not to replace your own literature searches.)

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