

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

Course Number:	SW 381R	Instructor:	Rosa T. Yaotonalcuauhtli, LCSW
Unique Number:	61540	Email:	tupinarosa@yahoo.com
Semester:	Fall 2021	Office:	Zoom
Meeting Time:	Thursdays 5:30pm – 8:30pm	Office Hours:	By Appointment
Meeting Place:	SSW 2.130		

**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 course is designed to provide the student with a meaningful learning environment that will incorporate diverse perspectives of thought about human behavior. The class will be conducted using active learning approaches that will emphasize inclusion and different learning styles. Course activities will include a combination of group discussion, small group critique and feedback, audiovisual presentations, case study analyses, readings, experiential exercises, speakers, and informal lecture. Students are expected to be open to learning and actively engaged in class discussion and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course. Classes are designed to encourage student participation, input and discussion.

IV. REQUIRED TEXTS AND MATERIALS

- Hutchison, E.D. & Charlesworth, L.W. (2022). *Essentials of human behavior: Integrating person, environment, and the life course* (3rd ed.). Los Angeles, CA: Sage.
- New York Times – go to nytimes.com and sign up for a free subscription using your UT email

Optional References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA Press.
- Machi, L.A. & McEvoy, B.T. (2016). *The literature review: Six steps to success* (3rd ed). Thousand Oaks, CA: Sage.

Reference Available on UT Canvas

An APA Reference Quick Guide (2020) published by USC

Selected readings: Additional readings from other books and journals 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 (further guidance for class participation and all assignments is included in the syllabus appendix):

Student Participation - Attendance and active participation are critical to the teaching and learning in this class. Students are expected to participate during virtual class sessions, or, in extenuating circumstances, to notify the instructor if they cannot participate. 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. Students will also be expected to submit one-page case synopses of those case studies discussed in class that they are not presenting. Note that even if absences are excused, missing more than one class 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

Literature Review Matrix and Paper – Students are expected to use critical thinking to complete a scholarly literature review on a selected human development/behavior topic that may be confronted in social work settings. This paper allows you to examine a specific topic, problem, or issue in depth by reviewing what other scholars have written about it. Prior to completing the review, students will complete a matrix identifying five peer-reviewed journal articles relating to their topic that can be incorporated in their review. 20% of final grade

Case Analysis Paper – To fulfill the EPAS competencies of 6.1, 7.2, 8.2, and 9.2, the case analysis paper is a common assignment for all sections of HBSE. Students will complete a case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. Students will submit this assignment in two parts. They may revise part one based on feedback received and submit it as part of their final case submission. Students may choose from cases 10.1, 10.2, 10.3, 11.2, 12.2, 12.3, 13.1, 14.2, 15.1, or 16.2 in the Hutchison text. 30% of final grade

Current Affairs and Our Community Paper and In-class Presentation – Students will identify a case example in the New York Times and apply critical thinking applying several different theories and content from the readings and class lectures; and share their findings in a 15-minute class presentation and facilitated discussion. Following the discussion the student will write a 2-5 double-spaced page paper. 20% of final grade

Midterm Exam – A take-home midterm exam will be given. The exam will focus on application of theory and human behavior content from the text and class sessions. Students will apply theory and course content to a film from pop-culture (film choices will be given by the professor). Exams will be posted one week before it will be due with specific page limits required for each response. 20% toward final grade.

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

Summary of Assignments Date Due Points (100)

Literature Review Preferred Topic Matrix Literature Review	9/9 (approved by 9/17) 9/23 10/7	20 (0) (5) (15)
Midterm Take-home Exam	10/21	20
Case Analysis Paper Installment I (Parts 1, 2, and 3) Revised Installment I and Installment 2 (Parts 4 and 5)	11/4 12/2	30 (15) (15)
Current Affairs and Our Community Case Analysis In-Class Presentation	TBD: 3-4 people per week depending class size	10
Current Affairs and Our Community Case Analysis Short Essay	One week following in class presentation. All by December 2	10
Class Participation		10

VI. GRADES

Overall Criteria for Evaluating Student Assignments

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. Please note that you will not earn credit for MSSW courses if your final grade falls below a 'C'.

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

Instructor Contact: If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please email me at tupinarosa@yahoo.com. I receive my e-mail on my phone at frequent intervals and will respond as quickly as possible.

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. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.

Electronic Devices: Students are welcome to use notebooks, laptops and other electronic devices for notetaking during class time. If students are using these devices for other purposes not relevant to the class (i.e., checking email or working on assignments for other courses), they will be unable to continue bringing them to class. Students are asked to have cell phones on vibrate or turned off during class. If you receive an emergency call, please step out of class to talk. You are also expected to refrain from texting during class.

Submission of Papers and Late Assignments: Assignments must be submitted as a word document on Canvas by 5:00 p.m. the day that an assignment is due. All assignments must be turned in 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. A late assignment will result in a deduction of **5%** for each day it is late. 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.

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. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). 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.

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.

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 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
Class 1 August 26	<ul style="list-style-type: none"> • Introduction and course overview • Establishment of guidelines for class discussion 		<ul style="list-style-type: none"> • Canvas <ul style="list-style-type: none"> ○ Syllabus ○ A NY Times Opinion Piece “Hungry in America” ○ NY Times article “Coronavirus and Poverty: A Mother Skips Meals So Her Children Can Eat” Both located on Canvas ○ CBS News Video “Fridges full of food help fight hunger”

Class 2 September 2	<ul style="list-style-type: none"> • A multidimensional approach to human behavior and social work practice (HBSE) • The strengths perspective • The ecological/systems framework • Integrating theory, research, and practice • Writing literature reviews • Finalization of case presentations 		<ul style="list-style-type: none"> • Hutchison, Chapter 1, Human behavior: A multidimensional approach • Canvas: <ul style="list-style-type: none"> ○ Ambrosino, et. al, The ecological/systems framework ○ Ungar et al., What is resilience within the social ecology of human... ○ Greenfield, Using ecological frameworks to advance a field of research, practice, and policy on aging-in-place initiatives.
Class 3 September 9	<ul style="list-style-type: none"> • The helping process • Decision cases • Theoretical perspectives <ul style="list-style-type: none"> ○ Conflict ○ Social constructionist ○ Developmental ○ Social behavioral 	DUE: <ul style="list-style-type: none"> • Literature review topics 9/9 at 5:00 p.m. 	<ul style="list-style-type: none"> • Hutchison, Chapter 2, Theoretical perspectives on Human Behavior • Canvas: <ul style="list-style-type: none"> ○ Goldberg et al. Why parenthood, and why now? Gay men's.....
Class 4 September 16	<ul style="list-style-type: none"> ○ Biopsychological dimensions ○ Brain-based implications for human behavior ○ Psychological dimensions 		<ul style="list-style-type: none"> • Hutchison, Chapter 3, The Biological Person • Hutchison, Chapter 4, The Psychological Person • Canvas: <ul style="list-style-type: none"> ○ Perry, The neurosequential model of therapeutics ○ First & Kemper, The effects of toxic stress and adverse childhood experiences at our southern border...
Class 5 September 23	<ul style="list-style-type: none"> • Spiritual dimensions • Postmodern views of culture • The natural environment/ecojustice 	DUE: <ul style="list-style-type: none"> • Literature review matrix 9/23 at 5:00 p.m. 	<ul style="list-style-type: none"> • Hutchison, Chapter 5, The spiritual person • Hutchison, Chapter 6, Culture and the physical environment

Class 6 September 30	<ul style="list-style-type: none"> Theoretical perspectives for understanding families <ul style="list-style-type: none"> Family systems Diversity Challenges that impact family life: Interpersonal violence, poverty, divorce, substance misuse 		<ul style="list-style-type: none"> Hutchison, Chapter 7, Families Canvas: <ul style="list-style-type: none"> Schwartz, Moving from acceptance toward transformation with IFST Kolbert, et al., Clinical interventions with adolescents... Alggia, et al. Risky business: An ecological analysis of intimate partner violence
Class 7 October 7	<ul style="list-style-type: none"> Group structure/dynamics Formal organizations Communities Social justice, structure, and institutions Theories of social inequality 	<p>DUE:</p> <ul style="list-style-type: none"> Literature review at 10/7 at 5:00 p.m. 	<ul style="list-style-type: none"> Hutchison, Chapter 8, Small groups, formal organizations, and communities Hutchison, Chapter 9, Social structure, social institutions, and social movements, social capital
Class 8 October 14	<ul style="list-style-type: none"> Continuation of discussion on communities, social justice, structure, and social inequality Dr. Noel's research in rural Texas 	<ul style="list-style-type: none"> <i>Take-home Midterm Exam posted on Canvas</i> 	<ul style="list-style-type: none"> Canvas: Noel, L, et al. (2019) Community-Academic Partnerships: Approaches to Engagement
Class 9 October 21	<ul style="list-style-type: none"> The life course perspective Psychosocial/developmental frameworks Reproductive rights Pre-pregnancy and prenatal development 	<p>DUE:</p> <ul style="list-style-type: none"> Take-home Midterm Exam 10/21 at 5:00 p.m. 	<ul style="list-style-type: none"> Hutchison, Chapter 10, The life course perspective Hutchison, Chapter 11, The journey begins: Conception, pregnancy... Canvas: <ul style="list-style-type: none"> Cloitre, et al. A developmental approach... Warner & Brown, Understanding how race/ethnicity and gender...

Class 10 October 28	<ul style="list-style-type: none"> • Development in infancy and early childhood <ul style="list-style-type: none"> ○ Attachment and temperament ○ Gender identity • Family and community risks and opportunities 		<ul style="list-style-type: none"> • Chapter 12, Toddlerhood and early childhood • Canvas: <ul style="list-style-type: none"> ○ Finger et al., Parent relationship quality and infant-mother attachment. ○ Riggs, Childhood emotional abuse and the attachment system across the life cycle: What theory and research tell us.
Class 11 November 4	<ul style="list-style-type: none"> • Development in middle childhood <ul style="list-style-type: none"> ○ Family dynamics ○ Peers ○ Educational settings ○ Child maltreatment 	DUE: <ul style="list-style-type: none"> • Installment I of case assessment 11/4 at 5:00 p.m. 	<ul style="list-style-type: none"> • Hutchison, Chapter 13, Middle childhood • Canvas: <ul style="list-style-type: none"> ○ Dubow, et al. A social-cognitive-ecological framework for understanding the impact of exposure to persistent ethnic-political violence on children's psychosocial adjustment. ○ Zayas, et al.,. The distress of citizen-children with detained and deported parents.
Class 12 November 11	<ul style="list-style-type: none"> • Development in adolescence <ul style="list-style-type: none"> ○ Identity ○ Relationships ○ Moral development ○ Risks and decision-making 	(Graded Installment I of case assessment returned)	<ul style="list-style-type: none"> • Hutchison, Chapter 14, Adolescence • Canvas: <ul style="list-style-type: none"> ○ Kim, et al., Physical and psycho-social predictors of adolescents' suicide behaviors. ○ Kolbert, et al., Clinical interventions with adolescents... ○ Steelman, Externalizing identities: An integration of narrative therapy and queer theory.
Class 13 November 18	<ul style="list-style-type: none"> • Development in young and middle adulthood <ul style="list-style-type: none"> ○ Education, work and family relationships ○ Myth of midlife crisis 		<ul style="list-style-type: none"> • Hutchison, Chapter 15, Young and middle adulthood • Canvas: <ul style="list-style-type: none"> ○ Walker, et al., Childhood sexual

			<p>abuse and adult sexual identity formation....</p> <ul style="list-style-type: none"> ○ Ainspan et al. Psychosocial approaches to improving the military-to-civilian transition...
November 24	NO Class (Holiday week)		
Class 14 December 2	<ul style="list-style-type: none"> ● Development in late adulthood ● Loss and grief ● HBSE in a changing world ● Course evaluations <p>Celebration and closure</p>	<p>DUE:</p> <ul style="list-style-type: none"> ● Final case assessment due 12/2 at 5:00 p.m. 	<ul style="list-style-type: none"> ● Hutchison, Chapter 16, Late adulthood ● Canvas: <ul style="list-style-type: none"> ○ Goodcase & Love, From despair to integrity: Using narrative therapy for older individuals... ○ Almack et al. Exploring the impact of sexual orientation on end-of-life care...

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

Abrams, L. & Terry, D. (2017). *Everyday desistance: The transition to adulthood among formerly incarcerated youth*. New Brunswick, NJ: Rutgers University Press.

Adrian, J. A. L., Deliramich, A. N., & Frueh, B. C. (2009). Complicated grief and posttraumatic stress disorder in humans' response to the death of pets/animals. *Bulletin of the Menninger Clinic*, 73(3), 176-187.

Ainspan, N.D., Penk, W., & Kearney, L.K. (2018). Psychosocial approaches to improving the military-to-civilian transition process. *Psychological Services* 15(2), 129-134.

Alaggia, R., Regehr, C., & Jenney, A. (2012). Risky business: An ecological analysis of intimate partner violence disclosure. *Research on Social Work Practice* 22(3), 301-312.

Almack, K., Seymour, J., & Bellamy, G. (2010). Exploring the impact of sexual orientation on experiences and concerns about end-of-life care and on bereavement for lesbian, gay and bisexual older people. *Sociology*, 44(5), 908-924.

Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.

Arthur, D. P. (2015). Social work practice with LGBT elders at end-of-life: Developing practice evaluation and clinical skills through a cultural perspective. *Journal of Social Work in End-of-Life & Palliative Care*, 11(2), 178-201.

Ayon, C. (2016). Talking to Latino children about race, inequality, and discrimination: Raising families in an anti-immigrant political environment. *Journal for the Society of Social Work and Research*, 7 (3), 449-477.

Bent-Godley, T. (2011). *The ultimate betrayal: A renewed look at intimate partner violence*. Washington,

D.C: NASW.

- Berk, L.E. (2014). *Development through the lifespan* (6th ed.). Boston: Allyn and Bacon.
- Blundo, R. (2010). Engaging men in clinical practice: A solution-focused and strengths-based model. *Families in Society* 91(3), 307-312.
- Braveman, P. A., Kumanyika, S., Fielding, J., Laveist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: The issue is justice. *American Journal of Public Health, 101 Suppl 1*(Suppl 1), S149–S155.
- Bronfenbrenner Life Course Center at Cornell University,
<http://www.human.cornell.edu/che/BLCC/index.cfm>
- Brown, Brene' (2017). *Braving the wilderness: The quest for true belonging and the courage to stand alone*. NY: Random House.
- Carter, M.J. & Fuller, C. (2016). Symbols, meaning, and action: The past, present and future of symbolic interactionism. *Current Sociology* 64(6), 931-961.
- Cartwright, C. M., Hughes, M., & Lienert, T. (2012). End-of-life care for gay, lesbian, bisexual and transgender people. *Culture, Health & Sexuality: An International Journal for Research, Intervention and Care, 14*(5), 537–548.
- Casado, B.L., Hong, M., & Harrington, D. (2010). Measuring migratory grief and loss associated with the experience of immigration. *Research on Social Work Practice, 20*(6), p. 611-620.
- Chen, B. (2017). Parent-adolescent attachment and academic adjustment: The mediating role of self-worth. *Journal of Child & Family Studies* 26(8), 2070-2076.
- Cloitre, M., Stolbach, B. C., Herman, J. L., Kolk, B. van der, Pynoos, R., Wang, J., & Petkova, E. (2009). A developmental approach to complex PTSD: Childhood and adult cumulative trauma as predictors of symptom complexity. *Journal of Traumatic Stress, 22*(5), 399–408.
- Coates, T. (2015). *Between the world and me*. NY: Spiegel & Grau.
- Cook, L.B., Kim, G., Morgan, K., Chen, C., Nillni, A., et al. (2016). Measuring geographic “hot spots” of racial-ethnic disparities: An application to mental health care. *Journal of Health Care for the Poor and Underserved* 27 (2), 663-684.
- Corcoran, K. & Roberts, A.R. (Eds.) (2015). *Social workers' desk reference* (3rd ed.). NY: Oxford University Press.
- Cordaro, M. (2012). Pet loss and disenfranchised grief: Implications for mental health counseling practice. *Journal of Mental Health Counseling, 34*(4), 283-294.
- Crede, M., Tynan, M.C., & Harms, P.D. (2016) Much ado about grit: A meta-analytic synthesis of the grit literature. *Journal of Personality and Social Psychology.*
- Davila, M., McFall, S.L., & Cheng, D. (2009). Acculturation and depressive symptoms among pregnant and postpartum Latinas. *Maternal and Child Health Journal, 13*, 318-325.
- Deblinger, E., Mannarino, A. P., Cohen, J. A., Runyon, M. K., & Steer, R. A. (2011). Trauma-focused cognitive behavioral therapy for children: Impact of the trauma narrative and treatment length. *Depression and Anxiety, 28*, 67-75.
- DeLuca, S., Blosnich, J., Hentshel, El, & Amen, S. (2016). Mental health care utilization: How race, ethnicity and veteran status are associated with seeking help. *Community Mental Health Journal* 2 (52), 174-179.
- DeLuca, S., Clampet-Lundquist, S., & Edin, K. (2016). *Coming of age in the other America*. NY: Russell Sage Foundation.
- Doley, R., Bell, R., Watt, B., & Simpson, H. (2015). Grandparents raising grandchildren: Investigating factors associated with distress among custodial grandparent. *Journal of Family Studies, 21*(2), 101-119.

- Dubow, E.F., Huesmann, L.R., & Boxer, P. (2009). A social-cognitive-ecological framework for understanding the impact of exposure to persistent ethnic-political violence on children's psychosocial adjustment. *Clinical Child and Family Psychology Review*, 12(2), 113-126.
- Edin, K. & Shaefer, L. (2016). *Two dollars a day: Living on almost nothing in America*. Boston: Houghton Mifflin Harcourt.
- Finger, B. Hans, S.L., Bernstein, V.J., & Cox, S.M. (2009). Parent relationship quality and infant-mother attachment. *Attachment & Human Development*, 11(3), 285-306.
- First, L. & Kemper, A. (2018). *The effects of toxic stress and adverse childhood experiences at our southern border: Letting the published evidence speak for itself*. American Academy of Pediatrics News. Available at <https://www.aappublications.org/news/2018/06/20/the-effects-of-toxic-stress-and-adverse-childhood-experiences-eg-at-our-southern-border-letting-the-published-evidence-speak-for-itself-pediatrics-6-20-18>
- Franklin, E. (2009). The emerging needs of veterans: A call to action for the social work profession. *Health & Social Work*, 34(3), 163-167.
- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emlet, C. A., & Hooyman, N. R. (2014). Creating a vision for the future: Key competencies and strategies for culturally competent practice with lesbian, gay, bisexual, and transgender (LGBT) older adults in the health and human services. *Journal of Gerontological Social Work*, 57(2-4), 80-107.
- Furman, R., Ackerman, A. R., Loya, M., Jones, S., & Egi, N. (2012). The criminalization of immigration: Value conflicts for the social work profession. *Journal of Sociology and Social Welfare*, 39(1), 169-185.
- Gardiner, H. & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development* (6th ed.). Boston: Allyn and Bacon, Pearson Education.
- Genaidy, A., Huston, R., Dionysiou, D., & Karwowski, W. (2017). A system-of-systems framework for improved human, ecologic and economic well-being. *Sustainability*, 9(4), 616.
- Goldberg, A., Downing, J., & Moyer, A. (2012). Why parenthood, and why now: Gay men's motivations for pursuing parenthood. *Family Relations* 61 (1), p. 157-174.
- Goodcase, E. T. & Love, H. A. (2017). From despair to integrity: Using narrative therapy for older individuals in Erikson's last stage of identity development. *Clinical Social Work Journal*, 45(4), p. 354-363.
- Greenfield, E. A. (2012). Using ecological frameworks to advance a field of research, practice, and policy on aging-in-place initiatives. *The Gerontologist*, 52(1), 1-12.
- Guo, W. & Tsui, M. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work* 53(2), 233-245.
- Harris, N.B. (2018). *The deepest well: healing the long-term effects of childhood adversity*. Boston: Houghton Mifflin Harcourt.
- Hash, K. M., & Rogers, A. (2013). Clinical practice with older LGBT clients: Overcoming lifelong stigma through strength and resilience. *Clinical Social Work Journal*, 41(3), 249-257.
- Hepola, S. (2015). *Blackout: Remembering the things I drank to forget*. NY: Grand Central Publishing.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills*. Belmont, CA: Brooks/Cole Cengage.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. Berkeley, CA: University of California.
- Hutchison, E.D. (2016). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (2nd ed.). Los Angeles: Sage.
- Ikonomopoulos, J., Smith, R. L., & Schmidt, C. (2015). Integrating narrative therapy within rehabilitative

- programming for incarcerated adolescents. *Journaling of Counseling & Development*, 93, 460-470.
- Jani, J., & Okundaye, J. (2014). The culturagram: An educational tool to enhance practice competence with diverse populations. *Journal of Baccalaureate Social Work*, 19, 53-63.
- Jerkins, M. (2018). *This will be my undoing: Living at the intersection of black, female, and feminist in (white) America*. NY: Harper.
- Juarez, G., Branin, J. J., & Rosales, M. (2014). Perceptions of QOL among caregivers of Mexican ancestry of adults with advanced cancer. *Quality of Life Research*, 24(7), 1729-1740.
- Kim, J. (2017). "You can't run into a burning building without getting burned yourself": An ecological systems perspective of parents choosing out-of-home care for an intercountry adopted child. *Families in Society: Journal of Contemporary Social Services*, 98(3), 169-177.
- Kim, Y.J., Moon, S.S., & Kim, M.J. (2011). Physical and psycho-social predictors of adolescents' suicide behaviors. *Child and Adolescent Social Work Journal* 28(6), 421-438.
- Koehn, S., Neysmith, S., Kobayash, K., & Khamisa, H. (2013). Revealing the shape of knowledge using an intersectionality lens: Results of a scoping review on the health and health care of ethnocultural minority adults. *Aging and Society*, 33(3), 437-464.
- Kolbert, J. B., Crothers, L. M., & Field, J. E. (2013). Clinical interventions with adolescents using a family systems approach. *Family Journal*, 21(1), 87-94.
- Kum, S. (2017). Gay, gray, black, and blue: An examination of some of the challenges faced by older LGBTQ people of color. *Journal of Gay & Lesbian Mental Health*, 21(3), 228-239.
- Lamb, F.F., Brady, E.M., & Lohman, C. (2009). Lifelong resiliency learning: A strength-based synergy for gerontological social work. *Journal of Gerontological Social Work* 52(7), 713-728.
- Larsen, J. L., Clauss-Ehlers, C. S., & Cosden, M. A. (2015). An exploration of army wives' responses to spousal deployment: Stressors and protective factors. *Couple and Family Psychology: Research and Practice*, 4(4), 212-228.
- McGoldrick, M., Carter, B., Garcia-Preto, N. (2011). *The expanded family life cycle: Individual, family, and social perspectives* (4th ed.). Boston, MA: Allyn & Bacon.
- McKeown, A. (2014). Attachment, personality and female perpetrators of intimate partner violence. *Journal of Forensic Psychiatry & Psychology*, 25(5), 556-573.
- Mereish, E. H., & Poteat, V. P. (2015). A relational model of sexual minority mental and physical health: The negative effects of shame on relationships, loneliness, and health. *Journal of Counseling Psychology*, 62(3), 425-437.
- Mock, J. *Redefining realness: My path to womanhood, identity, love & so much more*. NY: Atria.
- Moore, J., & Jenkins, P. (2012). 'Coming out' in therapy? Perceived risks and benefits of self-disclosure of sexual orientation by gay and lesbian therapists to straight clients. *Counselling & Psychotherapy Research*, 12(4), 308-315.
- Nazario, S. (2007, 2014). *Enrique's Journey*. NY: Random House.
- Neblett, E.W., Hammond, W.P., Seaton, E. & Townsend, T. (2010). Underlying mechanisms in the relationship between Africentric worldview and depressive symptoms. *Journal of Counseling Psychology* 57 (1), 105-113.
- Newman, B. & Newman, P. (2015). *Development through life: A psychosocial approach* (12th ed.). Stamford, CT: Cengage Learning.
- Nicholson, N.R. (2012) A review of social isolation: An important but underassessed condition in older adults. *Primary Prevention* 33: 137.
- Nicola, W. (2017). Living "illegally": On the phenomenology of an undocumented immigrant. *Clinical Social Work Journal*, 45(4), p. 293-300.

- Ornelas, J., Martins, P., Zilhao, M.T., & Duarte, T. (2014). Housing First: An ecological approach to promoting community integration. *European Journal of Homelessness* 8(1), 2028.
- Orth, U., Trzesniewski, K., & Robins, R. (2010). Self-esteem development from young adulthood to old age: A cohort-sequential longitudinal study. *Journal of Personality and Social Psychology* 98(4), 645-658.
- Ortiz, R. & Sibinga, E. (2017). The role of mindfulness in reducing the adverse effects of childhood stress and trauma. *Children* 4(3), 16.
- Page, A. D., & Peacock, J. R. (2013). Negotiating identities in a heteronormative context. *Journal of Homosexuality*, 60(4), 639-654.
- Palacios, J. (2009). The ecology of adoption. In G.M. Wrobel & E. Neil (Eds.), *International advances in adoption research for practice*. Malden, MA: John Wiley & Sons.
- Perry, B. D. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the neurosequential model of therapeutics. *Journal of Loss and Trauma*, 14(4), 240-255.
- Perry, B. D. (2014). The neurosequential model of therapeutics: Application of a developmentally sensitive and neurobiology-informed approach to clinical problem solving in maltreated children. In K. Brandt, B.D. Perry, S. Seligman, and E. Tronick. (Eds.) *Infant and Early Childhood Mental Health*. NY: American Psychiatric Press, pp. 21-47.
- Pistella, J., Salvati, M., Ioverno, S., Laghi, F., & Baiocco, R. (2016). Coming-Out to family members and internalized sexual stigma in bisexual, lesbian and gay people. *Journal of Child & Family Studies*, 25(12), 3694-3701.
- Riggs, S. (2010). Childhood emotional abuse and the attachment system across the life cycle: What theory and research tell us. *Journal of Aggression, Maltreatment & Trauma* 19(1), 5-51.
- Riggs, S. & Riggs, D. (2011). Risk and resilience in military families experiencing deployment: The role of the family attachment network. *Journal of Family Psychology*, 25(5), 675-687.
- Robinson, D., Papaj, A., Blumer, M.C. (2011). The clinical deployment of therapeutic frameworks and genogram questions to serve the servicewomen. *Journal of Feminist Family Therapy*, 23, 263-284.
- Rosling, H. (2018). *Factfulness: Ten reasons we're wrong about the world – and why things are better than you think*. NY: Flatiron Books.
- Roth, A. (2018). *Insane: America's criminal treatment of mental illness*. NY: Basic Books.
- Ruggiano, N. & Edvardsson, D. (2013). Person-centeredness in home- and community-based long-term care: Current challenges and new directions. *Social Work in Health Care* 52(9), 846-861.
- Sable, P. (2013). The pet connection: An attachment perspective. *Clinical Social Work Journal*, 41(1), 93-99.
- Saewyc, Elizabeth M., and Laurel D. Edinburgh. 2010. "Restoring Healthy Developmental Trajectories for Sexually Exploited young runaway girls: Fostering protective factors and reducing risk behaviors. *Journal of Adolescent Health* 46 (2): 180–88.
- Saleebey, D. (2013). *The strengths perspective in social work practice* (6th ed.). Boston, MA: Pearson Education.
- Sandberg, S. & Grant, A. (2017). *Option B: Facing adversity, building resilience, and finding joy*. NY: Alfred Knopf.
- Scherrer, K. (2013). Culturally competent practice with bisexual individuals. *Clinical Social Work Journal*, 41(3), 238-248.
- Schwartz, R. (2013). Moving from acceptance toward transformation with internal family systems therapy (IFS). *Journal of Clinical Psychology* 69(8), 805-816.
- Schwerdtfeger, K.L. & Shreffler, K.M. (2009). Trauma of pregnancy loss and infertility among mothers and involuntarily childless women in the United States. *Journal of Loss & Trauma*, 14(3), 211-227.

- Seccombe, K. (2014). *So you think I drive a Cadillac? Welfare recipients' perspectives on the system and its reform* (4th ed) Boston: Pearson.
- Sedlovskaya, A., Purdie-Vaughns, V., Eibach, R. P., LaFmance, M., Romem-Canyas, R., & Camp, N. P. (2013). Internalizing the closet: Concealment heightens the cognitive distinction between public and private selves. *Journal of Personality & Social Psychology*, *104*(4), 695-715.
- Shonkoff, J.P. & Garner, A.S. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics* *129*(1) e232-246.
- Singh, A. A., & Moss, L. (2016). Using relational-cultural theory in LGBTQQ counseling: Addressing heterosexism and enhancing relational competencies. *Journal of Counseling & Development*, *94*(4), 398-404.
- Sloman, L. & Taylor, P. (2015). Impact of child maltreatment on attachment and social rank systems: Introducing an integrated theory. *Trauma, Violence & Abuse* *17*(2), 172-185.
- Sorkin, D., Murphy, M., Nguyen, H., Biegler, K. (2016). Barriers to mental health care for an ethnically and racially diverse sample of older adults. *Journal of American Geriatric Society*, *64*(10), p. 2138-2143.
- Steelman, S. M. (2016). Externalizing identities: An integration of narrative therapy and queer theory. *Journal of Family Psychotherapy*, *27*(1), 79-84.
- Stinehart, M. A., Scott, D. A., & Barfield, H. G. (2012). Reactive attachment disorder in adopted and foster care children: Implications for mental health professionals. *Family Journal*, *20*(4), 355-360.
- Unger, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *Journal of Clinical Psychology and Psychiatry* *54*(4), 348-366.
- Vaughn, M., DeLisi, M. & Matto, H. (2014). *Human behavior: A cell to society approach*. Hoboken, NJ: Wiley.
- Wadsworth, S. M., Cardin, J., Christ, S., Willerton, E., O'Grady, A. F., Topp, D., & ... Mustillo, S. (2016). Accumulation of risk and promotive factors among young children in US military families. *American Journal of Community Psychology*, *57*(1/2), 190-202.
- Walker, M. D., Hernandez, A. M., & Davey, M. (2012). Childhood sexual abuse and adult sexual identity formation: Intersection of gender, race, and sexual orientation. *The American Journal of Family Therapy*, *40*(5), 385–398.
- Warner, D. F., & Brown, T. H. (2011). Understanding how race/ethnicity and gender define age-trajectories of disability: An intersectionality approach. *Social Science & Medicine*, *72*(8), 1236-1248.
- Wiles, J.L., Wild, K., Kerse, N., & Allen, R.E. (2012). Resilience from the point of view of older people: 'There's still life beyond a funny knee.' *Social Science & Medicine* *74*, 416-424.
- Witten, T. M. (2017). Health and well-being of transgender elders. *Annual Review of Gerontology and Geriatrics*, *37*, 27–41.
- Yuma-Guerrero, P.J., Lawson, K.A., Velasquez, M.M., von Sternberg, K., Maxson, T., & Garcia, N. (2012). Screening, brief intervention, and referral for alcohol use in adolescents: A systematic review. *Pediatrics* *130*(1). 115-122.
- Zayas, L.H., Aguilar-Gaxiola, S., Yoon, H., and Natera-Rey, G. (2015). The distress of citizen-children with detained and deported parents. *Journal of Child and Family Studies*, *24* (11), 3213-3223.
- Zeanah, C. H., Chesher, T., & Boris, N. W. (2016). Practice parameter for the assessment and treatment of children and adolescents with reactive attachment disorder and disinhibited social engagement disorder. *Journal of the American Academy of Child & Adolescent Psychiatry*, *55*(11), 990-1003

APPENDIX
ASSIGNMENT GUIDELINES

1. LITERATURE MATRIX AND REVIEW (10-12 pages excluding title and reference pages)

Students will be required to complete a literature review research paper that integrates theory on a human behavior-related topic of interest to the student. The objectives of this assignment are:

- To apply critical thinking skills in completion of a scholarly literature review.
- To demonstrate mastery of the use of American Psychological Association (APA) format.
- To review and synthesize evidence-based literature regarding a topic of interest related to a human development and behavior problem area.
- To relate theory(ies) to a human development and behavior problem area.

Students are expected to use critical thinking to complete the scholarly literature review on a selected human development and behavior problem area. Potential topics for this literature review are due on September 8th and can be uploaded on Canvas. This assignment allows students to conduct an in-depth examination of a specific topic through a review of what other scholars have written about the problem. Suggested topics might be the impact of trauma on school age children who have experienced abuse, female veterans with PTSD, individuals who aged out of foster care experiencing homelessness, proposed work requirements for Medicaid and their impact on families, the impact of opiate drug use on communities, depression among African American residents in assisted living facilities, identity issues experienced by Latina teens, or barriers to employment experienced by immigrants who are undocumented. Be sure you frame your literature review as a research question that you want to find an answer to, i.e., Why are African American women more at risk to experience problems with pregnancy and childbirth, regardless of income, than white women? What are the long-term effects of child abuse on survivors? How does parental divorce impact adolescents? What are the characteristics of survivors of human sex trafficking? The Professor will approve potential topics by Monday, September 20

a) Matrix of articles that can be incorporated in your review - must be posted on Canvas no later than September 23 at 5:00 p.m. Counts 5% toward final grade.

After selecting a topic for your review, identify key search terms that can help you learn more about your topic. Then, using the UT library or Google scholar search systems, identify at least 5 peer reviewed journal articles (you must include 8 in your review) published within the last ten years that will help guide you in completing your review. Once you have identified the articles, complete a matrix, providing key information gained from each article. These articles can then serve as a major source of supportive information in your literature review. You can use either a table with columns or bullets to provide the information below for each selected article:

- Citation in APA format, including author(s), year of publication, title of the article, journal in which the article appears, and page numbers
- Brief summary of key points in the article that relate to your topic
- Specific notes summarizing information (include page numbers so you can easily find this information when writing your case analysis) you can include to support key points you are making in your review

b) Literature review - must be posted on Canvas no later than October 7 at 5:00 p.m. Counts 15% toward final grade.

Students must demonstrate critical thinking skills and mastery of American Psychological Association

(APA) style in this review. Students should analyze and synthesize a minimum of **8 evidence-based, peer reviewed journal articles in their discussion**. The review should be no more than 10-12 double-spaced pages using Times New Roman 12-point font (not including title or reference list pages), written in APA format. APA style headings and subheadings should be used throughout. At least one theory needs to be reflected in at least one of the 8 journal articles.

SUGGESTED LITERATURE REVIEW OUTLINE AND CONTENT

I. Introduction to the overall issue/problem area (suggested length – 1 page)

Provide a clear statement of the issue on which you are focusing, including the importance or significance of the issue to social work.

- a) What is the social or clinical problem you are addressing?
- b) Who are the people involved?
- c) Who are the people impacted and how many people are impacted?
- d) How large or widespread is the problem? (Include demographic and statistical information)
- e) Other relevant information to introduce the reader to the topic
- f) Rationale for why this is an important topic for social workers

II. Review of the literature (suggested length 6-7 pages)

A literature review is a discussion of relevant research on your topic. This is the largest section of your paper and must include a wide variety of literature to support the discussion of the major problem area. It is not simply a summary of a few studies; the literature must be synthesized to focus on issues or subtopics/themes that relate to your research question. For example, you could identify the various factors that might be associated with your primary target problem and what the research shows in relation to these factors. If your target problem is homelessness experienced by women with children, discussing factors such as interpersonal violence in relation to homelessness would be useful. Make sure you are basing your review on what you find in the literature. Let the literature guide you. Don't make your target problem so extensive (i.e., poverty) that you become overwhelmed by the literature. You may need to find a way to narrow your topic (i.e., poverty experienced by immigrants who are undocumented). Provide evidence about assessments and interventions relevant to the problem(s) you have identified. Be sure your review addresses implications of diversity/cultural competence.

After reviewing the literature, organize your literature review by subheadings that guide the reader through a logical flow of ideas. Keep in mind as you work that your review is not a summary of studies, but a synthesis of ideas. Thus, it is best if you organize your discussion around several themes or content areas that relate to your topic. Group your references together when they point to one of the themes you are discussing rather than a discussion source by source. Point out agreements as well as conflicts in the literature. Use the results of studies you are citing to show empirical evidence related to the topic you are discussing as well as implications of findings. Be sure that your review incorporates attention to cultural differences. Keep the following guidelines in mind as you complete your review:

- a) The literature review presents others' ideas; therefore, it is written in third-person. Do not use first person (i.e., "I think") in any part of the literature review.
- b) Cite a minimum of **8 evidence-based peer-reviewed articles** in your literature review (at least one article must cover theoretical content).
- c). Use current literature (i.e. after 2000; preferably no more than 10 years old) from peer-

reviewed sources.

- d). Only include literature that is relevant to your topic. When citing evidence-based research studies, be sure to summarize briefly the sample, methodology, and findings.
- e). Use quotations sparingly but citations often. Paraphrase information from the literature with appropriate references.
- f). Make sure the topics flow logically and move from one point to another with appropriate transitions between paragraphs and headings/subheadings for clarity.

III. Theory (suggested length 1-2 pages)

Include at least one specific theory we have covered in the course this semester that relates to your topic. Be detailed about the theory itself, describing some of the major components or concepts that make up the theory. This section should provide enough of a description of the theory that someone not familiar with it would understand it to some degree. Be sure that you integrate content about your theory with the problem you are addressing so the reader can see how the theory applies; also be sure you have at least one journal article that discusses this theory relevant either to assessment or intervention and the problem(s) you are discussing.

IV. Conclusion (suggested length – 1-2 pages)

Summarize the literature and provide concluding thoughts on future directions and implications for social work practice in assessments and interventions. What are the implications of your findings for social work, for research, for policy, and for practice? Don't just regurgitate what others have said. This is your opportunity to use your synthesis of findings to come up with your own perspectives and conclusions. (Reminder: Use third person language.)

V. Writing Quality and References

- a). Style - Formatting of citations throughout the paper and reference list must follow the *Publication Manual of the American Psychological Association* -- citations must be used appropriately and often. Remember, if you are quoting material exactly, you must put content inside quotations (or indent if a long quote) and add page numbers showing where that quote can be found.
- b). Your paper is expected to be professional. Grammar and spelling errors and incoherence in writing that detract from the important points you are trying to make will result in a deduction in points for this assignment.

Grading of the literature review will be based on the following:

- Introduction (10 points)
- Review of literature (40 points)
- Theory (15 points)
- Conclusion (15 points)
- Use of sources and relevance to case (10 points)
- Writing quality (10 points)

Total: 100 Points (will count 15% toward your final grade).

2. CASE ANALYSIS PAPER (approximately 8 pages excluding title and reference pages)

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 assignment 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 November 4 at 5:00 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 2 at 5:00 p.m. and counts 15% toward your final grade.**

The case analysis paper should be written using one of the following cases in the Hutchison text: 10.1, 10.2, 10.3, 11.2, 12.2, 12.3, 13.1, 14.2, 15.1, or 16.2. 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 5:00 p.m. November 4; minimum of five sources; include reference page)

Part 1 - Introduction and Relevant Background Information: In the introduction, 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)

Part 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. (Suggested length – 1 or 2 paragraphs)

Part 3 - Assessment of the Case: In reviewing the case, collect and organize the information data from the case study and begin your assessment by describing a single problem that the targeted client system is facing in the case (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. 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. 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. Incorporate content from at least 3 appropriate peer-reviewed journal articles to offer support documentation of your assessment of the problem described. All have to be articles published later than the year 2000, preferably no more than 10 years old. (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 (Due at 5:00 p.m. December 2; minimum of eight difference sources, incorporating those from Installment I)

Part 4 - Intervention Strategies: Based on your assessment of the case, develop intervention goals and 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. Strategies should be distinct, feasible/realistic, and culturally grounded. Note briefly the advantages and disadvantages of each strategy selected, making a case for why you are including them. 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)

PART 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

- 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)

Installment One will count 15% toward your final grade

Final Case Assessment

- Revisions made to installment I (15 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 (50 points)
- Evaluation (15 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

Your final submission (revised Installment I and Installment II) will count 15% toward your final grade.

3. TAKE HOME MIDTERM EXAM

Students will complete a take-home short-answer essay midterm exam during the semester (**due October 21**) which will require application of concepts and theoretical frameworks covered in the course. The essay exam will apply concepts/frameworks to a film (choices will be given at a later time) will be due at 5:00 p.m. on October 21. The exam will be posted as word documents on Canvas. The exam will count 20% toward your final grade.

4. Current Affairs and Our Community Case Analysis Short Essay (Op/Ed) and In-Class Presentation

Students are asked to read the New York Times and encouraged to consider the following questions.

What most struck you in the identified article, and why?

What are the implications of this article for your personal or professional development?

What questions, issues, and concerns do you have about the content (must have at least one)?

How would you synthesize the key concepts and emerging themes that appear in the article?

Each student will be asked to be the primary facilitator of a current news story once throughout the term. This will entail you bringing one news article or journal article that relates to the topic of the class to share and to encourage class discussion. The student will be asked to complete a 2-5-page double-spaced summary of the news article and the relevance to person in environment and the concepts discussed in class. This summary is to be uploaded onto Canvas one week following the in-class presentation. The instructor will assist you in any way possible. Your facilitation will count as 10% of your grade and the paper will count as an additional 10% of your grade. No need to use APA. May use 1st person language.

Suggestions to include in your presentations and papers (not all required):

1. Identified Client (Clearly state who the targeted client system is)

2. Background Information (Give background information about the targeted client system in the case and explain why you chose that targeted client system)

3. Engagement: Describe the strategies/approaches you would use to show how you would engage the targeted client system to build a working relationship.

4. Assessment and Theory: Describe how you would assess one problem the client system is facing (Give information stated from the case and tell why you think it is a problem for the targeted client system. What theory would you use to guide assessment of the problem?)

5. Intervention and Theory: Describe at least one intervention to address the problem stated. What theory would you use to guide your selection of this intervention?

7. Questions for Discussion: Generate two questions that you could ask during the case discussion that would facilitate critical thinking/problem-solving in addressing the issues relating to this case and proposing strategies for intervention.

8. Integration of Readings: Identify at least one of the readings from this semester and show how it could be applied in understanding this case.