

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

<b>Course Number:</b>	SW 327, URB328S	<b>Instructor:</b>	Tatiana Londoño, MSSW
<b>Unique Number:</b>	59700, 37152	<b>Email:</b>	talondono@utexas.edu
<b>Semester:</b>	Spring 2022	<b>Office:</b>	3.122C
<b>Meeting Time/Place:</b>	Tuesday and Thursday	<b>Office Phone:</b>	786-202-5050
	9:30am – 11:00am	<b>Office Hours:</b>	Tuesday and Thursday, 11:00am – 12:30pm (via Calendly link on Canvas)
	SSW 2.130		Other times by request

**Human Behavior and the Social Environment**

**I. STANDARDIZED COURSE DESCRIPTION**

This course explores the biopsychosocial and cultural functioning of human beings across the life span using an ecological-systems lens and major developmental theories as a framework to guide the processes of assessment, intervention, and evaluation. Using the generalist social work lens, this course integrates content from other human behavior courses. The students will gain an understanding of what physical, mental, social and economic justice hazards can adversely impact an individual's growth and development during their lifetime. Frameworks incorporating an eco-systems/developmental perspective, including systems/ecological and psychosocial (life span development) frameworks, are used to conceptualize stages of human growth and development, with a primary focus on adolescence, early adulthood, the middle years, and the aged adult within an intergenerational family context. The impact of the family, social groups, organizations, communities, and society on individuals during these stages of the life span are also discussed. This course emphasizes empirically based research reflecting a risk and resilience perspective in making client assessments and recommending appropriate interventions. This contributes to a social worker's ability to understand and critically analyze the interactions among individuals, families, groups, organizations, and communities.

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

For social work majors, admission to the major in social work is a prerequisite for this class; for others, upper-division standing is a prerequisite.

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

may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

## **II. STANDARDIZED COURSE OBJECTIVES**

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

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

### **EPAS Competencies**

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's 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 includes a variety of teaching methods such as lectures, videos, guest speakers, and group discussions. Students are expected to come to class prepared to discuss and critique readings of chapters, cases, and other assigned materials prior to each class period.

### **IV. REQUIRED TEXT AND MATERIALS**

Hutchison, E. D. (2018). *Dimensions of human behavior: Person and environment* (6th ed.). Los Angeles, CA: Sage Publications.

Danquah, M. N. A. (1998). *Willow weep for me: A Black woman's journey through depression*. New York: Norton.

Texts can be purchased at the University Co-Op, 2246 Guadalupe, <http://www.universitycoop.com>.

*Additional readings are listed on the syllabus and will be available on Canvas.*

### **V. COURSE REQUIREMENTS**

For all written assignments, you are required to properly cite and reference your sources of information. Any quotation, concept, idea, or piece of information that is taken *directly or paraphrased* from another source must be properly cited and referenced according to American Psychological Association (APA) guidelines. If you have any questions or are unsure about what constitutes plagiarism, please come see me. I also strongly encourage you to take advantage of the University Writing Center (<http://uwc.utexas.edu/>). All graded assignments will be scored according

to a grading rubric. These will be available on Canvas, and I encourage you to reference them in advance of completing the assignment so that you are informed of the criteria you need to meet to achieve your desired grade!

**ATTENDANCE AND PARTICIPATION (10%).**<sup>1</sup> Good participation means good preparation! To measure your preparation for class, there will be several class activities incorporated into every class. They will assess your comprehension and application of the reading material. I will also take attendance every day as part of your grade. See below for policies on excused absences.

**“THEORY” GROUP PRESENTATION (30%).** You will have an opportunity to lead a class discussion based on an analysis of one of the theoretical perspectives presented in your textbook (Chapter 2). The class presentation is a group effort, and each group should have no more than three students. The purpose of the presentation is to consider how a given theoretical perspective can assist you in thinking about social work across personal and environmental dimensions. As part of this assignment, you will: 1) collect in-depth, empirical information about the theoretical perspective; 2) prepare a presentation for the class to teach them about your theoretical perspective and its applications to social work; 3) apply your theoretical perspective to a specific current event or issue as a case example and bring in questions to lead class discussion on its application; 4) develop a handout for the class that explains key components of your theory; and 5) write an individual critique of your group’s presentation. Detailed instructions for this assignment will be available on Canvas and presented in class.

**EXAMS (20%).** There will be two open-book exams given in this class. Exams will consist of multiple choice, short answer questions, and essays where you will have an opportunity to cover materials from class lectures, discussions/debates, and reading; films are considered equivalent to lecture material. If you are unable to take an exam on the assigned date for any reason other than an emergency, you must notify your professor at least one week in advance of the test date. If you do not, it could result in not taking the exam. On exam days, arrive to class on time. If you arrive late, extra time will not be given for the exam. If you do not take the exam, you may be in jeopardy of not passing the course. Each exam is worth 10% of your grade for total weight of 20%.

**CASE ANALYSIS PAPER (30%).** 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. For the case analysis paper, you will use the text “Willow Weep for Me: A Black Woman’s Journey through Depression”. The case analysis paper should be typed, double-spaced, 12-point Times New Roman font, at least 8 full pages in length (excluding title and reference pages), no more than 10 pages, and must adhere to APA 7<sup>th</sup> edition. Each paper should be supported with a minimum of 8 refereed journal articles. ALL 8 journal articles have to be recent ones, published after 2000. At least three references are to be used as evidence-based sources of documentation in the assessment of the case and at least three references are to be used as evidence-based sources for the intervention strategies sections of the case analysis paper. Writing style, clarity, spelling/grammar problems, references in APA, length, etc. is considered in final grade.

The paper will have several parts:

### Competency 6/Part 1 and 2:

1.1) 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, along with supporting empirical research, 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 frameworks 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.

**PEER REVIEW ASSIGNMENT (10%).** Students will be assigned as a reviewer for the case analysis paper. Students are responsible for sending the rough draft of their papers to the assigned reviewer by **April 14th, 2022**. They will then use the rubric on canvas to evaluate their peers' papers. The rubric and the paper with comments should be brought to class on **April 21st, 2022**.

## 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

**NAMES AND PRONOUNS.** At UT, we aim to facilitate advocacy, dialogue, and learning around issues related to gender equity. The ways in which we choose to address one another, through the use of preferred names and pronouns, can be a strategy that fosters an inclusive learning environment. Accordingly, each of us will honor and respect an individual's request to be addressed according to their preferred name, with correct pronunciation, and gender pronoun.

**OFFICE HOURS.** I strongly encourage you to reach out to me so that I can support your engagement and performance in this course. The best way to do this is to come to office hours. If you have questions about assignments, course content, accessibility accommodations, or academic life (e.g., career trajectory, mentorship), please reach out to me. I have office hours weekly. You do not bother me by coming to office hours – instead, I view it as an opportunity to facilitate your success in this course and as a college student.

**PARTICIPATION.** You are expected to participate actively in classroom discussions. This means coming to class having completed the readings for that day and bringing both your questions and ideas, thoughts, reflections concerning those readings. If class discussion lags, I will not hesitate to call on you to offer your ideas. I also encourage you to bring “additional” sources of information to share with the class as pertaining to the topic(s) of discussion. This may include sharing information you have learned from other classes, news or pop culture media, or simply relating your own experiences and observations of everyday life.

We will be discussing a variety of issues that may hold special significance to students. It is important to discuss ideas in a supportive and respectful manner, acknowledging that others may have different opinions. I encourage you to see things from a different point of view and use feedback from each other to augment your ideas. And while I encourage debate and disagreement as a productive aspect of classroom discussion, all students will be expected to act in a respectful manner towards members of our class at all times at all times.

To help foster a productive learning environment, each member of this class should avoid behaviors that are disruptive to other students and the professor. This means:

- Silencing or turning off cell phones *before* coming to class. If you must keep your cell phone available for emergency purposes, please notify me before class.
- Do not hold side conversations with your classmates at any time during class.
- Students may use laptops to take notes, but are asked to refrain from checking email, going on social media, or engaging in other online activities not related to class content.

**TRIGGERING AND CHALLENGING MATERIALS.** Depending on the topic of the week, material in this course might be triggering or emotionally challenging. Each of us bring our unique personal experiences, making it difficult to know how the course content could affect each one of you. If you anticipate that certain material might be triggering, please come meet with me so that we can discuss possible strategies to put in place that will allow you to engage in the course to your fullest potential. Sometimes, however, we cannot anticipate what will be triggering. To this end, listen to your body and your need. You can always leave class to take a break.

**LATE ASSIGNMENTS.** Sometimes, life rears its ugly head, making it difficult for us to complete our requisite responsibilities. Thus, for one assignment, you get a week extension without penalty. This includes one of your weekly submissions of the different parts of the case analysis paper or your individual critique of your theory group presentation. It will NOT include your theory group presentation nor your peer review assignment. After the week extension without penalty, I will deduct 5% from the assignment grade every 24 hours until the assignment is submitted. For the rest of the assignments, I will deduct 5% from the assignment grade until it is submitted. Please note that my goal is to help facilitate your success. To this end, if you use your extension and then submit another assignment late, or miss several class meetings and/or assignments, I will schedule a meeting with you to strategize how best to ensure your success. Please, if you anticipate being unable to meet an assignment deadline, let me know in advance so we can work together!

**CLASS ATTENDANCE & EXCUSED ABSENCES.** 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. Students are allowed to have two excused absences due to unforeseen circumstances. Any classes missed beyond the two excused absences will be deducted 1 point per class missed. Any class material missed due to class absence is the student's sole responsibility (including missed Monte Carlo quizzes). If students know that they will have to miss a class, it is advised to notify the professor ahead of time.

## **VII. 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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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

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

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential

to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**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

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>
1/18	Course Introduction	Syllabus & HBSE Content Selection of theory presentation	
1/20	The Dimensions of Human Behavior		Hutchinson, Chapter 1, Human Behavior: A Multidimensional Approach
1/25	Understanding and Evaluating Theoretical Paradigms		Hutchinson, Chapter 2, Theoretical Perspectives on Human Behavior
1/27	Writing Workshop #1 – Academic Writing and APA; Develop a writing plan and drafting your introduction		Brainstorming. <a href="http://writingcenter.unc.edu/handouts/brainstorming/">http://writingcenter.unc.edu/handouts/brainstorming/</a>  Belcher, W. (2009). Anticipating writing obstacles. In <i>Writing your journal article in 12 weeks</i> (pp. 26-38). Thousand Oaks, CA: Sage Publications. Argument. <a href="http://writingcenter.unc.edu/handouts/argument/">http://writingcenter.unc.edu/handouts/argument/</a>  Nadell, J., Langan, J., Coxwell-Teagure, D. (2015). Writing the paragraphs in the first draft. In <i>The Longman writer</i> (9th ed., p. 63-91). Harlow, UK: Longman Publishing.
<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>

2/1	<b>ASYNCHRONOUS CLASS:</b> Documentary Bad Sugar	Watch Documentary Bad Sugar and Complete Handout (on Canvas)	<i>Required Reading:</i> Hutchinson, Chapter 3, The Biological Person  <i>Suggested Reading:</i> Nana-Ama Danquah, pages 1-50
2/3	The Biological Person		<i>Suggested Reading:</i> Nana-Ama Danquah, pages, 51-100
2/8	Cognition, Emotion, and Selfhood		<i>Required Reading:</i> Hutchinson, Chapter 4, The Psychological Person: Cognition, Emotion, and Self  <i>Suggested Reading:</i> Nana-Ama Danquah, pages, 101-150
2/10	Bringing it all together: Biopsychosocial approach to ACEs <i>Guest Lecture:</i> Laura Dosanjh, MA, RCC		<i>Required Reading:</i> Hutchinson, Chapter 5, The Psychosocial Person: Relationships, Stress, and Coping  <i>Suggested Reading:</i> Nana-Ama Danquah, 151-200
2/15	The Psychosocial Framework		<i>Suggested Reading:</i> Nana-Ama Danquah, 201-274 (end of book)
2/17	Spirituality and Religious Beliefs		Hutchinson, Chapter 6, The Spiritual Person  <i>Finish Willow Weep for Me book in preparation for assignment due 3/1!</i>
<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>

2/22	Theory Day!	Theory Presentation #1 Theory Presentation #2	
2/24	Theory Day!	Theory Presentation #3 Theory Presentation #4	
3/1	<b>Exam #1 Open Book</b>		
3/3	Writing Workshop #2: Librarian comes to class! Surveying and Critiquing the Literature	Draft of part 1 and 2 of Case Analysis Paper	
3/8	The Physical Environment		<i>Required Reading:</i> Hutchinson, Chapter 7, The Physical Environment
3/10	The Environment & Human Centered Design <i>Guest Lecture:</i> Rose Lewis, LMSW, Social Service Designer	Draft of part 3 of Case Analysis Paper	
<b>3/15</b>	<b>SPRING BREAK</b>	<b><i>NO CLASS!</i></b>	
<b>3/17</b>	<b>SPRING BREAK</b>	<b><i>NO CLASS!</i></b>	
3/22	When Cultures Collide: A Global Perspective		<i>Required Reading:</i> Hutchinson, Chapter 8, Cultures
3/24	Media, Culture, and Bodies <i>Guest Lecture:</i> Erin Nolen, MSW	Draft of part 4 of Case Analysis Paper	
3/29	From Social Structure to Structural Violence		<i>Required Reading:</i> Hutchinson, Chapter 9, Social structure and social institutions: Global and National
<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>	<b>Readings</b>

3/31	Understanding and Working with Families	Draft of part 5 of Case Analysis Paper	<i>Required Reading:</i> Hutchinson, Chapter 10, Families
4/5	Small Groups & Writing Workshop #3 – Making Revisions & Revising Drafts		<i>Required Reading:</i> Hutchinson, Chapter 11, Small Groups  <i>Suggested Reading:</i> Revising Drafts. <a href="http://writingcenter.unc.edu/handouts/revising-drafts/">http://writingcenter.unc.edu/handouts/revising-drafts/</a>
4/7	Formal Organizations	Draft of part 6 of Case Analysis Paper	Hutchinson, Chapter 12, Formal Organizations
4/12	Military Social Work <i>Guest Lecture:</i> Jean Paul Hare, LCSW		<i>Suggested Reading:</i> Why peer review? <a href="https://app.shoreline.edu/doldham/Why%20Peer%20Review.htm">https://app.shoreline.edu/doldham/Why%20Peer%20Review.htm</a>
4/14	Types of Communities	Full draft complete and sent to peer reviewer	Hutchinson, Chapter 13, Communities
4/19	<b>ASYNCHRONOUS CLASS:</b> Understanding Social Movements	Watch recorded lecture and participate in discussion post	Hutchinson, Chapter 14, Social Movements
4/21	The Undocumented Movement at UT <i>Guest Lecture:</i> Jamie Turcios-Villalta	Reviewer Assignment Due	
4/26	Theory Day!	Theory Presentation #5 Theory Presentation #6  <i>Optional First Final Draft Due</i>	
4/28	Theory Day!	Theory Presentation #7 Theory Presentation #8	
5/3	<b>Exam #2 Open Book</b>	Individual critique of your “theory” presentation	
5/5	<b>LAST DAY OF CLASS</b>	Final Case Analysis Paper	

## **X. BIBLIOGRAPHY**

- Belcher, W. (2009). Anticipating writing obstacles. In *Writing your journal article in 12 weeks* (pp. 26-38). Thousand Oaks, CA: Sage Publications.
- Danquah, M. N. A. (1998). *Willow weep for me: A Black woman's journey through depression* (p. 288). New York: Norton.
- Hutchison, E. D. (2018). *Dimensions of human behavior: Person and environment* (6th ed.). Los Angeles, CA: Sage Publications.
- Nadell, J., Langan, J., Coxwell-Teagure, D. (2015). Writing the paragraphs in the first draft. In *The Longman writer* (9th ed., p. 63-91). Harlow, UK: Longman Publishing.