

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

**COURSE NO:** SW327 **UNIQUE NO:** 59705 **INSTRUCTOR:** Julie Dickerson  
**COURSE NO:** URB328S **UNIQUE NO:** 37153 **OFFICE:** SSW 3.104  
**SEMESTER:** Spring 2022 **OFFICE PHONE:** 512.963.8922  
**MEETING TIME:** MW 11:00-12:30 PM **OFFICE HOURS:** By Appointment  
**MEETING ROOM:** SSW 2.122 **EMAIL:** Julie.Dickerson@austin.utexas.edu

## **HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

### **I. STANDARDIZED COURSE DESCRIPTION**

**1. HBSE COURSE DESCRIPTION:** This course explores human beings' biopsychosocial and cultural functioning across the life span using an ecological-systems lens and major developmental theories as a framework to guide the assessment processes, intervention, and evaluation. This course integrates content from other human behavior courses using the generalist social work lens. 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 (lifespan 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 is 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.

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

**3. WRITING FLAG:** 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. In addition, 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. 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 the biological, social, cultural, psychological, and spiritual aspects of adolescent, early adult middle adult, and older adult developmental states within the context of the broader environment;
4. Describe the dynamics of social groups, organizations, communities, and societies and the ways that they can impact individual development and behavior;
5. Explain ways that ethnicity, culture, gender, sexual orientation, class, disability, and other factors contribute to human development and their implications for social work practice in engagement, assessment, intervention, and evaluation;
6. Describe relevant research and identify and conceptualize additional research needs relating to human behavior and the social environment;
7. Apply information and theories related to human behavior and the social environment to life situations in a manner consistent with social work values and the promotion of social and economic justice;
8. Use critical thinking skills in writing an academic literature review on a human development question of interest;
9. Explain and apply basic principles of learning theories and the systems/ecological and psychosocial frameworks to guide the processes of engagement, assessment, interventions, and evaluation;
10. Apply information and theories related to human behavior and the social environment to life situations 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. The UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS) to maintain our accreditation status.

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 analyzing 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 to acquire skills and knowledge in human behavior in the social environment. The instructor believes in an active learning approach, which asserts that the learning process is one in which interchange between students and between the instructor and students is necessary. Teaching methods include a combination of lecture, group discussion, small group critique, case study analysis, and readings. Students are expected to complete assigned readings before each class period. Class instruction is designed to encourage student participation.

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

Hutchison, E.D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course (3rd ed.)*. Los Angeles, CA: Sage.

Additional readings from other books and journal articles may be assigned. Any additional readings will be available on Canvas.

## V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements:

<b>ASSIGNMENTS</b>	<b><u>Percent of Course Grade</u></b>
Case Analysis Paper	25%
Biopsychosocial Assessment and Treatment Plan	25%
Personal Reflection: Developmental and Environmental Influences on Practice	25%
Group Case Conference	10%
Class Participation and Attendance	<u>15%</u>
<b>TOTAL</b>	<b>100%</b>

## VI. GRADES

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

## VII. CLASS POLICIES

**1. INSTRUCTOR CONTACT:** If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please message me on Canvas and email me at [julie.dickerson@austin.utexas.edu](mailto:julie.dickerson@austin.utexas.edu). The student should be prepared; it may take 24 hours for a response. If a quicker response is needed, please call or text me at 512-963-8922.

**2. CLASS ATTENDANCE POLICY:** Attendance is required. **After two absences, I will deduct 2 points from your final grade for every missed class.** Students will be expected to contact their peers to secure any missed notes or handouts. In addition, the student may schedule an office visit with the professor if they wish to discuss missed classroom material in more detail. If students know that they will have to miss a class, please notify me at least one (1) week in advance.

**3. READINGS / PREPARATORY ASSIGNMENTS:** Students are expected to complete readings and preparatory assignments before class. Failure to demonstrate through discussions in class, online, and assignments that one has comprehended the readings

will be considered when assigning the final grade. Professor reserves the right to conduct quizzes should there be a pattern of students not completing the readings and failing to engage in thoughtful discussion.

**4. PROFESSIONAL COMMUNICATION and INTERACTIONS:** Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc., are also unacceptable.

**5. ELECTRONIC DEVICES:** Phones should be turned off or placed on silent mode and put away during class. Final grades may be adversely affected by students' failure to comply with this policy.

**6. ASSIGNMENTS and GRADES:** Assignments must be submitted to Canvas in a Word document by the assigned due date. Changes in work schedules, personal celebrations, transportation problems, computer/ printing problems, etc., are not considered legitimate reasons for missing an assignment deadline. **Students will lose 10 points per calendar day if an assignment is late. Papers must be submitted before 11:59 p.m. A paper submitted at 12:01 a.m. will incur a 10 point penalty.** The student should notify the professor if an assignment will be late and should email the professor to indicate that the assignment has been submitted.

**1. CASE ANALYSIS PAPER (25% of the course grade):** Each student will write an independent case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, family, group, organization, or 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).

**2. BIOPSYCHOSOCIAL-SPIRITUAL ASSESSMENT AND TREATMENT PLAN (25% of course grade):** Each student interview a "mock client" and write a Biopsychosocial-Spiritual Assessment and Treatment Plan based on their interview.

**3. PERSONAL REFLECTION: DEVELOPMENTAL AND ENVIRONMENTAL INFLUENCES ON PRACTICE (25% of course grade):** Students are expected to submit to the instructor three (3) questions related to the assigned Monday homework. These questions should be sent to the instructor via Canvas by 5:00 PM each Sunday before Monday's class. These questions will help assess comprehension of readings, improve student understanding of concepts, provide opportunities for lively discussion, and further enhance the HBSE experience through personal exploration and reflection.

**4. GROUP CASE CONFERENCE (10% of course grade):** Students will work in a small group to lead a case conference for the class. The group will present the case, their ideas about engagement, assessment, intervention, and evaluation to the class, then lead a mock team meeting where classmates will further analyze the case.

**5. CLASS PARTICIPATION (15% of course grade):** A total of 15 points of the final grade comes from class attendance, and class participation. As this class is experiential, active participation in discussions and activities is required. Attendance will be taken every class period. Students are responsible for signing the roll sheet.

**7. EXAMS:** A student is required to be present on exam days. A make-up exam will only be given in extreme circumstances, with appropriate documentation (e.g., doctor's note) at the professor's discretion. **Any legitimate absence must be discussed with the instructor at least 24 hours before the exam date**, by phone or email, unless there is a valid documented reason for not meeting this requirement. If it is determined that a make-up exam is appropriate, the exam must be made up within one week of the original date of the test, or no credit will be earned.

**8. APA & REFERENCES:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the APA style are included in The Publication Manual of the American Psychological Association Sixth Edition (APA). The manual is available at the library or purchased at the UT Co-op. Additional information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). 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. In addition, 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. The faculty member will make the final determination as to whether or not a paper has been plagiarized.

**9. COURSE MODIFICATION:** Any modifications, amendments, or changes to the syllabus and assignments are at the instructor's discretion. Changes will be announced in class and posted on Canvas. It is the responsibility of the student to inquire about changes made in their absence. This course may be taught asynchronously with current uncertainty and changing circumstances.

## **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 the 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 the needed accommodations can be discussed and followed. In addition, 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 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. 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 views 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 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 guaranteed 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 Steve Hicks 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 Steve Hicks 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 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, 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.

**CLASS RECORDINGS.** Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. Therefore, the recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

**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 email 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>. You may also find this information by accessing the Quick Links menu on the School's website.

**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.

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

**IX. COURSE SCHEDULE:** We'll cover the following topics in roughly this order. We may not get through all of these topics, and I may reorder later, depending on how quickly we move through the course.

- Human Behavior: A Multidimensional Approach
- Engagement, Assessment, Intervention, and Evaluation
- Theoretical Perspectives on Human Behavior
- The Human Life Journey: A Life Course Perspective
- Families
- The Journey Begins: Conception, Pregnancy, Childbirth, and Infancy
- Toddlerhood and Early Childhood
- Middle Childhood

- Adolescence
- The Biological Person
- The Psychological Person
- The Spiritual Person
- Young and Middle Adulthood
- Late Adulthood
- Grief
- Small Groups, Formal Organizations, and Communities
- Culture and The Physical Environment
- Social Structure, Social Institutions, and Social Movements: Global and National

## X. BIBLIOGRAPHY

American Psychological Association (Ed.). (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

Hutchison, E. D. (2017). *Essentials of human behavior: Integrating person, environment, and the life course* (Second edition). Los Angeles: SAGE.

Scales, T. L., & Wolfer, T. A. (2006). *Decision cases for generalist social work practice: Thinking like a social worker*. Thompson: Brooks/Cole, CA.

Seattle Times (2016). *30 Days: A refugee family's first month in the U.S.*  
<https://projects.seattletimes.com/2016/bhutan-to-tukwila/#/>

Strunk, W., & White, E. B. (1999). *The elements of style* (4th ed). Boston: Allyn and Bacon.

## XI. COMMON ASSIGNMENT

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### **HBSE COMMON ASSIGNMENT: Case Analysis Paper (40 pts)**

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 engaging, assessing, intervening, and evaluating practice with an individual, a family, a group, an organization, or a community. **Students need to choose a case different from cases they may be assessing in other classes.**

The paper will have several parts:

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#### **Competency 6/Part 1 and 2:**

6.1) Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.

## **PART ONE**

**Introduction and relevant background information:** In the introduction, be sure to clearly indicate who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, and why you chose that system as the client. The introductory background information should include relevant facts related only to the targeted client system you chose. This is grounded in the case information presented about the client system you decided to focus on and not based on unwritten assumptions, stereotypes, or biased opinions. This information should help explain the behavior of the client system in its social environment.

## **PART TWO**

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

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### **Competency 7/Part 3:**

7.2) Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks to analyze 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. Demonstrate critical thinking skills in analyzing the assessment of the case. Choose one theoretical framework that guides the assessment of the problem of the targeted client system. Use three 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 refereed journal articles published later than the year 2000.

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### **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 three references of refereed 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 effectively dealt with the problem. In other words, tell how you would know if the intervention is working to address the selected issue. Be sure to use a theoretical framework to guide the chosen intervention's evaluation and implementation.

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