

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

Course Number:	SW n381R	Instructor:	Rosalie Ambrosino, PhD Pronouns: She/her
Unique Number:	89250	Email:	rambrosino@utexas.edu
Semester:	Summer 2022	Office:	Virtual
Meeting Time/Place:	Mondays and Wednesdays 1:30-4 p.m.	Office Phone:	210-241-0391
	(Mondays asynchronous; Wednesdays via zoom)	Office Hours:	Wednesday, 12:00-1:15 p.m. and 3:45-4:30 p.m.; other times by appointment

HUMAN BEHAVIOR & SOCIAL ENVIRONMENT

I. STANDARIZED COURSE DESCRIPTION

This graduate-level course will focus on evidence-based theories and conceptual approaches that undergird social work practice and research with individuals, families, groups, communities, and organizations in social systems. A number of frameworks, including, but not limited to, ecological systems theory, critical race theory, the strengths-based perspective, psychodynamic theory, conflict theory, developmental theory, social behavioral theory, exchange and choice theory, social constructionist theory, humanistic theory, and additional theories with antiracism and anti-oppressive focus will serve as conceptual guideposts for understanding social work’s person-in-environment, contextual approach to the interaction between human behavior and the social environment across the lifespan. Students apply critical perspectives of theory in practice to (1) evaluate how theoretical knowledge is constructed through the lens of diversity and equity, and (2) explain how micro, mezzo and macro systems are influenced by factors related to racialization, ethnic origin, class, gender identity and expression, culture, sexual orientation, religion, age, physical and mental abilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status. They will apply this knowledge in engagement, assessment, intervention, and evaluation of client systems. The influence privilege and oppression have on risk and resiliency is emphasized as the learning community explores how the environment shapes multi-dimensional (i.e., biological, psychological, social, cultural, and spiritual, intersectional) aspects of the human experience and change across the lifespan.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Demonstrate knowledge about relevant theories of human behavior and development comparing definitional components, philosophical underpinnings, value assumptions, strengths, and limitations.
2. Critically evaluate theoretical frameworks through an anti-racist, anti-oppressive lens.
3. Analyze the interaction between human behavior and social systems, identifying how power differentials in these interactions influence health and well-being as well as risk and vulnerability.

4. Gain knowledge of counternarratives to evaluate theoretical concepts, empirical evidence, and relevant critiques of theories of human behavior and development.
5. 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, intersectionality, and human interactions within social systems.
6. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development.
7. Conduct a scientific review of empirical evidence and theory to address human behavior, psychosocial, and developmental issues.
8. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with, assess data from, select and implement interventions with, and evaluate practice with individuals, families, groups, organizations, and communities.
9. Reflect on the student's own lived experience and identities and incorporate this greater awareness in order to impact their social work practice.

EPAS Competencies

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

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

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Outcome 8.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Outcome 9.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups.

III. TEACHING METHODS

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

- No later than Thursday of the prior week, a module will be posted on Canvas giving an overview of the coming week's content and assignments, several narrated slide presentations with embedded video

clips, links to all required readings for the week other than the texts, and the links to any assignments due that week.

- On Mondays students will focus on asynchronous content (the narrated slide presentations with embedded video clips and readings for the week). Typically, students will use the Monday 1:30-4 p.m. protected time to complete the asynchronous module content.
- Required zoom class sessions will be held on Wednesdays from 1:30-4 p.m. Students will be expected to complete all readings and content in the module prior to coming to Wednesday's zoom class and to come to class prepared to apply the week's material through large and small group discussions, case studies, group presentations, role plays, and other experiential exercises.
- During weeks when no other assignment is due, students will also post a required learning reflection on Canvas no later than Friday at 11:59 p.m. They will be expected to respond to at least two peers' reflections no later than Sunday at 11:59 p.m.

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

Students will need to have access to a computer with reliable internet connection to complete this course. This course will use an electronic Canvas site – a Web-based course management system with password-protected access at <http://canvas.utexas.edu/>. It is the student's responsibility to ensure that their email address is correct on this site so that class emails are received. To reach your class site on Canvas, go to <http://courses.utexas.edu>. You will need a UT EID and password. The Help Desk, available through the UT home page (www.utexas.edu/its/help/), can assist you with your computer, Canvas, and zoom questions. You can also call them at 512-475-9400.

IV. REQUIRED TEXTS AND MATERIALS

Grande, R. (2012). *The distance between us*. Washington Square Press.

Hutchison, E.D. & Charlesworth, L.W. (2022). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (3rd ed.). Sage.

This text is available electronically on Canvas through the Longhorn Textbook Access (LTA) program, a collaboration between UT Austin, The University Co-op and textbook publishers to significantly reduce the cost of digital course materials for students. If you choose this option, you can access the text throughout the course through the "My Textbooks" tab in Canvas. You are automatically opted into the program but can easily opt-out via Canvas through June 7th. If you remain opted-in on the 7th, you will receive a bill through your "[What I Owe](#)" page on June 8th and have until June 22nd to pay. More information about the LTA program is available at <https://www.universitycoop.com/longhorn-textbook-access>.

Selected readings: Additional readings from other books, journals, and media will also be assigned and will be available either on UT Canvas or electronically through the UT Library.

V. COURSE REQUIREMENTS

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

1. **Learning Reflections:** Students will view modules containing content relating to the week's topics asynchronously, including PowerPoint slides and video/media presentations, and complete assigned readings. Students will then complete three learning reflections during the semester, responding to prompts that allow for reflection, integration, and application of content covered in the modules. **Reflections should be posted on Canvas on Friday no later than 11:59 p.m. Students will then respond to at least two of their peers no later than Sunday.** Each learning reflection will count up to 7 points toward your final grade. See syllabus appendix for specific assignment guidelines. (20% of grade)
2. **Literature review** – Students will complete a scholarly literature review incorporating empirical evidence and theory to address a human behavior, psychosocial, or developmental issue of interest to them that may be confronted in social work settings. This review allows you to examine a specific topic, problem, or issue in depth by reviewing and synthesizing what other scholars have written about it. (25% of final grade)
3. **Individual case analysis:** Each student will write an independent case analysis based on one of the following case studies in the Hutchison and Charlesworth (2022) text: 2.1, 6.1, 10.3, 11.2, 12.1, 12.3, 13.1, 13.3, 14.2, 15.2, 15.3, 16.2. or 16.3. The analysis will focus on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. Students will incorporate at least 5 peer-reviewed journal articles that support the assessment and intervention portions of their case analysis. This case analysis will be submitted in two installments; the first half of the assignment will be submitted in draft form. After receiving feedback, students will revise their draft and combine it with remaining required content in a final case analysis. See syllabus appendix for specific assignment guidelines. (25% of grade)
4. **Group case analysis:** Students will work in groups of 3-4 to plan and present a case analysis based on one of the following case studies in the Hutchison and Charlesworth (2022) text: 9.1, 11.3, 12.2, 13.2, 14.1, 15.1, or 16.1). See syllabus for specific assignment guidelines. (20% of grade)
5. **Student Participation** - Attendance and active participation are critical to the teaching and learning in this course. Students are expected to be in zoom class sessions, or, in extenuating circumstances, to notify the instructor if they cannot attend. Students may miss one class session without penalty. Your participation 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” (cameras on, engaging in large group discussions and breakout sessions) and involved in experiential activities and discussions. Note that even if absences are excused, missing more than one zoom 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)

To receive a satisfactory grade (A or B), ALL assignments need to be completed and expectations for class participation met.

Summary of Semester Assignments and Grade Breakdown

Assignment	Date Due	% of Grade
Learning reflections and peer responses	• Fridays 6/10, 6/17, 6/24, and 7/15	20

(3 reflections required)	• Responses to peers Sundays 6/12, 6/19, 6/26, and 7/17	(7 points/ reflection)
Literature review	• Friday, July 1	25
Case analysis/optional draft of first half	• Friday, July 11	
Case analysis/final submission	• Monday, July 25	25
Group case analysis presentation	• Depends on assigned case	20
Student participation	• NA	10
TOTAL		100

Overall Criteria for Evaluating Student Assignments

Since this is a graduate level course, all written assignments will be graded on both content demonstrating critical thinking and reflection and effective writing. Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting. Additional criteria and evaluation guidelines are provided at the end of the syllabus for all assignments. The University requires that all faculty use the following grading system:

V. 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 a zoom class, or have a question about the course, please send an email to me at rambrosino@utexas.edu. You can also call or text me at 210-241-0391 (cell) or we can set up a conference via zoom. I check my e-mail and phone messages regularly and will respond as quickly as possible.
2. **Attendance:** This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendance and in meeting deadlines. This is a fast-paced course, and thus class attendance is expected, as is submitting assignments on time to help ensure that you complete the course with a satisfactory grade. Students may miss one of the scheduled zoom class periods without penalty. Those who do not attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) will receive a lower grade in the course. Your participation grade will also be impacted, since you cannot participate if you are not present.

3. **Electronic devices and zoom participation:** Students will need a computer with a video camera and microphone and Internet access for zoom sessions. Students are asked to have cell phones on vibrate or turned off during class unless they are using them for their zoom connection. If you receive an emergency call, mute your audio and video connections until you are finished with the call. Students are expected to be actively engaged during zoom class sessions. This mean having your camera on (you will not be counted present if your camera is not on unless you have permission), not texting or using other electronic devices unless they are needed to complete in-class assignments, participating in breakout sessions and large class discussions, and, unless given permission by the instructor, serving as a group “reporter” at least once during the semester.
4. **Submission of Papers and Late Assignments:** All assignments other than the learning reflections and peer responses must be submitted as a word document on Canvas by 11:59 p.m. the day that an assignment is due. Learning reflections and peer responses should be posted directly in the discussion section of the course. All assignments must be submitted on the due date. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement. Students will be given one “day of grace” before late points are deducted; any assignments submitted after that will result in a reduction of 5% for each day it is late. Because grade averages on Canvas only reflect graded assignments and not those that are missing, if students have not submitted an assignment ten calendar days after the due date a grade of 0 will be recorded to allow students to have a realistic view of their current course grade. If exceptions are made to allow a student to submit an assignment past that date because of extenuating circumstances, the grade will be changed after the assignment has been submitted and graded.
5. **APA & References: APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association 7th edition. Information on APA style and format can be found on the UT library website. Another excellent source is Purdue University’s Online Writing Lab (OWL) https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others’ ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized. Note that when you submit a paper, it will let you know how much of the content is the same as content from another document and allow you to do your own TurnItIn check prior to submitting your paper.
6. **Course Feedback:** Students will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made

in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

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

VIII. UNIVERSITY POLICIES

1. **COVID-19 Related Information:** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>
2. **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.
3. **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/>.
4. **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.
5. **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/>.
6. **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.

7. **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 <https://deanofstudents.utexas.edu/conduct>.
8. **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.
9. **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.
10. **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>.

11. **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.
12. **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/>.
13. **Campus Carry Policy:** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.
14. **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.
15. **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.
16. **Emergency Evacuation Policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
 - Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
 - If you require assistance to evacuate, inform the professor in writing during the first week of class.

- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office

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

Date	Topics	Assignments Due	Readings
Monday, June 6 Module 1 Asynchronous session	<ul style="list-style-type: none"> • Overview of theory and how to evaluate it • Theoretical perspectives typically used by social workers <ul style="list-style-type: none"> -Emphasis on strengths-based, ecosystems, social constructionist, and social cultural/Vygotsky (we will cover others in more detail throughout the semester) 	COMPLETE: Module 1 narrated slides SUBMIT: Intro to colleagues - post by 6/7 at 11:59 p.m. Group case preferences – post by 6/7 at 11:59 p.m.	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapters 1, Human behavior: A multidimensional approach and 2, Theoretical perspectives • Grande, Prologue and Book I, chapters 1-10 (pp. 1-76) • Canvas: Ambrosino et al., The ecological/ systems framework (optional)
Wednesday, June 8 Zoom session	<ul style="list-style-type: none"> • Introductions • Course overview • Establishment of guidelines for class discussion • Finalization of case presentations • Application: Integrating theory, research, and practice with emphasis on strengths, ecosystems, social constructionist, and Vygotsky 	SUBMIT: Module 1 learning reflection by 6/10; responses to at least two peers’ reflections by 6/12	
Monday, June 13 Module 2 Asynchronous session	<ul style="list-style-type: none"> • Cultural and physical environmental factors that shape development <ul style="list-style-type: none"> ○ Race/ ethnicity, gender, ○ gender identity, class, religion/spirituality, ability, sexual orientation • Ecojustice and environmental racism • Social justice, structure, and institutions • Group structure/dynamics • Formal organizations • Communities • Theories of social inequality: Critical race, feminist 	COMPLETE: Module 2 narrated slides SUBMIT: Proposed literature review topic	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapters 6, Cultures and the physical environment; 8, Small groups, formal organizations, and communities; and 9, Social structure, social institutions, and social movements • Grande, Book I, chapters 11-20, pp. 77-159) • Canvas: Kolivoski et al., Critical race theory: Opportunities for advancement in social work practice and policy

Date	Topics	Assignments Due	Readings
Wednesday, June 15 Zoom session	<ul style="list-style-type: none"> • Application: Using critical race and feminist perspectives to understand structural and institutional disparities 	SUBMIT: Module 2 learning reflection by 6/17; responses to at least two peers' reflections by 6/19	
Monday, June 20 Module 3 Asynchronous session	<ul style="list-style-type: none"> • Biopsychological dimensions • Brain-based implications • Adverse Childhood Experiences Impact of trauma on the brain and human behavior • Intersectionality of identities • The psychological person • Psychodynamic theory • Cognitive and emotional theories • Religion and spirituality • Intersectionality theory 	COMPLETE: Module 3 narrated slides	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapters 3, The biological person; 4, The psychological person; and 5, the spiritual person • Grande, Book II, Prologue, Chapters 1-10 (pp. 163-226) • Canvas: Shaia et al., Socially-engineered trauma... • Canvas: Bowleg, The problem with the phrase <i>women and minorities</i>:
Wednesday, June 22 Zoom session	<ul style="list-style-type: none"> • Application of ACE, trauma-informed perspectives, cognitive/social learning and intersectionality theories 	SUBMIT: Module 3 learning reflection by 6/24; responses to at least two peers' reflections by 6/26	
Monday, June 27 Module 4 Asynchronous session	<ul style="list-style-type: none"> • Understanding family systems and dynamics • Family constellations • Family stress and coping and family resiliency perspectives • The life course perspective • Psychosocial/developmental frameworks • Reproductive rights • Pre-pregnancy and prenatal development • Impact of pregnancy and birth on teens/adults 	COMPLETE: Module 4 narrated slides	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapters 7, Families; 10, The life course perspective and 11, The journey begins: Conception, pregnancy, and infancy • Grande, Book II, Chapters 11-18 (pp. 227-273) Canvas: Newman and Newman life span development framework

Date	Topics	Assignments Due	Readings
Wednesday, June 29 Zoom session	<ul style="list-style-type: none"> • Application: Theoretical frameworks when assessing and working with families, psychosocial/developmental frameworks • Group case presentation (Case 9.1 Leticia Renteria) • Group case presentation (Case 11.3 Sarah's Teen Dad) 	Literature review due Friday, July 1	
Monday, July 4 Holiday	<ul style="list-style-type: none"> • Development in infancy, toddlerhood, early childhood <ul style="list-style-type: none"> ○ Infant temperament ○ Attachment/implications for child and adult development 	COMPLETE: Module 5 narrated slides	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapter 12, Toddlerhood and early childhood
Wednesday, July 6 Module 5 Zoom session	<ul style="list-style-type: none"> • Application: Attachment theory • Group case presentation (Case 12.3 Terri's Terrible Temper) 		
Monday, July 11 Module 6 Asynchronous session	<ul style="list-style-type: none"> • Development in middle childhood <ul style="list-style-type: none"> ○ Family, peers, school ○ Child maltreatment • Social learning, resiliency perspectives • Adolescence <ul style="list-style-type: none"> ○ Peers ○ Identity development ○ Moral choices 	<p>COMPLETE: Module 6 narrated slides</p> <p>Optional draft of first half of case analysis due</p>	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapters 13, Middle childhood; and 14, adolescence • Grande, Part II, chapters 19-24 (pp. 274-322)
Wednesday, July 13 Zoom session	<ul style="list-style-type: none"> • Middle childhood <ul style="list-style-type: none"> ○ Bullying ○ Resilience • Adolescence <ul style="list-style-type: none"> ○ Identity development • Group case presentation (Case 13.2 Jasmine's headaches) • Group case presentation (Case 14.1 David's Coming Out Process) 	SUBMIT: Module 6 learning reflection by 7/15; responses to at least two peers' reflections by 7/17	

Date	Topics	Assignments Due	Readings
Monday, July 18 Module 7 Asynchronous session	<ul style="list-style-type: none"> • Development in young and middle adulthood <ul style="list-style-type: none"> ○ Intimacy ○ Education, work and family ○ Myth of midlife crisis • Development in late adulthood <ul style="list-style-type: none"> ○ Retirement and income ○ Health disparities • Loss and grief and implications for human behavior 	COMPLETE: Module 7 narrated slides	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapters 15, Young and middle adulthood; and 16, Older adulthood
Wednesday, July 20 Zoom session	<ul style="list-style-type: none"> • Application - Development in young and middle adulthood <ul style="list-style-type: none"> ○ Social constructionist and feminist theories • Application: Loss and grief • Our changing world: Implications for social work • Closure • Group case presentation (Case 16.1 Ms. Ruby Johnson) • Group case presentation (Case 15.1 Caroline Sanders) • Group case presentation (Case 16.1 Ms. Ruby Johnson) 		
Monday, July 25		Case analysis due	

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*. Rutgers University Press.
- 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.
- Al Wazi, A.B. (2015). Muslim women in America and Hijab: A study of empowerment, feminist identity, and body image. *Social Work* 60(4), 325-333. DOI: [10.1093/sw/swv033](https://doi.org/10.1093/sw/swv033).
- 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.
- Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8th ed.). 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.

- Beck, A. & Bredemeir, K. (2016). A unified model of depression: Integrating clinical, cognitive, biological, and evolutionary perspectives. *Clinical Psychological Science* 4(4), 596-619.
- Beck, A. & Haigh, E. (2014). Advances in cognitive theory and therapy: The generic cognitive model. *Annual Review of Clinical Psychology* 10, 1-24.
- Berk, L.E. (2014). *Development through the lifespan* (6th ed.). Allyn and Bacon.
- Bronfenbrenner Life Course Center at Cornell University, <http://www.human.cornell.edu/che/BLCC/index.cfm>
- Brown, A. M. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press.
- Brown, B. (2021). *Atlas of the heart: Mapping meaningful connections and the language of human experience*. Random House.
- Brown, B. (2017). *Braving the wilderness: The quest for true belonging and the courage to stand alone*. Random House.
- Brown, B. (2018). *Dare to lead*. Random House.
- Canda, E. R. (2012). *Spirituality and social work: New directions*. Taylor and Francis.
- Cantu', F. (2018). *The line becomes a river: Dispatches from the border*. Riverhead Books.
- Carter, M.J. & Fuller, C. (2016). Symbols, meaning, and action: The past, present and future of symbolic interactionism. *Current Sociology* 64(6), 931-961.
- Centers for Disease Control and Prevention (2019). *Preventing adverse childhood experiences: Leveraging the best available evidence*. National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
- Chang, J. & Nylund, D. (2013). Narrative and solution-focused therapies: A twenty-year retrospective. *Journal of Systemic Therapies* 32(2), 72-88.
- Chen, B. (2017). Parent-adolescent attachment and academic adjustment: The mediating role of self-worth. *Journal of Child & Family Studies* 26(8), 2070-2076.
- Coates, T. (2015). *Between the world and me*. 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.
- Cornejo Villaciencas, K. (2020). *The undocumented Americans*. One World.
- 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*.
- 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.
- Delgado, R. & Stefancic, J. (2017). *Critical race theory: An introduction*. New York University Press.
- 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*. Russell Sage Foundation.
- Diangelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press.
- 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.
- Edim, G. (2018). *Well-read Black girl*. Ballantine.
- Edin, K. & Shaefer, L. (2016). *Two dollars a day: Living on almost nothing in America*. Houghton Mifflin Harcourt.
- Einbinder, S. (2019). Reflections on importing critical race theory into social work: The state of social work literature and students' voices. *Journal of Social Work Education* 56(2), 327-340.
- Elliott, A. (2021). *Invisible child: poverty, survival and hope in an american city*. Random House.

- 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>
- Ford, C. L., & Airhihenbuwa, C. O. (2010). Critical race theory, race equity, and public health: Toward antiracism praxis. *American Journal of Public Health*. doi/10.2105/AJPH.2009.171058
- Franklin, C. (2015). An update on strengths-based, solution-focused brief therapy. *Health & Social Work* 40(2), 73-76.
- Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, 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.). 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.
- Gillborn, D. (2015). Intersectionality, critical race theory, and the primacy of racism: Race, class, gender, and disability in education. *Qualitative Inquiry* (21(3), 277-287.
- Gingerich, W. & Peterson, L. (2013). Solution-focused brief therapy: A systematic qualitative review of controlled outcome studies. *Research on Social Work Practice* 23(3) 266-283.
- 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.
- Gorman, A. (2021). *Call us what we carry*. Viking.
- Grande, R. (2007). *Across a hundred mountains*. Washington Square Press.
- Grande, R. (2012). *The distance between us*. Washington Square Press.
- 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.
- Griffin, F. J. (2012). *Read until you understand. The profound wisdom of black life and literature*. WW Norton and Company.
- Hannah-Jones, N. (2021). *The 1619 Project: A new origin story*. One World.
- Hannah-Jones, N. (2021). *The 1619 Project. Born on the water*. Kokila.
- Harris, N.B. (2018). *The deepest well: Healing the long-term effects of childhood adversity*. 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*. Grand Central Publishing.
- Hepworth, D., Rooney, R., Rooney, G., & Strom-Gottfried, K. (2013). *Direct social work practice: Theory and skills*. Brooks/Cole Cengage.
- Holmes, S. (2013). *Fresh fruit, broken bodies: Migrant farmworkers in the United States*. University of California.
- Hutchison, E.D. & Charlesworth, L.W. (2022). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (3rd ed.). Sage.
- 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*. Harper.
- Johnson-Ahorlu, R.N. (2017). Efficient social justice: How critical race theory can inform social movement strategy development. *Urban Renewal* 49, 729-745.
- 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.
- Kemp, S. & Brandwein, R. (2010). Feminisms and social work in the United States: An intertwined history. *Affilia* 25(4), 341-364.
- Kiehne, E. (2016). Latino critical perspective in social work. *Social Work* 61(2), 119-126.
- 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. *Ageing 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. *The Family Journal*, 21(1), 87-94. <https://doi.org/10.1177/1066480712456826>
- Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policy. *Families in Society* 95(4), 269-276.
- Kondi, I.X. (2019). *How to be an antiracist*. One World.
- Kulis, S., Hodge, D., Ayers, S., Brown, E. & Marsiglia, F. (2012). Spirituality and religion: Intertwined protective factors for substance abuse among urban American Indian youth. *American Journal of Drug and Alcohol Abuse* 38(5), 444-449.
- 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.
- Land, S. (2019). *Maid: Hard work, low pay, and a mother's will to survive*. Hachette Books.
- 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.
- Laymon, K. (2018). *Heavy: An American memoir*. Scribner.
- Leight, A.K. (2012). Transpersonalism and social work practice: Awakening to new dimensions for self-determination, empowerment and growth. In E.R. Canda (Ed). *Spirituality and social work: New Directions*. Taylor and Francis.
- Mattson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia* 29(1), 8-17.
- McGoldrick, M., Carter, B., Garcia-Preto, N. (2011). *The expanded family life cycle: Individual, family, and social perspectives* (4th ed.). 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*. 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.
- NASW Press. (2021). *Social work speaks. NASW policy statements*. Author.
- Nazario, S. (2007, 2014). *Enrique's Journey*. Random House.
- Newman, B. & Newman, P. (2015). *Development through life: A psychosocial approach* (12th ed.). 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.
- 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.
- 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*. 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.
- Press, E. (2021). *Dirty work: Essential jobs and the hidden toll of inequality in America*. Farrar, Strauss, and Giroux.
- 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*. Flatiron Books.
- Roth, A. (2018). *Insane: America's criminal treatment of mental illness*. 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.
- Saleeby, D. (2013). *The strengths perspective in social work practice* (6th ed.). Pearson Education.
- Sandberg, S. & Grant, A. (2017). *Option B: Facing adversity, building resilience, and finding joy*. Alfred Knopf.
- Sallis, J., Floyd, M., Rodriguez, D., & Saelens, B. (2012). The role of built environments in physical activity, obesity, and CVD. *Circulation* 125(5), 729-737.
- 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.
- Secombe, K. (2014). *So you think I drive a Cadillac? Welfare recipients' perspectives on the system and its reform* (4th ed). 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. & Garner, A. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics* 129(1) 232-246.
- Singh, A. A., & Moss, L. (2016). Using relational-cultural theory in LGBTQQQ 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.
- Stefancic, J. & Delgado, R. (2013). *Critical race theory: The cutting edge* (3rd ed.). Temple University.
- 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.
- Tatum, B. (2017). *Why are all the Black kids sitting together in the cafeteria?*. Basic Books.
- Troncoso, S. (Ed.) (2021). *Naplanta familias: An anthology of Mexican American literature on families in between worlds*. Texas A&M University Press.
- 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.
- Vargas, J.A. (2018). *Dear America: Notes of an undocumented citizen*. Dey St.
- Vaughn, M., DeLisi, M. & Matto, H. (2014). *Human behavior: A cell to society approach*. Hoboken, NJ: Wiley.
- Viruell-Fuentes, E.A., Miranda, P. Y., & Abdulrahim, S. (2012). *Social Science & Medicine* 75, 2099-2106.
- 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), 990-1.

APPENDIX
ASSIGNMENT GUIDELINES

1. LEARNING REFLECTIONS - 20% of final grade

Each week, the instructor will post a module that includes asynchronous PowerPoint slides and other materials to be reviewed in addition to assigned readings. After reviewing materials during weeks 1, 2, 3, and 6, students will have the opportunity to submit a learning reflection (estimated one page single spaced) on the Canvas discussion board link to a series of prompts no later than Friday at 11:59 p.m. on the following dates: 6/10, 6/17, and 6/29, and 7/15. They will then respond to at least two peers' postings (1/3 to 1/2 page) no later than Sunday of that week: 6/12, 6/19, 7/1, and 7/17 by 11:59 p.m. Students can respond to either an initial peer's post or a response to an initial post, expanding discussion and critical thinking in subsequent posts.

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

Students will receive up to 10 points each week for their postings; points will be determined by thoughtful responses to prompts that demonstrate critical thinking as well as integration of readings and asynchronous course materials. Grades will be calculated based on the highest 3 grades, so students will have the option of completing 3 of the 4 reflections or dropping their lowest grade if they complete all 4. Students should post responses directly on the discussion board link rather than submitting them in a word or PDF document.

Reflections will be graded using the following rubric:

- Discussion responded to prompt, demonstrated understanding of and incorporated content from readings and other course materials including cultural factors, and applied content drawing on both reflective and critical thinking skills (4 points)
- Student responded to two peers, building on and deepening the peer's discussion by asking thoughtful questions, integrating course content, and comparing personal perspectives and/or experiences, (2 points)

- Writing, conceptualization of ideas, organization, mechanics (grammar, spelling), and appropriate use of sources including citations (1 points)

2. LITERATURE REVIEW (10-12 pages excluding title and reference pages; due June 30 by 11:59 p.m.; counts 25% toward final grade)

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.

Potential topics for this literature review should be submitted via email to the instructor no later than June 13. 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 who have experienced military sexual trauma, 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, the disproportional impact of recent legislation and the pending Supreme Court decision on women; disproportionality by race/ethnicity in access to health care during the pandemic, 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 sexual abuse on survivors? How does parental divorce impact adolescents? What are the characteristics of survivors of human sex trafficking? Choose a topic of interest to you that you want to learn more about; the topics suggested here are just examples. Although you can take a different “slant” on a topic you have already written about, it is considered plagiarism to “recycle” a paper that you have submitted previously to another course.

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

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. Incorporate the following below in a holistic introduction rather than point by point.

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

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 four major 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). You can provide evidence about assessments and interventions relevant to the problem(s) you have identified, but your paper should not be a paper focused on interventions; it should focus on an understanding of your topic/identified problem, though you can incorporate information about assessment and intervention within that understanding. Be sure your review addresses implications of diversity/cultural differences (even if you note that the literature has significant gaps in this area).

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 (annotated bibliography), 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. 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 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 (you can use other sources, i.e. websites of groups focusing on your topic for demographic information, in addition to the 8 peer-reviewed articles that are required).
- 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 (in phrase or a sentence; this doesn't have to be lengthy).
- 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.

Theory (suggested length 1-2 pages)

Include at least one specific theory 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 to the problem(s) you are discussing.

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.)

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 7th* edition. 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 25% toward your final grade).

3. CASE ANALYSIS PAPER (8-10 pages excluding title and reference pages); optional submission of first half of paper (parts 1-3) can be submitted for feedback no later than July 11; your final analysis will be due July 25. This assignment will count 25% toward your final grade.

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

CSWE Competency	Mastery Assessed by Completion of
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Parts 1 and 2
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
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary	Part 4

theoretical frameworks in interventions with clients and constituencies.	
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

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.

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

The case analysis should be at least eight full double-spaced, 12-point font, pages in length (excluding title, abstract, 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.

CASE ANALYSIS PAPER OUTLINE AND CONTENT

- 1. Relevant Background Information:** In this introduction to your case, be sure to indicate clearly who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, and why you chose that system as the client. Include information about the client/client system (i.e., if an individual, age, race/ethnicity, gender, sexual orientation/gender identity, economic status, religion if relevant, and current living situation. The introductory background information is to include relevant facts related only to the targeted client system you chose. This is grounded in the information presented about the client system in the case study on which you chose to focus, and not based on unwritten assumptions, stereotypes, or biased opinions. This information should help explain the behavior of the client system in its social environment. Be sure you cite the text since this is the source of your case. (Suggested length – 1 page)
- 2. Engagement of the Client in the Case:** It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Use a strengths-based and empowerment theoretical framework to engage the client. Describe engagement strategies such as empathy, reflection, and interpersonal skills a social worker could use with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community. Note that this discussion should not focus on the information a social worker will gather during their assessment as they work with the client, but how they will build an initial relationship. Be sure you personalize your discussion to fit the client/client system; don’t just use generic content you would use in working with any client. (Suggested length – 1 or 2 paragraphs)
- 3. Assessment of the Case:** In reviewing the case, collect and organize the information from the case study and draw on relevant journal articles to help guide your assessment (i.e., if your client is a refugee who has just

arrived in the U.S. after fleeing a war-torn country, you might find an article on refugees that helps you understand their experiences and possible impact on them).

Begin your assessment by describing a single presenting problem that the targeted client system is facing in the case, i.e., why did the client come to/get referred to you (1 paragraph).

Demonstrate critical thinking skills in your assessment of the case. Identify and discuss the biopsychosocial and cultural factors that contributed to the problem. As you complete your assessment, you may identify other problems the client is experiencing, possibly underlying problems that have caused/contributed to the presenting problem. Summarize the various environmental/ contextual factors that relate to the case (e.g., individual, family, peers, school/employment, neighborhood/ community; biological, cultural, economic, political/legal, ethical). Do not reiterate the facts of the case, but describe the contextual issues surrounding the case objectively, identifying individual and environmental strengths and challenges.

Incorporate one theoretical framework to guide your assessment. Explain the theory and then show how it is relevant to the problems and core issues of the case.

Integrate content from at least 3 appropriate peer-reviewed journal articles to offer supportive documentation of your assessment of the problem(s) described. (Don't review the articles one by one at the end of your assessment section.) All articles used should be published later than the year 2000, preferably no more than 10 years old.

At the end of this installment, summarize the primary problems/needs identified during the assessment that you think should be addressed with evidence-based/appropriate interventions. (Suggested length 3 ½ pages; assessment and contextual discussion should be about 2-2 1/2 pages; theory discussion should be about 1 page)

You may submit an optional draft of these 3 components of your analysis on or before July 11.

- 4. Goals and Intervention Strategies:** Based on your assessment of the case, develop goals, and then select appropriate intervention strategies that the social worker and the client/client system would collaborate on to address the problem(s)/achieve the goals you have identified.

Describe how the intervention strategies will be implemented. Be sure the strategies relate to the identified problem and are consistent with your assessment of the case and the goals. Strategies should be distinct, feasible/realistic, and culturally grounded. Briefly note the advantages and disadvantages of each strategy selected, making a case for why you are including it.

Incorporate at least 3 references from refereed journal articles supporting the intervention(s) chosen.

You must also draw on a theoretical framework to guide the intervention selection and intervention. One theoretical framework can be used for all intervention strategies. (It can be either the same framework used in your assessment section or a different framework.) (Suggested length 2-3 pages)

- 5. Evaluation of Practice:** Select and describe an appropriate method to evaluate the interventions selected. In other words, explain how you would know if the intervention(s) you chose was/were effective in addressing the problem. Be sure to use your selected theoretical framework to guide the evaluation of the intervention selected and implemented. (Suggested length ½ page)

Grading of the case assessment will be based on the following:

- Introduction/background (10 points)

- Targeted client system, problem statement and engagement (10 points)
- Assessment of the case, including use of theory/frameworks and journal articles (30 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 (30 points)
- Evaluation (10 points)
- Writing quality and style, including appropriate use and formatting of references (10 points)

4. GROUP CASE ANALYSIS PRESENTATION - 20% of Final Grade

The due date for this assignment depends on which case you are presenting (see syllabus).

Students will be divided into groups, with each group required to lead the case discussion for one case. The objectives of this assignment are:

- To gain experience leading and participating in case conferences/staffings.
- To further skills in assessment and intervention planning using evidence-based resources as guidance.
- To gain experience applying theoretical perspectives to client situations.
- To gain experience leading creative, engaging oral presentations.
- Students will sign up for one case analysis presentation based on the selection of possible **9.1 (Leticia Renteria's struggle to make it in the U.S.), 11.3 (Sarah's teen dad), 12.2 (Terri's terrible temper), 13.2 (Jasmine's headaches), 14.1 (David's coming out process), 15.1 (Caroline Sanders, a transgender young adult at 23) or 16.1 (Ms. Ruby Johnson is providing care for three generations)**. Based on your top 4 choices, you will be assigned to a group of 3-5 students. Presentations will take place according to the schedule of class topics and readings that can be found in the course schedule. Your group can either present your case "in person" on zoom or pre-record your presentation and then respond to questions/ facilitate a discussion of your case "in person" on zoom after showing your pre-recorded presentation.
- The purpose of presenting your case analysis is to gain experience presenting a case and engaging and describing your opinions to your peers. A goal of your presentation will be to have the class participate and discuss multiple perspectives on a case analysis related to assessment and intervention. A relevant portion of the assigned readings for the same week of class that the group's presentation takes place should be incorporated into your presentation. Groups should indicate how the readings informed their analysis of the case. The readings may also be incorporated in the interactive discussion of the case with the class. Groups should speak with the instructor for clarification of which readings to reference.
- Presentations, including discussion, will last approximately 30 minutes. Presenters will lead the discussion and class members will actively ask questions and provide feedback to the group presenting the case. Creativity is strongly encouraged, so make your presentation interesting and interactive. You may use slides to ensure that your material is organized and to help guide discussion, mirror a case staffing that many social workers engage in in their practice settings, use other forms of role plays, or whatever other approaches the group thinks fit best with the case being presented. Posted handouts are also recommended. Any documents to be posted and a reference list of sources used should be emailed to the instructor at least one day prior to the presentation. The group presentation needs to cover:
 - 1) background information including relevant information about the identified targeted client system
 - 2) identification of the presenting problem and client/client system
 - 3) how you would engage the targeted client system to develop a working relationship
 - 4) assessment, including a) biopsychosocial cultural and other contextual factors that help you understand the client/client system, are contributing to the identified problem, and those that can be used to address it (i.e. strengths); b) use of a single or multiple theoretical framework(s) to guide your assessment and c) inclusion of at least 3 peer-reviewed journal articles to guide your assessment
 - 5) goals a social worker would establish with the client/client system based on the assessment and

interventions to address the goals; b) a single or multiple theoretical framework(s) to guide your selection and implementation of interventions; c) peer reviewed articles to guide your selection and implementation of interventions, and d) a discussion of the pros and cons of each proposed intervention, incorporating cultural factors

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

- Each student must orally present a part of the group presentation to receive a grade. Be sure to integrate the literature review of the peer-reviewed journal articles in the assessment and intervention parts of the group presentation. Theoretical frameworks need to be explained regarding why they were chosen and how they are relevant to the case.
- Groups will be graded based on the following:
 - Introduction (5 points)
 - Background and summary of case
 - Problem statement (5 points)
 - Clear statement of core problem(s) prior to completing the assessment
 - Engagement (10 points)
 - Explanation of how you would engage the client prior to the assessment to begin developing a relationship with them
 - Assessment (20 points)
 - Discussion and context of the case
 - Use of evidence-based support
 - Application of theory
 - Interventions (20 points)
 - Address assessed problems and state identified goals based on the assessment
 - Use of evidence-based support to determine appropriate interventions/strategies
 - Application of theory
 - Explanation of alternative strategies and rationale for interventions selected
 - Evaluation (10 points)
 - Addressed all selected interventions; appropriate in determining if goals have been met
 - Appropriate for identified strategies
 - Goodness of fit with identified theories/frameworks
 - Organization (10 points)
 - Use of time by members
 - Balance of presented content and interactive discussion
 - Creativity and Engagement (10 points)
 - Creativity demonstrated in presenting information
 - Engagement of and involvement of peers in discussion
 - Ability to facilitate discussion
 - Integration of Readings and Supportive Materials (10 points)
 - Submitted supportive documents relating to the case including references
 - Applied theoretical and other relevant content from week's readings

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

After the presentation, students will complete group participation evaluation forms (available on Canvas) for each member, including themselves. Typically, all members receive the same grade. However, if group members indicate that participation in planning and presenting the case analysis is uneven, up to 50% of the grade for this assignment will be adjusted accordingly, and some members may receive higher or lower grades than the assigned group grade. Critique and honest feedback are important parts of group process, so be sure that you are communicating with each other prior to your presentation to avoid grade discrepancies.

CHOICE SHEET FOR CASE ANALYSIS PAPER AND GROUP PRESENTATION

Name: _____

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

Comments: