Course Number:	SW 327	**Instructor:**	Rosalie Ambrosino, PhD Pronouns: She/her
Unique Number:	61325	**Email:**	rambrosino@utexas.edu
Semester:	Fall 2022	**Office:**	Virtual
Meeting Time/Place:	Mondays and Wednesdays 2:30-4:00p.m. online	**Office Phone:**	210-241-0391
	(Mondays asynchronous; Wednesdays via zoom)	**Office Hours:**	Wednesdays, 1:30-2:15 and 3:45-4:30 p.m.; other times by appointment

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

Writing Flag

I. **Standardized Course Description**

This course explores the biopsychosocial-spiritual and cultural functioning of human beings within the context of their environment across the life span using major theories of change as a framework to guide social work practice with individuals, families, groups, organizations, and communities. Students will critically examine the basic principles of several theories of change prior to making selections appropriate for engagement, assessment, intervention, and evaluation in work with clients/client systems. Students also will apply an understanding of socially constructed concepts incorporating a person-in-environment perspective including racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status. Socially and equitable engagement in services to individuals, families, and communities drives the teaching approach and educational foundation of this course.

This course carries the writing flag. Writing flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing flag classes meet the core communications objectives of critical thinking, communication, teamwork, and personal responsibility, established by the Texas Higher Education Coordinating Board.

Prerequisites: For social work majors, admission to the practice sequence; for others, upper-division standing.

II.   **Standardized Course Objectives**

By the end of the course, you will be able to:
1. Use evidence-based, culturally-grounded theoretical perspectives, including theories and perspectives developed by Black, indigenous and other scholars of color, to describe neurobiological, social, cultural, psychological, and spiritual development within the context of the broader environment over the human lifecycle.
2. Apply socially constructed concepts relating to social identity including racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status and other factors contributing to human development within social environments.
3. Analyze basic principles and critiques of various social change theories, perspectives and practices, focusing on engagement, assessment of needs, intervention, and evaluation with individuals, families, groups, organizations and communities, including but not limited to, perspectives of ecological systems theory, strengths-based perspective, critical race theory, social construction theories, racial identity theory, queer-crit theory, lat-crit theory, dis-crit theory, theories with anti-racism and anti-oppressive focus, psychosocial development, psychodynamic theories, social learning theories, cognitive theories, narrative theories, perspectives on adverse childhood experiences (ACEs) and transtheoretical model of change.
4. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive systems and suggest strategies for change.
5. Apply theories of social change to life situations in an effectively written analysis of an assigned case with consideration of social work values, the impact of social institutions on clients/client systems, and equitable social work practice.
6. Explain the importance of centering clients/communities as experts in their lived experiences.
7. Engage in intentional practices of exploring personal biases and assumptions relating to the intersectionality of identities and celebrate the progress made in this life-long process.

EPAS Competencies
The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's 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. CLASS FORMAT AND 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 Friday 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 text, and the links to any assignments due that week.
- On Mondays, there will be no synchronous zoom class. Typically, students use the Monday 2:30-3:45 p.m. protected time to complete a portion of the asynchronous module content (the narrated slide presentations with embedded video clips and readings for the week).
- Required zoom class sessions will be held on Wednesdays from 2:30-3:45 p.m. You 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 module material through large and small group discussions, case studies, group presentations, role plays, and other experiential exercises.
- You will also be expected to post a required learning reflection on Canvas in response to a posted prompt that demonstrates your ability to apply content from the module. This reflection should be posted no later than Friday at 11:59 p.m. You will be expected to respond to at least two peers' reflections no later than Sunday at 11:59 p.m. (On weeks when another assignment is due, there will be no reflection required. You will have twelve opportunities to complete a learning reflection, but only eight will be counted toward your final grade.)

The class will be conducted using active learning approaches that will emphasize inclusion and different learning styles. You 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 participation, input, and discussion.

You 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 your responsibility to ensure that your 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.urexas.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

Elliott, A. (2021). *Invisible child: Poverty, survival & hope in an American city*. Random House.
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 an electronic less-expensive version of the text and

Vantage, a Sage platform that gives you access to ungraded quizzes, videos, and other materials to help you master content in the text throughout the semester through the "My Textbooks" tab on our Canvas website. You are automatically opted into the program by enrolling in this course so you will have access to the textbook prior to the beginning of class, but you can easily opt-out via Canvas **by the fourth class day, August 25,** if you want to obtain the text in a different way. If you remain opted in on the 25th, you will receive a bill through your UT "What I Owe" page on August 29 and have until September 19 to pay. (If you don't opt out by the 25th and don't want to participate, you will be charged for the book.) If you are a UT for Me student, funds will be automatically deducted from your UT for Me account and any remaining balance will be billed to your "What I Owe" page. 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:** You will view modules containing content relating to the week's topics asynchronously, including PowerPoint slides and video/media presentations, and complete assigned readings. You will then complete weekly learning reflections, 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. You will then respond to at least two of your peers no later than Sunday.** (The final grade will be based on eight of the twelve reflections with the highest grades; each learning reflection will count up to 5 points toward your final grade). Since this is a writing flag course, emphasis will be on both content and writing. See syllabus appendix for specific assignment guidelines. (40% of grade)

2. **Individual case analysis:** You will complete an independent written case analysis based on one of the following case studies in the Hutchison and Charlesworth (2022) text: 2.1, 6.1, 9.1, 10.3, 11.3, 12.1, 13.3, 14.1, 15.1, or 16.1. 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. You will incorporate a literature review, integrating at least 5 peer-reviewed journal articles, that supports the assessment and intervention portions of your 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, you will revise your draft and combine it with remaining required content in a final case analysis. See syllabus appendix for specific assignment guidelines. (35% of grade)

3. **Group current affairs and HBSE impact analysis**: You will work with 3-4 other students to plan and present an analysis of a current issue relevant to the course drawing on a media source (newspaper article, media clip on a news website). Your group will provide an assessment of the issue, who it impacts, and in what ways; and determine evidence-based intervention strategies at either the micro or macro level that can be used to address the issue, drawing on at least two theories and other relevant course content to guide their discussion. See syllabus appendix for specific assignment guidelines. (15% of grade)

4. **Student Participation -** Attendance and active participation are critical to the teaching and learning in this course. You are expected to be in zoom class sessions, or, in extenuating circumstances, to notify the instructor if you cannot attend. You may miss two zoom class sessions without penalty. Two points will be deducted from your final grade for each additional zoom class missed. Your participation grade

will be determined by attendance <u>and</u> quality of contribution as demonstrated by your preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and "being present" and involved in experiential activities and discussions. Note that even if absences are excused, missing more than two zoom classes can 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 passing grade, ALL assignments must be completed and course expectations met.

Summary of Semester Assignments and Grade Breakdown

Assignment	Date Due	% of Grade
Learning reflections and peer responses (8 reflections required)	• Fridays 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 11/4, 11/11, 11/18, and 12/2 • Responses to at least two peers Sundays 9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 11/6, 11/13, and 12/4	40 (5 points/ reflection)
Case analysis/ Installment 1/draft	• 10/28	15
Case analysis/final submission	• 12/8	20
Group current issue analysis presentation	• Depends on assigned week	15
Student participation	• NA	10
TOTAL		100

<u>**Overall Criteria for Evaluating Student Assignments**</u>

Since this is a writing flag course, all written assignments will be graded on both content and writing. Your 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:

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. **Creating an Environment Conducive to Learning**: During the semester we will be discussing many topics, all that can addressed from different perspectives. It's important that we learn from each other and allow space for sharing our perspectives in ways that are respectful and facilitate learning. We will establish ground rules as a community of learners during our first zoom class session. You may be triggered by some of the content discussed and can step away from discussion if this occurs. I also am willing to accommodate your learning if this is an issue for you and we meet to discuss options.

2. <u>**Instructor Contact**</u>: 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.

3. <u>**Attendance:**</u> This course is interactive in nature, with all participants, me included, learning from each other as well as from readings and other course assignments. Your presence is necessary for everyone's success in our course. You are allowed to miss two class zoom sessions without penalty. Any absence after the second may impact your engagement with content and ideas shared in class, as well as your participation grade, so I encourage you to remember this. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason.

4. <u>**Electronic Devices and Zoom Participation:**</u> You will need a computer with a video camera and microphone and Internet access for zoom sessions. Electronic devices are welcome in class to support learning. Please be mindful that they not serve as a distraction to you or your colleagues in our zoom sessions. Have cell phones on vibrate or turned off unless you are using them for your zoom connection or to gather relevant information that can enhance our class sessions. If you receive an emergency call, mute your audio and video connections until you are finished with the call. You are expected to be actively engaged during zoom class sessions. This means having your camera on (you will not be counted present if your camera is not on unless you have permission), 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.

5. <u>**Submission of Papers and Late Assignments:**</u> 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. Any assignments submitted more no than one day after due date will result in a deduction in points unless you have requested an extension. Circumstances such as changes in work schedules, personal celebrations, transportation problems, and computer/printing problems are not considered legitimate reasons for missing an assignment deadline. Any legitimate adjustments in due dates must be discussed with me 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. You 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 you have not submitted an assignment ten calendar days after the due date a grade of 0 will be recorded to allow you to have a realistic view of your current course grade. If exceptions are made to allow you 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. <u>**APA & References: APA & References:**</u> 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 <u>Publication Manual of the American Psychological Association 7th edition</u>. 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 and a referral to UT's Office of Student Conduct and Integrity. 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. You can check your work using TurnItIn prior to submitting an assignment. I may use other methods besides TurnItInmay determine if a paper is your original work. Regardless of the results of any TurnItIn assessment, I will make the final determination as to whether or not a paper has been plagiarized or submit the paper to Student Conduct for its review.

6. **Course Feedback:** You will have two formal opportunities to evaluate the quality of the course and instruction. About midway into the course you 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, you should feel free to comment on the quality of the course and instruction and suggest changes that will enhance your learning. These comments can either be made in class, by making an appointment to meet with me, or via any other means you choose.

7. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and/or assignments are at my discretion. Changes will be announced in class. It is your responsibility as a student to inquire about any changes that might have been made in your 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 at 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. <u>**University Electronic Mail Student Notification:**</u> 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. <u>**Religious Holy Days**</u>**:** 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. <u>**Title IX Reporting**</u>: 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. <u>**Campus Carry Policy:**</u> The University's policy on campus carry may be found here: https://campuscarry.utexas.edu.

14. <u>**Safety:**</u> 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. <u>**Behavior Concerns and COVID-19 Advice Line (BCCAL).**</u> 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
Week 1 **Monday,** **August 22** **Asynchronous** **session**		**VIEW:** **Welcome module** **(on Canvas)** **Obtain required texts**	• Canvas: Syllabus and welcome module
Wednesday, **August 24** **Zoom session**	• Introductions • Course overview • Establishment of guidelines for class discussion • Overview of HBSE	**SUBMIT:** **Intro to colleagues – post by 8/26 at 11:59 p.m.; respond to two peers by 8/28 at 11:59 p.m.**	
Week 2 **Monday,** **August 29** **Asynchronous** **session**	Module 1 • A multidimensional approach to human behavior and social work practice • Writing from a social work perspective	**COMPLETE:** **Module 1 narrated slides** **SUBMIT:** **Group topic preferences by 8/29 at 11:59 p.m.**	• Hutchison & Charlesworth, Chapter 1, Human behavior: A multidimensional approach • Elliott, prologue, chapters 1-3 • Canvas: Ambrosino et al., The ecological/ systems framework
Wednesday, **August 31** **Zoom session**	• Finalization of group presentations • Application: Integrating theory, research, and practice; strengths and ecosystems perspectives	**SUBMIT:** **Module 1 learning reflection by 9/2; 2 peer responses by 9/4**	
Week 3 **Monday,** **September 5** **Asynchronous** **session**	Module 2 • Theoretical perspectives on human behavior and the social environment: conflict, social constructionist, Vygotsky • Cultural implications for understanding human behavior	**COMPLETE:** **Module 2 narrated slides**	• Hutchison & Charlesworth, Chapter 2, Theoretical perspectives.. • Elliott, chapters 4-8 • Canvas: Hepworth et al., Overview of helping process, pp. 35-45
Wednesday, **September 7** **Zoom session**	• Application: Conflict, social constructionist, and Vygotsky/social cultural theory	**SUBMIT:** **Module 2 learning reflection by 9/9; 2 peer responses by 9/11**	
Week 4 **Monday,** **September 12** **Asynchronous** **session**	Module 3 • Social justice, structure, and institutions • Group structure/dynamics • Formal organizations • Communities • Theories of social inequality: Critical race, feminist	**COMPLETE:** **Module 3 narrated slides**	• Hutchison & Charlesworth, Chapters 8, Small Groups...and 9, Social structure... • Elliott, chapters 9-10 • Canvas: Kolivoski et al., Critical race theory...

Date	Topics	Assignments Due	Readings
Wednesday, September 14 Zoom session	• Application: Using critical race and feminist perspectives to understand structural and institutional disparities	**SUBMIT: Module 3 learning reflection by 9/16; 2 peer responses to by 9/18**	
Week 5 Monday, September 19 Asynchronous session	Module 4 • Cultural and physical environmental factors that shape development o Race/ ethnicity, gender, gender identity, class, religion/spirituality, ability, sexual orientation • Ecojustice and environmental racism	**COMPLETE: Module 4 narrated slides**	• Hutchison & Charlesworth, Chapter 6, Culture and the physical environment • Elliott, chapters 11-15 • Canvas: Bowleg, The problem with the phrase *women and minorities*: Intersectionality – an important theoretical …
Wednesday, September 21 Zoom session	• Application: o Intersectionality of identities/intersectionality theory o environmental racism	**SUBMIT: Module 4 learning reflection by 9/23; 2 peer responses by 9/25**	
Week 6 Monday, September 26 Asynchronous session	Module 5 • Understanding family systems and dynamics • Family constellations • Family stress and coping and family resiliency perspectives	**COMPLETE: Module 5 narrated slides**	• Hutchison & Charlesworth, Chapter 7, Families • Elliott, chapters 16-20
Wednesday, September 28	• Application: Theoretical frameworks when assessing and working with families	**SUBMIT: Module 5 learning reflection by 9/30; 2 peer responses by 10/2**	
Week 7 Monday, October 3 Asynchronous session	Module 6 • Biopsychological dimensions • Brain-based implications • Adverse Childhood Experiences • Impact of trauma on the brain and human behavior	**COMPLETE: Module 6 narrated slides**	• Hutchison & Charlesworth, Chapter 3, The biological person • Elliott, chapters 21-24 • Canvas: Perry & Winfrey, What happened to you? • Canvas: Shaia et al., Socially-engineered trauma and a new social work pedagogy: Socioeducation as…
Wednesday, October 5 Zoom session	• Application of ACE and trauma-informed perspectives	**SUBMIT: Module 6 learning reflection by 10/7; 2 peer responses by 10/9**	

Date	Topics	Assignments Due	Readings
Week 8 **Monday, October 10** **Asynchronous session**	Module 7 • The psychological person • Cognitive and emotional theories • Religion and spirituality	**COMPLETE:** **Module 7 narrated slides**	• Hutchison & Charlesworth, Chapters 4, The psychological person and 5, The The spiritual person • Elliott, chapters 25-29
Wednesday, October 12 **Zoom session**	• Application of cognitive and emotional theories	**SUBMIT:** **Module 7 learning reflection by 10/14; 2 peer responses by 10/16**	
Week 9 **Monday October 17** **Asynchronous session**	Module 8 • The life course perspective • Psychosocial/developmental frameworks • Reproductive justice • Conception and pregnancy	**COMPLETE:** **Module 8 narrated slides**	• Hutchison & Charlesworth, Chapters 10, The life course perspective and 11, The journey begins: Conception, pregnancy, and infancy • Elliott, chapters 30-32 • Canvas: Newman & Newman, Life cycle
Wednesday, October 19 **Asynchronous Zoom session**	• Applications: The life course and psychosocial perspectives • Reproductive justice, conception, pregnancy, and prenatal development	**SUBMIT:** **Module 8 learning reflection by 10/21; 2 peer responses by 10/23**	

Week 10 **Monday, October 24** **Asynchronous session**	Module 9
	• Development in infancy, toddlerhood, early childhood
	   o Infant temperament
	   o Attachment/implications for child and adult development
		COMPLETE: **Module 9 narrated slides**	• Hutchison & Charlesworth, Chapter 12, Toddlerhood and early childhood
			• Elliott, Chapters 33-34

Wednesday, October 26 **Zoom session**	• Application: Attachment theory • Importance of play	**SUBMIT:** **Installment I of case analysis 10/28 (no learning reflection this week)**	

Week 11 **Monday, October 31** **Asynchronous session**	Module 10
	• Development in middle childhood
	   o Family, peers, school
	   o Child maltreatment
	   o Social learning, resiliency perspectives
		COMPLETE: **Module 10 narrated slides**	• Hutchison & Charlesworth, Chapter 13, Middle childhood
			• Elliott, Chapters 35-37

Date	Topics	Assignments Due	Readings
Wednesday, November 2 Zoom session	• Application of intersectionality, CRT, social learning, and resiliency perspectives to understanding rejection and bullying	**SUBMIT: Module 10 learning reflection by 11/4; responses to peers by 11/6**	
Week 12 Monday, November 7 Asynchronous session	Module 11 • Adolescence o Peers o Identity development o Moral choices	**COMPLETE: Module 11 narrated slides**	• Hutchison & Charlesworth, Chapter 14, Adolescence • Elliott, Chapters 38-39 • Tatum, Why do all the Black kids sit together in the cafeteria?
Wednesday, November 9 Zoom session	• Application: Identity development	**SUBMIT: Module 11 learning reflection by 11/11; 2 peer responses by 11/13**	
Week 13 Monday, November 14 Asynchronous session	Module 12 • Development in young and middle adulthood o Intimacy o Education, work and family o Myth of midlife crisis	**COMPLETE: Module 12 narrated slides**	• Hutchison & Charlesworth, Chapter 15, Young and middle adulthood • Elliott, Chapters 40-44
Wednesday, November 16 Zoom session	• Application - Development in young and middle adulthood o Social constructionist	**SUBMIT: Module 12 learning reflection by 11/18; 2 peer responses by 11/20**	
Week 14 Thanksgiving Break	Observe human behavior in your social environment	**Take time for self-care**	
Week 15 Monday, November 28 Asynchronous session	Module 13 • Development in late adulthood o Retirement and income o Health disparities • Loss and grief and implications for human behavior	**COMPLETE: Module 13 narrated slides**	• Hutchison & Charlesworth, Chapter 16, Older adulthood • Elliott, Chapter 45 and afterward • Canvas, Disenfranchised grief
Wednesday, November 30 Zoom session	• Application: Loss and grief • Our changing world: Implications for social work Closure	**SUBMIT: Module 13 learning reflection by 12/2; 2 peer responses by 12/4**	
Week 16 Monday, December 5 Asynchronous session	• Finalize case analysis	**SUBMIT: Case analysis by Thursday, 12/8 at 11:59 p.m.**	

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

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APPENDIX
ASSIGNMENT GUIDELINES

1. LEARNING REFLECTIONS - 40% of final grade (based on 8 reflections; 5 points each)

- Each week I will post a module that includes asynchronous PowerPoint slides and other materials to be reviewed in addition to assigned readings. After reviewing materials you will submit a learning reflection (estimated one page single spaced) on the Canvas discussion board link responding to a series of prompts. Reflections should be submitted no later than Friday at 11:59 p.m. on the following dates (9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14, 10/21, 11/4, 11/11, 11/18, and 12/2). You will then respond to at least two peers' postings (1/3 to ½ page) no later than Sunday: 9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 11/6, 11/13, 11/20, and 12/4 by 11:59 p.m. You 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, Elliott book, readings on Canvas, slides, videos, and other materials in the module) with appropriate citations; they should not be merely a summary of materials. You also can apply content to your own life experiences, work or volunteer experiences, or earlier class discussions, and raise questions about materials that were unclear or that you 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 be 1/3 to ½ page long and also deepen the conversation, integrating course content, comparing perspectives shared, and asking thoughtful questions, rather than just a brief "great commentary – I agree!"

  You will receive up to 5 points each week for your postings; points will be determined by thoughtful responses to prompts that demonstrate critical thinking as well as integration of readings and asynchronous course materials and quality of writing since this is a writing flag course:
  - 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 (3 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, (1 point)
  - Writing, conceptualization of ideas, organization, mechanics (grammar, spelling), and appropriate use of sources including citations following APA format (1 point)

 Grades will be calculated based on the highest 8 grades, so you will have the option of completing 8 of the 12 reflections or dropping your lowest grades if you complete more than 8. You should post responses directly on the discussion board link rather than submitting them in a Word or PDF document.

2. CASE ANALYSIS PAPER (8-10 pages excluding title and reference pages); installment I due 10/28 and counts 15% toward your final grade; final analysis incorporating installment I and remaining assignment requirements due 12/8 and counts 20% toward your final grade

You are required to complete a written case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. This is a common assignment for students in all sections of HBSE to assess how well they master competencies 6.1, 7.2, 8.2, and 9.2 of the

Council on Social Work Education's Education Policy and Accreditation Process (EPAS). Results are used to evaluate the School's curriculum as part of its process to maintain CSWE accreditation. This assignment assesses the following competencies:

CSWE Competency	Mastery Assessed by Completion of
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Parts 1 and 2, submitted in Installment I
7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Part 3, submitted in Installment I
8.2 Apply knowledge of human behavior and the social environment, person-in- environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.	Part 4, submitted in final case analysis
9.2 Apply knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups	Part 5, submitted in final case analysis

The objectives of this assignment are:
- To apply critical thinking to the problem identification, assessment and intervention planning for a case situation.
- To practice using evidence-based resources to guide case interventions.
- To apply a theoretical framework(s) to a case and presenting problem.
- To gain experience writing a formal case analysis using APA format.

This analysis will be submitted in two installments: Installment I (includes parts 1, 2, and 3 of the assignment requirements) must be posted on Canvas no later than Friday, October 28 at 11:59 p.m. and counts 15% toward your final grade. Your final analysis, which includes Installment I (revised) and the remaining requirements for the assignment (parts 4 and 5), must be posted on Canvas no later than December 8 at 11:59 p.m. and counts 20% toward your final grade (5% based on revisions to Installment I).

The case analysis paper should be written using one of the following cases in the Hutchison and Charlesworth text: 2.1 (End of life care for Maria Chavez), 6.1 (Rubina living across cultures), 9.1 Leticia Renteria's struggle to make it in the United States, 10.3 (Phoung Le serving family and community), 11.3 (The Thompsons' premature birth), 12.1 (Overprotecting Henry), 13.3 (Gabriela's new life), 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). You need to choose a case that focuses on issues different than cases you may be assessing in other classes.

The case analysis should be at least eight full double-spaced, 12-point font, pages in length (excluding title and reference pages) and must adhere to APA 7th edition guidelines. This analysis may be written in first person if you want to assume that you are the social worker in the case and must be supported with a minimum of eight peer-reviewed, refereed journal articles published after 2000, preferably no more than 10 years old (unless you are citing the original author of a theory or an important historic citation). Do not use more than one website as one of your references unless the reference is a peer reviewed, refereed journal article. **Installment I must include a minimum of five sources**, cited appropriately in the body of your document and on your reference page. The **minimum of eight sources in your final submission will include those used in installment I.**

CASE ANALYSIS PAPER OUTLINE AND CONTENT

INSTALLMENT I (Due at 11:59 p.m. October 28; minimum of five sources; include reference page)
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. (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)

FINAL ANALYSIS (due December 8 at 11:59 p.m.; minimum of eight difference sources, incorporating those from Installment I; incorporates your revised first installment combined with:
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) 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:

Installment I (will count 15% toward your final grade)

- Introduction/background (20 points)
- Targeted client system, problem statement and engagement (20 points)
- Assessment of the case, including use of theory/frameworks and journal articles (40 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

Final Case Assessment (revised Installment I and parts 4 and 5 with consolidated sources) - will count 20% toward your final grade.

- Revisions made to installment I (10 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 (55 points)
- Evaluation (15 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

3. GROUP PRESENTATION – CURRENT ISSUE ANALYSIS ON HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT-RELATED TOPIC   - 15% of Final Grade

The due date for this assignment depends on which module/topic you have been assigned (see syllabus).
You will be divided into groups, with each group required to lead the discussion for one module/topic. The objectives of this assignment are:

- To gain experience leading and participating in discussions that relate to human behavior-environmental issues.
- To further skills in assessing and suggesting interventions to address identified challenges using evidence-based resources as guidance.
- To gain experience applying theoretical perspectives to real-world situations.
- To gain experience leading creative, engaging oral presentations.

- You will identify 4 modules/topics of interest to you after reviewing the syllabus and topics for each module (modules 4-13). Your choices should be posted on Canvas using the attached form (also available in the course resources module on Canvas) no later than **Monday, August 29**. Keep in mind you will need to be present at our zoom session for any of the dates you choose. Based on your top 4 choices, you will be assigned to a group of 3-5 students and have a chance to meet briefly during Wednesday's zoom class on August 31.
- 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 give your presentation "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.
- Once you have been assigned to a group, your group will identify one relevant current media article or clip from either the New York Times (you can access a limited number of articles free or subscribe at a rate of $1/week https://academicground.com/nytimes-student-discount/) or another media source – local newspaper, web-based news source such as MNBC, Fox, CNN, NPR- that highlights a current event with implications for individuals, families, groups, organizations, communities or the broader society and reflects the course's focus on person-and-environment interactions. Your group will then plan a 30 minute presentation, including engagement of the class in the discussion that incorporates the following:

- A brief summary of the article or media clip (you will post it a week before so your colleagues will have had a chance to read/view it;
- Why your group chose this particular media piece and topic – how it fits with human behavior and the social environment (examples of media coverage could include a piece on voting rights, reproductive justice/overturning or Roe v. Wade, access to contraception, health disparities based on race or ethnicity, the disproportionate impact of climate change on communities of color, the incorporation of indigenous peoples' narratives in addressing health needs or other challenges, who is impacted by inflation and how, a story featuring a university student who is homeless while trying to complete her degree – as you can see you have a lot of leeway as long as you ensure that you can incorporate content from the assigned week's readings and other materials.
- Your group's assessment of the issues – note that your focus needs to incorporate a brief critique of the media piece, but the majority of your presentation needs to focus on the implications of what the piece includes: who is impacted, is there disproportionality in impact by race, ethnicity, gender, age, etc. and if so, what is the impact; how do the implications of the media topic impact outcomes/ choices for members of the group(s) impacted?
- Based on your assessment, what strategies do you suggest be implemented to address the issues discussed in the media piece or others that you have identified during your assessment? Include a rationale for choosing these strategies and documentation to support your choices. How realistic is it that your strategies will create the changes you recommend? What else needs to be done to create needed changes? What is the role of communities in creating these changes? What is the role of social workers?
- Identify at least two theories/theoretical perspectives covered in this course that can be used to inform your discussion of this issue. Be sure that you briefly explain each theory and integrate it in your presentation so we can see how it is applied.
- Be sure that you draw on relevant content from the week's module in your presentation and discussion.
- Be creative – you can include other media clips, incorporate art or music, do a role play – you have lots of leeway in how you give your presentation. You can also use slides to guide your discussion.
- Each student must orally present a part of the group presentation to receive a grade.
- When you conclude your presentation, submit a summary with at least 5 sources, including 2 peer- reviewed journal articles used to guide the assessment and intervention portions of your presentation.

Groups will be graded based on the following:
- Introduction (15 points)
  - ✓ Background and summary of issue with demographic and other supportive information to frame your issue
- Problem/issue statement (5 points)
  - ✓ Clear statement of current event/issue(s) you are addressing
- Assessment (25 points)
  - ✓ Discussion and context of the issue
  - ✓ Use of evidence-based support to guide your views on how and why this issue is occurring and who is impacted
  - ✓ Application of theory to guide your assessment
  - ✓ Identification of several priorities you think are most important to address the issue
- Interventions (25 points)
  - ✓ Suggested goals to be addressed based on your assessment
  - ✓ Use of evidence-based support to determine appropriate interventions/strategies
  - ✓ Application of theory to guide your interventions
  - ✓ Explanation of alternative strategies and rationale for interventions selected
- 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
  - ✓ Submitted list of sources used

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

After the presentation, you will complete group participation evaluation forms (available on Canvas) for each member, including yourself. Typically, all members receive the same grade. However, if group members indicate that participation in planning and presenting the issue 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 GROUP PRESENTATION

Name: _____

Group Presentation Options	Choice # 1	Choice #2	Choice # 3	Choice # 4
List module number in rank order of interest in the 4 columns with #1 your first preference Module 4 – cultural factors that shape development; environmental justice (9/22) Module 5 – families (9/29) Module 6 – biological dimensions, brain-based implications for development (10/6) Module 7 – psychological or spiritual dimensions (10/13) Module 8 – life course perspective, reproductive justice, conception, pregnancy (10/20) Module 9 – infant, toddler and early childhood development, attachment (10/27) Module 10 – middle childhood, bullying, child abuse (11/3) Module 11 – adolescence (11/10) Module 12 – young and middle adulthood (11/17) Module 13 – older adults, loss and grief (12/1)				

Comments: