

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

Course Number:	SW 381R	Instructor:	Rosalie Ambrosino, PhD Pronouns: She/her
Unique Number:	61425	Email:	rambrosino@utexas.edu
Semester:	Fall 2022	Office:	Virtual
Meeting Time/Place:	Thursdays 5:30-8:30 p.m. via zoom	Office Phone:	210-241-0391
		Office Hours:	Thursday, 4:30-5:15 and 7-8 p.m.; other times by appointment

**THEORIES AND CRITICAL PERSPECTIVES
OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

I. STANDARDIZED 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, socioeconomic 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. CLASS FORMAT AND TEACHING METHODS

This course is designed to provide you 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 texts, and the links to any assignments

due that week.

- You are expected to focus on this asynchronous content (the narrated slide presentations with embedded video clips and readings for the week) prior to our required zoom class sessions, which will be held on Thursday evenings from 5:30-7 p.m. You are expected 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, you will have the option to post a required learning reflection on Canvas no later than Friday at 11:59 p.m. You then will be expected to respond to at least two peers' reflections no later than Sunday at 11:59 p.m. Although you will have ten opportunities to submit a learning reflection and responses to peers, only six submissions during the semester are required.

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.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

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, by going to “My Textbooks” on our course website** 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 “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.) 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 a minimum of six 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 six of the ten reflections with the highest grades; each learning reflection will count up to 4 points toward your final grade). See syllabus appendix for specific assignment guidelines. (25% of grade)
2. **Literature review and matrix:** You will complete a scholarly literature review incorporating empirical evidence and theory to address a human behavior, psychosocial, or developmental issue of interest to you 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. Prior to submitting the review, you will submit a matrix annotating five peer-reviewed journal articles that you will then incorporate in your review. (20% of final grade)
3. **Individual case analysis:** You 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, 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 support 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. (30% of grade)
4. **Group current issue analysis presentation:** You will work in a group of 3-5 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 your discussion. See syllabus appendix for specific assignment guidelines. (15% of grade)
5. **Student participation** - This course is interactive in nature, with participants 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. 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" and involved in experiential activities and discussions. (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 (6 reflections required)	<ul style="list-style-type: none"> Fridays 9/2, 9/9, 9/16, 9/30, 10/14, 10/21, 10/28, 11/11, 11/18, and 12/2 Responses to peers Sundays 9/4, 9/11, 9/18, 10/2, 10/16, 10/23, 10/30, 11/13, 11/20 and 12/4 	25 (4 points/ reflection)
Literature review	<ul style="list-style-type: none"> Proposed topic due 9/9; Matrix due 9/23; Literature review due 10/10 	20
Case analysis/ Installment 1/draft	<ul style="list-style-type: none"> 11/4 	15
Case analysis/final submission	<ul style="list-style-type: none"> 12/8 	15
Group current issue analysis presentation	<ul style="list-style-type: none"> Depends on assigned week 	15
Student participation	<ul style="list-style-type: none"> NA 	10
TOTAL		100

Overall Criteria for Evaluating Student Assignments

All written assignments will be graded on both content and 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:.

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 be 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. **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.
3. **Attendance:** This course is interactive in nature, with participants 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. **Electronic Devices and Zoom Participation:** Students 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 do 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. Students 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. **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 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.
1. **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 and a referral to UT's Office of Student Conduct and Academic 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. Other methods may also be used to determine if a paper is your original work. Regardless of the results of any TurnItIn submission, I will

make the final determination as to whether or not a paper has been plagiarized or request that Student Conduct and Academic Integrity make that determination.

2. **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 increase 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.
3. **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 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. **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 (*readings are located on Canvas; full citations for readings can be found in bibliography section)

Date	Topics	Assignments Due	Readings
Week 1 Asynchronous content (complete before Thursday class)		VIEW: Welcome module (on Canvas) Purchase required books	<ul style="list-style-type: none"> • Canvas: Syllabus and welcome module
Thursday, August 25 Zoom session	<ul style="list-style-type: none"> • Introductions • Course overview • Establishment of guidelines for class discussion 	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 Asynchronous content (complete before Thursday class)	Module 1 <ul style="list-style-type: none"> • 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 Tuesday, 8/30 at 11:59 p.m.	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapter 1, Human behavior: A multidimensional approach • Elliott, prologue, chapters 1-3 • *Ambrosino et al., The ecological/ systems framework • * Greenfield, Using ecological frameworks to advance... aging in place initiatives • * Unger et al., What is resilience...
Thursday, September 1 Zoom session	<ul style="list-style-type: none"> • 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 Asynchronous content (complete before Thursday class)	Module 2 <ul style="list-style-type: none"> • Theoretical perspectives on human behavior and the social environment: conflict, social constructionist, Vygotsky • Cultural implications for understanding human behavior 	COMPLETE: Module 2 narrated slides	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapter 2, Theoretical perspectives.. • Elliott, chapters 4-8 • * Hepworth et al., Overview of helping process, pp. 35-45 • * Goldberg et al., Why parenthood...gay men's motivations...

Date	Topics	Assignments Due	Readings
Thursday, September 8 Zoom session	<ul style="list-style-type: none"> Application: Conflict, social constructionist, and Vygotsky/social cultural theory 	SUBMIT: Module 2 learning reflection and literature review topic by 9/9; 2 peer responses by 9/11	
Week 4 Asynchronous content (complete before Thursday class)	Module 3 <ul style="list-style-type: none"> Social justice, structure, and institutions Group structure/dynamics Formal organizations Communities Theories of social inequality: Critical race, feminist 	COMPLETE: Module 3 narrated slides	<ul style="list-style-type: none"> Hutchison & Charlesworth, Chapters 8, Small Groups...and 9, Social structure... Elliott, chapters 9-10 *Kolivoski et al., Critical race theory... *Noel et al., Community academic partnerships
Thursday, September 15 Zoom session	<ul style="list-style-type: none"> 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 Asynchronous content (complete before Thursday class)	Module 4 <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 	COMPLETE: Module 4 narrated slides	<ul style="list-style-type: none"> Hutchison & Charlesworth, Chapter 6, Culture and the physical environment Elliott, chapters 11-15 * Bowleg, The problem with the phrase <i>women and minorities</i>: Intersectionality – an important theoretical ... * Warner & Brown, Understanding how race/ethnicity and gender define ... disability
Thursday, September 22 Zoom session	<ul style="list-style-type: none"> Application: Intersectionality of identities; environmental racism 	SUBMIT: Literature review matric by 9/23	
Week 6 Asynchronous content (complete before Thursday class)	Module 5 <ul style="list-style-type: none"> Understanding family systems and dynamics Family constellations Family stress and coping and family resiliency perspectives 	COMPLETE: Module 5 narrated slides	<ul style="list-style-type: none"> Hutchison & Charlesworth, Chapter 7, Families Elliott, chapters 16-20 *Schwartz, ... internal family systems therapy * Kolbert et al., ...using a family systems approach * Alaggia et al., ...An ecological analysis of intimate partner violence

Date	Topics	Assignments Due	Readings
Thursday, September 29	<ul style="list-style-type: none"> 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 Asynchronous content (complete before Thursday class)	Module 6 <ul style="list-style-type: none"> Biopsychological dimensions Brain-based implications Adverse Childhood Experiences Impact of trauma on the brain and human behavior 	COMPLETE: Module 6 narrated slides	<ul style="list-style-type: none"> Hutchison & Charlesworth, Chapter 3, The biological person Elliott, chapters 21-24 * Perry & Winfrey, What happened to you? * Shaia et al., Socially-engineered trauma... * First & Kemper, The effects of toxic stress...at our southern border
Thursday, October 6 Zoom session	<ul style="list-style-type: none"> Application of ACE and trauma-informed perspectives 	SUBMIT: Literature review by 10/7	
Week 8 Asynchronous content (complete before Thursday class)	Module 7 <ul style="list-style-type: none"> The psychological person Cognitive and emotional theories Religion and spirituality 	COMPLETE: Module 7 narrated slides	<ul style="list-style-type: none"> Hutchison & Charlesworth, Chapters 4, The psychological person and 5, The The spiritual person Elliott, chapters 25-29 *Beck & Haigh, Advances in cognitive theory and therapy
Thursday, October 13 Zoom session	<ul style="list-style-type: none"> Application of cognitive and emotional theories 	SUBMIT: Module 7 learning reflection by 10/14; 2 peer responses by 10/16	
Week 9 Asynchronous content (complete before Thursday class)	Module 8 <ul style="list-style-type: none"> The life course perspective Psychosocial/developmental frameworks Reproductive justice Conception and pregnancy 	COMPLETE: Module 8 narrated slides	<ul style="list-style-type: none"> 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 *Gomez et al. Advancing reproductive justice...

Date	Topics	Assignments Due	Readings
Thursday, October 20 Asynchronous Zoom session	<ul style="list-style-type: none"> • 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 Asynchronous content (complete before Thursday class)	Module 9 <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 9 narrated slides	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapter 12, Toddlerhood and early childhood • Elliott, Chapters 33-34 • * Harlow, Attachment theory: Developments, debates, and recent applications.... • *Riggs, Childhood emotional abuse and the attachment system across the life cycle...
Thursday, October 27 Zoom session	<ul style="list-style-type: none"> • Application: Attachment theory • Importance of play 	SUBMIT: Module 9 learning reflection by 10/28; 2 peer responses by 10/30	
Week 11 Asynchronous content (complete before Thursday class)	Module 10 <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 	COMPLETE: Module 10 narrated slides	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapter 13, Middle childhood • Elliott, Chapters 35-37 • *Ayon, Talking to Latino children about race... • *Zayas, et al. The distress of citizen-children with detained and deported parents
Thursday, November 3 Zoom session	<ul style="list-style-type: none"> • Application of intersectionality, CRT, social learning, and resiliency perspectives 	SUBMIT: Installment I of case analysis by 11/4	
Date	Topics	Assignments Due	Readings

<p>Week 12 Asynchronous content (complete before Thursday class)</p>	<p>Module 11</p> <ul style="list-style-type: none"> • Adolescence <ul style="list-style-type: none"> ○ Peers ○ Identity development ○ Moral choices 	<p>COMPLETE: Module 11 narrated slides</p>	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapter 14, Adolescence • Elliott, Chapters 38-39 • * Tatum, Why do all the Black kids sit together ... • * Kim, et al.,... predictors of adolescents' suicide behaviors • * Kolbert, et al., Clinical interventions with adolescents... • * Steelman, Externalizing identities: An integration of narrative therapy and queer theory
<p>Thursday, November 10 Zoom session</p>	<ul style="list-style-type: none"> • Application: Identity development 	<p>SUBMIT: Module 11 learning reflection by 11/11; 2 peer responses by 11/13</p>	
<p>Week 13 Asynchronous content (complete before Thursday class)</p>	<p>Module 12</p> <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 	<p>COMPLETE: Module 12 narrated slides</p>	<ul style="list-style-type: none"> • Hutchison & Charlesworth, Chapter 15, Young and middle adulthood • Elliott, Chapters 40-44 • *Walker, et al., Childhood sexual abuse and adult sexual identity formation.... • *Ainspan et al. Psychosocial approaches to improving the military-to-civilian transition...
<p>Thursday, November 17 Zoom session</p>	<ul style="list-style-type: none"> • Application - Development in young and middle adulthood <ul style="list-style-type: none"> ○ Social constructionist 	<p>SUBMIT: Module 12 learning reflection by 11/18; 2 peer responses by 11/20</p>	
<p><u>Date</u></p>	<p>Topics</p>	<p>Assignments Due</p>	<p>Readings</p>

Week 14 Thanksgiving Break	Observe human behavior in your social environment	Take time for self-care	
Week 15 Asynchronous content (complete before Thursday class)	Module 13 <ul style="list-style-type: none"> 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 13 narrated slides	<ul style="list-style-type: none"> Hutchison & Charlesworth, Chapter 16, Older adulthood Elliott, Chapter 45 and afterward *Goodcase & Love, From despair to integrity: Using narrative therapy for older individuals... *Zoll, Disenfranchised grief
Thursday, December 1 Zoom session	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 - 25% of final grade (based on 6 reflections; 4 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 have the option 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 (9/2, 9/9, 9/16, 9/30, 10/14, 10/21, 10/28, 11/11, 11/18, and 12/2). You will then respond to at least two peers' postings (1/3 to 1/2 page) no later than Sunday: 9/4, 9/11, 9/18, 10/2, 10/16, 10/23, 10/30, 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 are 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 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 4 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. Grades will be calculated based on the highest 6 grades, so you will have the option of completing 6 of the 10 reflections or dropping your lowest grades if you complete more than 6. You 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 (2.5 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 (.5 points)

2. LITERATURE REVIEW (10-12 pages excluding title and reference pages; matrix due September 23, review due October 7 by 11:59 p.m.; counts 20% toward final grade)

You are required to complete a literature review research paper that integrates theory on a human behavior-related topic of interest to you. 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.

You must demonstrate critical thinking skills and mastery of American Psychological Association (APA) style in this review. You should analyze and synthesize a minimum of 8 evidence-based, peer reviewed journal articles in your 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.

Step 1 – A potential topic for your literature review should be posted on Canvas by September 9. This assignment allows you 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 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.

Step 2 – Develop a literature review matrix and post it on Canvas by September 23 (5% of your grade). After selecting a topic for your review, identify key terms that can help you learn more about your topic. Then, using the UT library or Google scholar search systems, identify at least 5 peer reviewed journal articles (you must include 8 in your review) published within the last ten years that will help guide you in completing your review. Once you have identified the articles, complete a matrix, providing key information gained from each article. These articles can then serve as a major source of supportive information in your literature review. You can use either a table with columns or bullets to provide the information below for each selected article:

- Citation in APA format, including author(s), year of publication, title of the article, journal in which the article appears, and page numbers
- Brief summary of key points in the article that relate to your topic
 - Specific notes summarizing information (include page numbers so you can easily find this information when writing your case analysis) you can include to support key points you are making in your review. (Be sure that notes taken are in your own words, or if they are direct quotes, highlight the quotes and include quotation marks and page numbers – this will help you avoid plagiarism when you are writing your review.)

Step 3 – Write your review - - must be posted on Canvas no later than October 7; counts 15% toward your final grade.

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.

- What is the social or clinical problem you are addressing?
- Who are the people involved? Who is impacted and how many people are impacted?

- How large or widespread is the problem? (Include demographic and statistical information)
- Other relevant information to introduce the reader to the topic
- 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:

- 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.
- Cite a minimum of **8 peer-reviewed articles** in your literature review (at least one article must cover theoretical content).
- 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).
- Only include literature relevant to your topic. When citing evidence-based research studies, summarize briefly the sample, methodology, and findings (in phrase or a sentence; this doesn't have to be lengthy).
- Use quotations sparingly but citations often. Paraphrase information with appropriate references. 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; 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

- 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.
- Your paper is expected to be professional. Grammar and spelling errors and incoherence in writing that detract from the important points you are trying to make will result in a deduction in points for this assignment.

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

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

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

3. CASE ANALYSIS PAPER (8-10 pages excluding title and reference pages); installment I due 11/4 and counts 15% toward your final grade; final paper incorporating revisions of installment I and remaining portions of your analysis is due 12/8 and counts an additional 15% 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, November 4 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 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 (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 they may be assessing in other classes.

The case analysis should be at least eight full double-spaced, 12-point font, pages in length (excluding title and reference pages) and must adhere to APA 7th edition guidelines. This analysis 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. November 4; 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 different sources, incorporating those from Installment I)

Include a cover page, abstract, and the revised first part of your analysis (Background information, Engagement, and Assessment. Then add the following sections and submit your analysis as one seamless professional paper:

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)
Be sure you include a reference page citing a minimum of 8 sources using APA format.

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 goals/interventions and evaluation) will count 15% 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)

4. GROUP PRESENTATION – CURRENT ISSUE ANALYSIS - 15% of Final Grade (Due date depends on topic you have been assigned/see course schedule)

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 and fits with the content for the week you are presenting. 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 should 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
<p>List module number in rank order of interest in the 4 columns with #1 your first preference. If there is a specific topic you are interested in within that module, feel free to list it and I will try to group students based on those specific preferences.</p> <p>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)</p>				

Comments: