

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

<b>Course Number:</b>	SW 327	<b>Instructor:</b>	Cosy Hough, LCSW, Clinical Associate Professor She/her
<b>Unique Number:</b>	61660	<b>Email:</b>	cosyhough@austin.utexas.edu
<b>Semester:</b>	Fall 2023	<b>Office:</b>	3.106G
<b>Meeting Time/Place:</b>	Tues/Thurs 9:30-11:00am SSW 2.112	<b>Office Phone:</b>	512-471-8226
	Tuesdays in person, most Thursdays asynchronous on your own	<b>Office Hours:</b>	Tuesdays, 11:00-11:30am or by appointment via zoom, phone or in person

**HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

**Writing Flag**

**I. 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. 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. TEACHING METHODS

This course is designed to provide students with a meaningful learning environment through use of multiple methods of instruction (e.g. discussion, lecture, and group exercises). Students are expected to complete assigned readings *prior* to each class period and actively participate in class. Class attendance and participation are required and essential for successful completion of this course.

This course is structured as “flipped,” meaning that students will meet synchronously for a portion of the class and will complete asynchronous learning modules online, for the other portion of class. This class will meet in-person, synchronously, most Tuesdays during the semester. Asynchronous work will be completed for most Thursday meeting times. Since this class requires students to complete weekly independent learning, students are strongly encouraged not to fall behind in the completion of online modules. Online modules will be interactive and contain readings, videos, exercises and discussions.

Canvas will be used for the structuring of online modules and communication between students and the instructor. Course materials and grades will also be posted online. The class Canvas site can be accessed at <http://courses.utexas.edu> or the Social Work web page (requires Internet connection and computer UT EID and password). The Help Desk available through the UT home page ([www.utexas.edu/its/help](http://www.utexas.edu/its/help)) or at 475-9400 is available to assist students with Canvas-related questions. Students can access computers through the Learning Resource Center located on the first floor of the social work building.

### IV. REQUIRED TEXTS AND MATERIALS

Buitron, V. (2022). *A body across two hemispheres: A memoir in essays*. Woodhall Press.

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

The Hutchison 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 25<sup>th</sup> 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:

### **Discussion Boards (20 Points)**

Students will be required to watch videos, complete readings and complete exercises related to the topics of that week as online activities on their own. In order to integrate what is learned for that week, students will be required to complete a discussion question in Canvas. The discussion question will be assigned in Canvas at least one week in advance. Students should use critical thinking skills in answering the question. Since this is a writing flag course, emphasis will be on both content and writing. Students should also provide a response to, at minimum, one of their peer’s answer(s) in the Discussion Board. Each Discussion Board Answer and Response will be worth a maximum of 2 points. There are 11 weekly Discussion Boards in total. Students may skip one discussion board and still receive 20 points credit. Completing the 11<sup>th</sup> Discussion Board will give students up to 2 extra points on their final grade. All Discussion Board posts will be due, at the latest, at 11:59pm on Fridays. Responses are due by Sunday at 11:59pm.

### **Case analysis (45 Points)**

**Draft: Due 10/26/23, 15 Points**

**Final: Due 12/3/23, 30 Points**

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.

Additional details about this assignment can be found in Canvas.

### **Group current affairs and HBSE impact analysis (25 Points)**

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.

### **Attendance and Participation (10 Points)**

Collaborative exercises and discussions are the essence of this course and the heart of the learning process. Therefore, an essential component of this course is your regular attendance and active participation in class discussions.

Participation points will be determined on attendance in-person class meeting times and the quality of participation in class discussion and small group exercises. Regular, on time attendance to each in-person class is expected for this course. Students will lose two participation points for every missed synchronous meeting beyond two missed classes unless a student has accommodations approved in advance through University Services for Students with Disabilities or a COVID-19 related absence has been approved by the instructor. Students are expected to contact the professor by email in a timely manner about absences, and alert the instructor about late arrivals or early departures. Any student missing more than four synchronous classes in total may be in jeopardy of not passing this course.

Attendance will be taken using a class meeting “exit ticket” which you will complete for each in-person class session. You will complete exit tickets with your name and a very brief reflection and/or question regarding your learning for that class session. Instructions will be given each class session.

### **Overall Criteria for Evaluating Student Assignments**

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, understandable to the reader and supported by examples and details. It also should show evidence of your own creative and thoughtful analysis. Papers must follow APA style formatting.

## **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

### **Synchronous, In Person Class time**

There are 16 synchronous, in person meeting times for this course. Students are expected to attend class sessions regularly and to participate in an interactive framework between other students and the professor. Students will lose two Attendance and Participation points for every missed synchronous meeting beyond two missed classes unless a student has accommodations approved in advance through University Services for Students with Disabilities or a COVID-19 related absence has been approved by the instructor. Students may also lose Attendance and Participation points for a pattern of late arrivals or early departures from class.

Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.

Students are responsible for any material missed due to absences. Course material will be posted in Canvas.

### **Asynchronous Course “Attendance”**

“Attendance” and participation for the asynchronous (Online, On Your Own) portion of this class will be evaluated based on the completion of online activities and discussion boards. Students will complete a discussion board question that relates back to the online activities. These discussion boards are worth 2 points each. One discussion board may be missed without impacting the overall student grade in the class.

### **Due Dates and Late Assignments**

It is expected that all assignments will be turned in on time. Assignments are generally due at 11:59pm on the due date. Exceptions to this time will be announced when applicable. Assignments, including papers, are due on the date and time indicated in Canvas. The instructor will accept assignments, including discussion posts, up to 24 hours past due dates when students are in need of additional time. No points will be deducted. Do your best to turn assignments in on time so grading is organized and timely.

If you need to turn in an assignment any later than 24 hours late, contact the course Graduate Assistant or Instructor to coordinate the need for a late submission. The instructor may grade late assignments penalizing 5% of the assignment point value for each day late after 24 hours. After 7 calendar days, late assignments will not be accepted unless prior arrangements have been made with the instructor. Frequent communication is key when needing to turn in a late assignment. We'll work with you, work with us!

## **Papers**

The instructor of this class recognizes there are many styles of writing that serve varying audiences. Students are expected to produce effective, clear written work for papers. The instructor will indicate when American Psychological Association (APA) style must be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling, etc.) corrected prior to submission in order to avoid losing points in the assignment grade. When using information from sources to complete written materials, references and the bibliography should be clear. Instances of plagiarism will be addressed according to University policy. Questions about grades should be raised with the instructor within one week of receipt of the grade.

## **Use of Cell Phones**

Cell phones should be turned off when class begins and remain off throughout the duration of synchronous class times unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone available during class.

## **VIII. UNIVERSITY POLICIES**

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

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and

shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.



**POLICY ON ACADEMIC INTEGRITY.** Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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

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

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

**RELIGIOUS HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**TITLE IX DISCLOSURE.** Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or

receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

**CAMPUS CARRY POLICY.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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

<b>Dates</b>	<b>Meeting Type</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignments Due</b>
Aug 22	<b>Together In Person</b>	Welcome Syllabus		
Aug 24	<b>Together In Person</b>	Introductions Course overview Establishment of guidelines for class discussion Overview of HBSE		
Aug 29	<b>Together In Person</b>	<b>Module 1</b> A multidimensional approach to human behavior and social work practice Writing from a social work perspective Using sources	Hutchison & Charlesworth, Chapter 1, Human behavior: A multidimensional approach Buitron, 13-44	<b>Group topic preferences by 8/29 at 11:59 p.m.</b>
Aug 31	<b>Online On Your Own</b>	Application: Integrating theory, research, and practice; strengths and ecosystems perspectives		<b>Discussion Board #1</b>
Sept 5	<b>Together In Person</b>	Finalization of group presentations <b>Module 2</b>	Hutchison & Charlesworth, Chapter 2, Theoretical perspectives..	

		<p>Theoretical perspectives on human behavior and the social environment: conflict, social constructionist,</p> <p>Vygotsky, Cultural implications for understanding human behavior</p>	<p>Canvas:</p> <p>Hepworth et al., Overview of helping process, pp. 35-45</p> <p>Buitron, 45-71</p>	
Sept 7	<b>Online On Your Own</b>	Application: Conflict, social constructionist, and Vygotsky/social cultural theory		<b>Discussion Board #2</b>
Sept 12	<b>Together In Person</b>	<p><b>Module 3</b></p> <p>Social justice, structure, and institutions</p> <p>Group structure/dynamics</p> <p>Formal organizations Communities</p> <p>Theories of social inequality: Critical race, feminist</p>	<p>Canvas:</p> <p>Franco, This land is our land: Exploring the impact of U.S. Immigration Policies on Social Work Practice.</p> <p>Kam, From the strengths perspective to an empowerment– participation–strengths model in Social Work Practice</p> <p>Capps, CRT Praxis</p> <p>Buitron, 73-88</p>	
Sept 14	<b>Online On Your Own</b>	Application: Using critical race and feminist perspectives to understand structural and institutional disparities		<b>Discussion Board #3</b>
Sept 19	<b>Together In Person</b>	<p><b>Module 4</b></p> <p>Cultural and physical environmental factors that shape development</p>	Hutchison & Charlesworth, Chapter 6, Culture and the physical environment	

		Race/ ethnicity, gender, gender identity, class, religion/spirituality, ability, sexual orientation  Ecojustice and environmental racism	Canvas: Bowleg, The problem with the phrase women and minorities: Intersectionality – an important theoretical ...  Buitron, 91-113	
Sept 21	<b>Online On Your Own</b>	Application: Intersectionality of identities/intersectionality theory environmental racism		<b>Discussion Board #4</b>
Sept 26	<b>Together In Person</b>	<b>Module 5</b> Understanding family systems and dynamics  Family constellations  Family stress and coping and family resiliency perspectives	Hutchison & Charlesworth, Chapter 7, Families  Buitron, 115-141	
Sept 28	<b>Online On Your Own</b>	Application: Theoretical frameworks when assessing and working with families		<b>Discussion Board #5</b>
Oct 3	<b>Together In Person</b>	<b>Module 6</b> Biopsychological dimensions  Brain-based implications  Adverse Childhood Experiences  Impact of trauma on the brain and human behavior	Hutchison & Charlesworth, Chapter 3, The biological person  Canvas: Perry & Winfrey, What happened to you?  Bernard' Calhoun, Banks' Halliday' Hughes-Halbert & Danielson' Making the "C-ACE" for a Culturally-Informed Adverse Childhood	

			Experiences Framework to Understand the Pervasive Mental Health Impact of Racism on Black Youth	
Oct 5	<b>Online On Your Own</b>	Application of ACE and trauma-informed perspectives		<b>Discussion Board #6</b>
Oct 10	<b>Together In Person</b>	<b>Module 7</b> The psychological person  Cognitive and emotional theories  Religion and spirituality	Hutchison & Charlesworth, Chapters 4, The psychological person and 5, The spiritual person  Buitron, 143-156	
Oct 12	<b>Online On Your Own</b>	Application of cognitive and emotional theories		<b>Discussion Board #7</b>
Oct 17	<b>Together In Person</b>	<b>Module 8</b> The life course perspective  Psychosocial/developmental frameworks  Reproductive justice Conception and pregnancy	Hutchison & Charlesworth, Chapters 10, The life course perspective and 11, The journey begins: Conception, pregnancy, and infancy  Canvas: Newman & Newman, Life cycle  Buitron, 159-177	
Oct 19	<b>Online On Your Own</b>	Applications: The life course and psychosocial perspectives  Reproductive justice, conception, pregnancy,		<b>Discussion Board #8</b>

		and prenatal development		
Oct 24	<b>Together In Person</b>	<b>Module 9</b> Development in infancy, toddlerhood, early childhood  Infant temperament  Attachment/implications for child and adult development	Hutchison & Charlesworth, Chapter 12, Toddlerhood and early childhood  Canvas: Saleem, Anderson & Williams, M., Addressing the “myth” of racial trauma: Developmental and ecological considerations for youth of color	
Oct 26	<b>Online On Your Own</b>	Application: Attachment theory  Importance of play		<b>Draft of case analysis</b>
Oct 31	<b>Together In Person</b>	<b>Module 10</b> Development in middle childhood Family, peers, school  Child maltreatment  Social learning, resiliency perspectives	Hutchison & Charlesworth, Chapter 13, Middle childhood  Canvas: DiAquoi, Critical race life course perspective theory: a framework for understanding racism over the life course	
Nov 2	<b>Online On Your Own</b>	Application of intersectionality, CRT, social learning, and resiliency perspectives to understanding rejection and bullying		<b>Discussion Board #9</b>
Nov 7	<b>Together In Person</b>	<b>Module 11</b> Adolescence  Peers	Hutchison & Charlesworth, Chapter 14, Adolescence  Canvas:	

		Identity development Moral choices	Rolón-Dow & Davison, Theorizing racial microaffirmations: a Critical Race/LatCrit approach	
Nov 9	<b>Online On Your Own</b>	Application: Identity development		<b>Discussion Board #10</b>
Nov 14	<b>Together In Person</b>	<b>Module 12</b> Development in young and middle adulthood  Intimacy  Education, work and family  Myth of midlife crisis	Hutchison & Charlesworth, Chapter 15, Young and middle adulthood  Canvas: Ramey, Black joy is for Black Queer Youth, too  Buitron, 177-224	
Nov 16	<b>Online On Your Own</b>	Application - Development in young and middle adulthood  Social constructionist		<b>Discussion Board #11</b>
<b>Nov 21<sup>st</sup> &amp; 23<sup>rd</sup></b>			<b>No class Thanksgiving Break</b>	
Nov 28	<b>Together In Person</b>	<b>Module 13</b> Development in late adulthood  Retirement and income  Health disparities  Loss and grief and implications for human behavior	Hutchison & Charlesworth, Chapter 16, Older adulthood  Canvas:  Cardoza,& Schneider, The importance of mourning losses (even when they seem small)  Buitron, 225-250	



Nov 30	<b>Together In Person</b>	Application: Loss and grief  Discuss <i>A Body Across Two Hemispheres</i>  Our changing world: Implications for social work  Closure		<b>Case analysis by Sunday 12/3 at 11:59 p.m.</b>

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

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