

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

<b>Course Number:</b>	SW 381R	<b>Instructor:</b>	Barbara Jefferson LMSW-S
<b>Unique Number:</b>	61780	<b>Email:</b>	bdjefferson@utexas.edu
<b>Semester:</b>	Fall 2023	<b>Office:</b>	TBD
<b>Meeting Time:</b>	Mondays	<b>Office Phone:</b>	512-413-9421
	8:30am – 11:30am	<b>Office Hours:</b>	Online appointments
<b>Meeting Place:</b>	SSW 2.112		

**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 are emphasized as the learning community explores how the environment shapes multi-dimensional (i.e., biological, psychological, social, cultural, spiritual, intersectional) aspects of the human experience and change across the lifespan.

**II. STANDARDIZED COURSE OBJECTIVES**

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

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

5. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability on risk and resilience, identity development, intersectionality, and human interactions within social systems.
6. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development.
7. Conduct a scientific review of empirical evidence and theory to address human behavior, psychosocial, and developmental issues.
8. Apply knowledge of human behavior and the social environment, person in environment, and other multidisciplinary theoretical frameworks to engage with, assess data from, select and implement interventions with, and evaluate practice with individuals, families, groups, organizations, and communities.
9. Reflect on the student's own lived experience and identities and incorporate this greater awareness in order to impact their social work practice.

### **EPAS Competencies**

The Steve Hicks School of Social Work (SHS) has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the SHS engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education 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**

Behavior 6a: 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**

Behavior 7a: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

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

Behavior 8a: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

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

Behavior 9a. Select and use culturally responsive methods for evaluation of outcomes.

### **III. TEACHING METHODS**

This course is designed to provide the student with a meaningful learning environment that will incorporate diverse perspectives of thought about human behavior. The class will be conducted using active learning approaches that will emphasize inclusion and different learning styles.

Course activities will include a combination of group discussion, small group critique and feedback, audiovisual presentations, case study analyses, readings, experiential exercises,

speakers, and lectures. Students are expected to be open to learning and actively engaged in class discussions and activities, take appropriate personal risks, and demonstrate both critical thinking and self-reflection throughout the course. Classes are designed to encourage student participation, input and discussion.

#### IV. REQUIRED TEXT AND MATERIALS

- Hutchison, E.D. & Charlesworth, L.W. (2022). *Essentials of human behavior: Integrating person, environment, and the life course* (3rd ed.). Los Angeles, CA: Sage.
- New York Times – nytimes.com provides limited access to online news per month. This should be adequate for this class. Alternatively, you may sign up for a student subscription at a discounted price of \$1.00 per week using your UT email address.

#### Optional References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA Press.
- Machi, L.A. & McEvoy, B.T. (2016). *The literature review: Six steps to success* (3rd ed). Thousand Oaks, CA: Sage.
- Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Publishing.

#### Reference Available on UT Canvas

- An APA Reference Quick Guide (2020) published by USC.
- Selected readings: Additional readings from other books and journals 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 (further guidance for class participation and all assignments is included in the syllabus appendix):

**1. Class Participation** - Attendance and active participation are critical to the teaching and learning in this class. Students are expected to participate during class sessions, or, in extenuating circumstances, to notify the instructor if they cannot participate. This portion of the 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. Taking into account cultural and personal variability, your contributions to and participation in the course will be evaluated by: 1) contribution of questions and comments relevant to course content and themes; 2) evidence of active engagement with required readings (reflected in in-class and small group discussions and in written papers); and 3) engagement in class and with course activities. Note that even if absences are excused, missing more than one class will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present. You will also need to make plans with me to make up the learning missed. 10% of the final grade.

**2. Literature Review Matrix and Paper** – Students are expected to use critical thinking to complete a scholarly literature review on a selected human development/behavior topic that may be confronted in social work settings. This paper allows you to examine a specific topic, problem, or issue in depth by reviewing what other scholars have written about it. Prior to completing the review, students will complete a matrix identifying eight peer-reviewed journal articles relating to their topic that can be incorporated in their review. 20% of the final grade.

**3. Case Analysis Paper** – To demonstrate mastery of the EPAS competencies mapped to this course, the case analysis paper is a common assignment for all sections of HBSE. Students will complete a case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. Students will submit this assignment in two parts. They may revise part one based on feedback received and submit it as part of their final case submission. Students may choose from cases 10.1, 10.3, 11.2, 12.2, 12.3, 13.1, 14.2, 15.1, or 16.2 in the Hutchison text. 30% of the final grade

**4. Current Affairs and Our Community Case Analysis** – Students will identify a case example in the New York Times (or other journals that provide detailed case example) and apply critical thinking by applying several different theories and content from the readings and class lectures, and share their findings in a 15-minute class presentation and facilitated discussion. Following the discussion, the student will write a 2-5-page double-spaced paper. 30% of the final grade.

**5. Listening to the Voices of Practitioners** – Students will identify a social worker (ideally in the practice field/setting that students are interested in) to conduct a 10-15 minutes interview about the application of theories in social workers' everyday practices. Students will then write a brief report (at least one page, double-spaced paper) about their learning from the interviews and their reflections on the relationship between theories and social work in practice settings. 10% of the final grade.

In order to receive a passing grade, ALL assignments need to be completed and expectations for class participation met.

## Assignments and Due Dates

Class number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Final
Dates	8/21	8/28	9/11	9/18	9/25	10/2	10/9	10/16	10/23	10/30	11/6	11/13	11/27	12/4	12/8
<b>1. Class participation</b>															
Interactive discussions	→	→	→	→	→	→	→	→	→	→	→	→	→	→	Last class
<b>2. Literature review</b>															
Preferred topic due	→	8/30													
Matrix due	→	→	→	9/18											
Literature review paper due	→	→	→	→	→	10/2									
<b>3. Case analysis paper</b>															
Installment I due (Parts 1, 2, and 3)	→	→	→	→	→	→	→	→	→	10/30					
Revised Installment I and Installment 2 due (Parts 4 and 5)										→	→	→	→	→	12/8
<b>4. Current Affairs and Our Community Case Analysis</b>															
In class presentation				9/18	9/25	10/2	10/9	10/16	10/23	10/30	11/6	11/13	11/27		
Report due (one week after)															
<b>5. Listening to the Voices of Practitioners</b>															
Assignment due	→	→	→	→	→	→	→	→	→	→	→	→	11/30		

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

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. Please note that you will not earn credit for MSSW courses if your final grade falls below a 'C'.

## **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

**Instructor Contact:** If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please email me at [bdjefferson@utexas.edu](mailto:bdjefferson@utexas.edu). I receive my e-mail at frequent intervals and will respond as quickly as possible.

**Attendance:** This course is interactive in nature, with students learning from each other as well as from readings and other course assignments. It also is important for social work practitioners to be punctual in both attendances and in meeting deadlines. Therefore, class attendance is expected, as is submitting assignments on time. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one or more course grades lower than their final grade when points are totaled.

**Electronic Devices:** Students are welcome to use notebooks, laptops, and other electronic devices for notetaking during class time. If students are using these devices for other purposes not relevant to the class (i.e., checking email or working on assignments for other courses), they will be unable to continue bringing them to class. Students are asked to have cell phones on vibrate or turned off during class. If you receive an emergency call, please step out of class to talk. You are also expected to refrain from texting during class.

**Submission of Papers and Late Assignments:** **Assignments must be submitted as a word document on Canvas by 11:59 pm. the day that an assignment is due. All assignments must be turned in 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. An assignment turned in after the due date without advance arrangements being made with the instructor will result in a deduction of 5% for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at least 24 hours PRIOR to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement. The Current Affairs and Our Community Case Analysis in-class presentation will not be accepted late unless you have identified a classmate who is willing to switch their presentation date with you.

**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. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

**Course Feedback:** Students will have three formal opportunities to evaluate the quality of the course and instruction. 1. After each class, you will be given an opportunity to reflect and journal at the end of each class period. You will reflect on your learning process and identify areas where you see gaps in your knowledge or places of confusion that may need clarification in later weeks. Additionally, you may also offer feedback to me as an instructor during this time. 2. About midway into the course students will be asked to provide an anonymous evaluation of the course and any suggestions for improving content, delivery, and discussion. 3. The third evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

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

**Confidentiality and Self-Care:** As in any social work class, this course will touch on sensitive topics. Personal or case information (e.g., examples from practicum) may be shared. When sharing, please do so respectfully, and consider how to best maintain anonymity if possible (e.g. avoiding using names). Additionally, I ask that discussions about case materials or individual student experiences be considered confidential, to promote a safer learning environment, and practice professionalism.

Theories are developed and evolved throughout different historical contexts when various social justice issues emerged or were neglected. This class will ask students to think about the social justice implications of theories (past and present), and we will necessarily discuss issues of power, privilege, oppression, control, and social change. Some of our class readings or discussions could trigger strong emotions. Please feel free to step out of class for a moment, without explanation, at any point if you need to. I am also available during office hours to discuss any challenging class material. Free support resources are also available through the SSW CARE Counselor program for students. To schedule an appointment, please call 512.471.3515 and ask for a CARE appointment or leave a message at 512.471.8148. SSW CARE Counselor information sheet will be posted in CANVAS.

## **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

Date	Topic	Assignment Due	Readings
<b>Class 1</b> <b>8-21-23</b>	<ul style="list-style-type: none"> <li>• What is social work theory?</li> <li>• Integrating theory, research, and practice</li> <li>• Course overview: A multidimensional approach to human behavior</li> <li>• Syllabus and assignment overview</li> <li>• Establishment of guidelines for class discussion</li> </ul>		<ul style="list-style-type: none"> <li>• Canvas</li> <li>• Syllabus</li> <li>• Videos about social work history</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Del-Villar, Z. (2021). Confronting Historical White Supremacy in Social Work Education and Practice. <i>Advances in Social Work, (2/3)</i>, 636-653.</li> <li>• Hutchison, Chapter 1, Human behavior: A multidimensional approach</li> </ul>
<b>Class 2</b> <b>8-28-23</b>	<ul style="list-style-type: none"> <li>• Preparation for literature review</li> <li>• The helping process</li> <li>• Individual-focused theories               <ul style="list-style-type: none"> <li>○ Psychodynamic perspective</li> <li>○ Cognition and behavioral model</li> <li>○ Humanistic, existential, and spiritual perspectives</li> </ul> </li> </ul>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Literature review topics 8/30 at 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hutchison, Chapter 1, Human behavior: A multidimensional approach</li> <li>• Hutchison, Chapter 2, Theoretical perspectives on Human Behavior               <ul style="list-style-type: none"> <li>○ Psychodynamic perspectives</li> <li>○ Behavioral Perspective</li> <li>○ Humanistic perspective</li> </ul> </li> <li>• Hick, S. F., &amp; Furlotte, C. R. (2009). Mindfulness and social justice approaches: Bridging the mind and society in social work practice. <i>Canadian Social Work Review/Revue canadienne de service social</i>, 5-24.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Turner, F. J. (Ed.). (2017). <i>Social work treatment: Interlocking theoretical approaches</i>. Oxford University Press. Chapters 4, 5, 10, 20, 25, 31,</li> </ul>

<b>9-4-23</b>	<b>LABOR DAY HOLIDAY</b>		
<b>Class 3 9-11-23</b>	<ul style="list-style-type: none"> <li>• Theoretical perspective focus on person/environment interactions <ul style="list-style-type: none"> <li>○ Social constructionist</li> <li>○ Relational-perspectives</li> <li>○ Systems perspectives</li> <li>○ Strengths-based perspective</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Hutchison, Chapter 2, Theoretical perspectives on Human Behavior <ul style="list-style-type: none"> <li>○ Social constructionist</li> <li>○ Systems perspectives</li> <li>○ Strengths-based perspective</li> </ul> </li> <li>• Miehl, D. (2011). Relational theory and social work treatment. Social work treatment: Interlocking theoretical approaches, 2, 428-440.</li> <li>• Ungar, M., Ghazinour, M., &amp; Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development?. Journal of child psychology and psychiatry, 54(4), 348-366.</li> </ul>
<b>Class 4 9-18-23</b>	<ul style="list-style-type: none"> <li>• Theoretical perspectives focus on environment. <ul style="list-style-type: none"> <li>○ Empowerment approach</li> <li>○ Critical perspectives (Feminist theory, Critical Race Theory, Queer theories, post-colonial theory)</li> <li>○ Bio-social work theory</li> </ul> </li> </ul>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Literature review matrix 9/18 at 11:59 pm</b></li> <li>• <b>First Current Affairs and Our Community Case Analysis presentation</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hutchison, Chapter 2, Theoretical perspectives on Human Behavior</b> <ul style="list-style-type: none"> <li>○ Conflict perspective</li> </ul> </li> <li>• Berridge, C. (2012). Envisioning a gerontology-enriched theory of care. Affilia, 27(1), 8-21.</li> <li>• Kolivoski, K. M., Weaver, A., &amp; Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policy. Families in society, 95(4), 269-276.</li> <li>• Lee, J. A., &amp; Hudson, R. E. (2017). Empowerment approach to social work</li> </ul>

			treatment. Social work treatment: Interlocking theoretical approaches, 142.
<b>Class 5 9-25-23</b>	<ul style="list-style-type: none"> <li>• The multiple dimensions of the person <ul style="list-style-type: none"> <li>○ The biological person</li> <li>○ The psychological person</li> <li>○ The spiritual person</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <b>Hutchison, Chapter 3, The Biological Person</b></li> <li>• <b>Hutchison, Chapter 4, The Psychological Person</b></li> <li>• <b>Hutchison, Chapter 5, The spiritual person</b></li> <li>• Burns, A., Dannecker, E., &amp; Austin, M. J. (2019). Revisiting the biological perspective in the use of biopsychosocial assessments in social work. <i>Journal of Human Behavior in the Social Environment</i>, 29(2), 177-194.</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Healy, K. (2016). After the Biomedical Technology Revolution: Where to Now for a Bio-Psycho-Social Approach to Social Work? <i>British Journal of Social Work</i>, 46(5), 1446–1462.</li> </ul>
<b>Class 6 10-2-23</b>	<ul style="list-style-type: none"> <li>• The multiple dimensions of environment <ul style="list-style-type: none"> <li>○ Family</li> <li>○ Cultures</li> <li>○ Physical environment</li> </ul> </li> </ul>	<b>DUE: Literature Review paper on 10/2, at 11:59 pm</b>	<ul style="list-style-type: none"> <li>• <b>Culture and the physical environment</b></li> <li>• <b>Hutchison, Chapter 7, Families</b></li> <li>• Kolbert, J. B., Crothers, L. M., &amp; Field, J. E. (2013). Clinical interventions with adolescents using a family systems approach. <i>The Family Journal</i>, 21(1), 87-94.</li> <li>• Hiller, C., &amp; Carlson, E. (2018). These Are Indigenous Lands: Foregrounding settler colonialism and Indigenous</li> </ul>

			<p>sovereignty as primary contexts for Canadian environmental social work. Canadian Social Work Review/Revue Canadienne de Service Social, 35(1), 45-70.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Fernandez, A. R., &amp; Beltrán, R. E. (2021). “Wherever I Go, I Have It Inside of Me”: Indigenous Cultural Dance Narratives as Substance Abuse and HIV Prevention in an Urban Danza Mexica Community. <i>Frontiers in Public Health</i>, 9.</li> </ul>
<p><b>Class 7</b> <b>10-9-23</b></p>	<ul style="list-style-type: none"> <li>• The multiple dimensions of environment <ul style="list-style-type: none"> <li>○ Group structure/dynamics</li> <li>○ Formal organizations</li> <li>○ Internet communities</li> <li>○ Social justice, structure, and institutions</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <b>Hutchison, Chapter 8, Small groups, formal organizations, and communities</b></li> <li>• <b>Hutchison, Chapter 9, Social structure, social institutions, and social movements, social capital</b></li> <li>• Gonzalez Benson, O. (in press). Shadows of the Shadow State: Grassroots refugee-run organizations in the refugee institutional domain. <i>Environment and Planning C: Politics and Space</i>.</li> <li>• Dotolo, D., Lindhorst, T., Kemp, S. P., &amp; Engelberg, R. A. (2018). Expanding conceptualizations of social justice across all levels of social work practice: Recognition theory and its contributions. <i>Social Service Review</i>, 92(2), 143-170</li> </ul>

<p><b>Class 8</b> <b>10-16-23</b></p>	<ul style="list-style-type: none"> <li>• Time dimensions: The life course perspective <ul style="list-style-type: none"> <li>○ Psychosocial/developmental frameworks</li> </ul> </li> <li>• The journey begins: Conception, pregnancy, childbirth, and infancy <ul style="list-style-type: none"> <li>○ Reproductive rights</li> <li>○ Pre-pregnancy and prenatal development</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <b>Hutchison, Chapter 10, The life course perspective</b></li> <li>• <b>Hutchison, Chapter 11, The journey begins: Conception, pregnancy, childbirth, and infancy</b></li> <li>• Cloitre, M., Stolbach, B. C., Herman, J. L., Kolk, B. V. D., Pynoos, R., Wang, J., &amp; Petkova, E. (2009). A developmental approach to complex PTSD: Childhood and adult cumulative trauma as predictors of symptom complexity. <i>Journal of traumatic stress, 22(5)</i>, 399-408.</li> <li>• Warner, D. F., &amp; Brown, T. H. (2011). Understanding how race/ethnicity and gender define age-trajectories of disability: An intersectionality approach. <i>Social science &amp; medicine, 72(8)</i>, 1236-1248.</li> </ul>
<p><b>Class 9</b> <b>10-23-23</b></p>	<ul style="list-style-type: none"> <li>• Development in infancy and early childhood <ul style="list-style-type: none"> <li>○ Attachment and temperament</li> <li>○ Gender identity</li> </ul> </li> <li>• Family and community risks and opportunities</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Chapter 12, Toddlerhood and early childhood</b></li> <li>• Finger, B., Hans, S. L., Bernstein, V. J., &amp; Cox, S. M. (2009). Parent relationship quality and infant–mother attachment. <i>Attachment &amp; Human Development, 11(3)</i>, 285-306.</li> <li>• Riggs, S. A. (2010). Childhood emotional abuse and the attachment system across the life cycle: What theory and research tell us. <i>Journal of Aggression, Maltreatment &amp; Trauma, 19(1)</i>, 5-51.</li> </ul>



<p><b>Class 10</b> <b>10-30-23</b></p>	<ul style="list-style-type: none"> <li>• Development in middle childhood <ul style="list-style-type: none"> <li>○ Family dynamics</li> <li>○ Peers</li> <li>○ Educational settings</li> <li>○ Child maltreatment</li> </ul> </li> </ul>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Installment I of case assessment 10/30 at 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hutchison, Chapter 13, Middle childhood</b></li> <li>• Dubow, E. F., Huesmann, L. R., &amp; Boxer, P. (2009). A social-cognitive-ecological framework for understanding the impact of exposure to persistent ethnic-political violence on children's psychosocial adjustment. <i>Clinical child and family psychology review</i>, 12(2), 113-126.</li> <li>• Zayas, L. H., Aguilar-Gaxiola, S., Yoon, H., &amp; Rey, G. N. (2015). The distress of citizen-children with detained and deported parents. <i>Journal of child and family studies</i>, 24(11), 3213-3223.</li> </ul>
<p><b>Class 11</b> <b>11-6-23</b></p>	<ul style="list-style-type: none"> <li>• Development in adolescence <ul style="list-style-type: none"> <li>○ Identity</li> <li>○ Relationships</li> <li>○ Moral development</li> <li>○ Risks and decision-making</li> </ul> </li> </ul>	<p><b>(Graded Installment I of case assessment returned)</b></p>	<ul style="list-style-type: none"> <li>• <b>Hutchison, Chapter 14, Adolescence</b></li> <li>• Kim, Y. J., Moon, S. S., &amp; Kim, M. J. (2011). Physical and psycho-social predictors of adolescents' suicide behaviors. <i>Child and Adolescent Social Work Journal</i>, 28(6), 421-438.</li> <li>• Kolbert, J. B., Crothers, L. M., &amp; Field, J. E. (2013). Clinical interventions with adolescents using a family systems approach. <i>The Family Journal</i>, 21(1), 87-94.</li> <li>• Steelman, S. M. (2016). Externalizing identities: An integration of narrative therapy and queer theory. <i>Journal of Family Psychotherapy</i>, 27(1), 79-84.</li> </ul>
<p><b>Class 12</b> <b>11-13-23</b></p>	<ul style="list-style-type: none"> <li>• Development in young and middle adulthood</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Hutchison, Chapter 15, Young and middle adulthood</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ Education, work and</li> <li>○ Family relationships</li> <li>○ Myth of midlife crisis</li> </ul>		<ul style="list-style-type: none"> <li>• Walker, M. D., Hernandez, A. M., &amp; Davey, M. (2012). Childhood sexual abuse and adult sexual identity formation: Intersection of gender, race, and sexual orientation. <i>The American journal of family therapy</i>, 40(5), 385-398.</li> <li>• Ainspan, N. D., Penk, W., &amp; Kearney, L. K. (2018). Psychosocial approaches to improving the military-to-civilian transition process. <i>Psychological Services</i>, 15(2), 129.</li> </ul>
<b>11-20-23</b>	<b>FALL BREAK</b>		
<b>Class 13 11-27-23</b>	<ul style="list-style-type: none"> <li>• Development in late adulthood <ul style="list-style-type: none"> <li>○ Physical and mental health for older adults</li> <li>○ Loss and grief</li> <li>○ Caregiving for older adults</li> </ul> </li> </ul>	<p><b>DUE:</b></p> <ul style="list-style-type: none"> <li>• <b>Last group’s report of Current Affairs and Our Community Case Analysis</b></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li>• <b>Report of “Listening to the Voices of Practitioners” due 11/30 at 11:59 pm</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Hutchison, Chapter 16, Late adulthood</b></li> <li>• Goodcase, E. T., &amp; Love, H. A. (2017). From despair to integrity: Using narrative therapy for older individuals in Erikson’s last stage of identity development. <i>Clinical Social Work Journal</i>, 45(4), 354-363.</li> <li>• Almack, K. (2018). ‘I didn’t come out to go back in the closet’: Ageing and end-of-life care for older LGBT people. In <i>Older Lesbian, Gay, Bisexual and Trans People</i> (pp. 158-171). Routledge.</li> </ul>
<b>Class 14 12-4-23 Last class</b>	<ul style="list-style-type: none"> <li>• HBSE in a changing world</li> <li>• Course evaluations</li> <li>• Celebration and closure</li> </ul>	<b>Last class day</b>	

<b>Final exam December 8-10</b>		<b>DUE:</b> <ul style="list-style-type: none"> <li>• <b>Final case assessment due 12/08 at 11:59 pm</b></li> </ul>	
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## X. BIBLIOGRAPHY

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## APPENDIX

### ASSIGNMENT GUIDELINES

#### **1. LITERATURE MATRIX AND REVIEW (10-12 pages excluding title and reference pages)**

Students will be required to complete a literature review research paper that integrates theory on a human behavior-related topic of interest to the student. The objectives of this assignment are:

- To apply critical thinking skills in the completion of a scholarly literature review.
- To demonstrate mastery of the use of the 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.

#### **a) Select potential topics of literature review - - must be posted on Canvas no later than August 30 at 11:59 pm**

Students are expected to use critical thinking to complete the scholarly literature review on a selected human development and behavior problem area. Potential topics for this literature review are due on August 30<sup>th</sup> and can be uploaded on Canvas. This assignment allows students to conduct an in-depth examination of a specific topic through a review of what other scholars have written about the problem. Suggested topics might be the impact of trauma on school-age children who have experienced abuse,



female veterans with PTSD, 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, 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 for your future social work practice, 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 abuse on survivors? How does parental divorce impact adolescents? What are the characteristics of survivors of human sex trafficking? The Professor will approve potential topics by Friday, September 15<sup>th</sup>.

**b) Matrix of articles that can be incorporated in your review - must be posted on Canvas no later than September 18<sup>th</sup> at 11:59 pm. Counts 5% toward final grade.**

After selecting a topic for your review, identify key search terms that can help you learn more about your topic. Then, using the UT library or Google scholar search systems, identify at least 8 peer reviewed journal articles 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

**c) Literature review - must be posted on Canvas no later than October 2<sup>nd</sup> at 11:59 pm. Counts 15% toward final grade.**

Students must demonstrate critical thinking skills and mastery of American Psychological Association (APA) style in this review. Students should analyze and synthesize a minimum of 8 evidence-based, peer reviewed journal articles in their discussion. The review should be no more than 10-12 double-spaced pages using Times New Roman 12-point font (not including title or reference list pages), written in APA format. APA style headings and subheadings should be used throughout. At least one theory needs to be reflected in at least one of the 8 journal articles.

## **SUGGESTED LITERATURE REVIEW OUTLINE AND CONTENT**

### **I. 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.

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

- d) How large or widespread is the problem? (Include demographic and statistical information)
- e) Other relevant information to introduce the reader to the topic
- f) Rationale for why this is an important topic for social workers

## II. 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 various 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). Provide evidence about assessments and interventions relevant to the problem(s) you have identified. Be sure your review addresses implications of diversity/cultural competence.

After reviewing the literature, 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, 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. Be sure that your review incorporates attention to cultural differences. Keep the following guidelines in mind as you complete your review:

- a) The literature review presents others' ideas; therefore, it is written in third-person. Do not use first person (i.e., "I think") in any part of the literature review.
- b) Cite a minimum of **8 evidence-based peer-reviewed articles** in your literature review (at least one article must cover theoretical content).
- c). Use current literature (i.e. after 2000; preferably no more than 10 years old) from peer-reviewed sources.
- d). Only include literature that is relevant to your topic. When citing evidence-based research studies, be sure to summarize briefly the sample, methodology, and findings.
- e). Use quotations sparingly but citations often. Paraphrase information from the literature with appropriate references.
- f). Make sure the topics flow logically and move from one point to another with appropriate transitions between paragraphs and headings/subheadings for clarity.

## III. Theory (suggested length 1-2 pages)

Include at least one specific theory we have covered in the course this semester that relates to your topic. Be detailed about the theory itself, describing some of the major components or concepts that make up the theory. This section should provide enough of a description of the theory that someone not familiar with it would understand it to some degree. Be sure that you integrate content about your theory with the problem you are addressing so the reader can see how the theory applies; also be sure you have at least one journal article that discusses this theory relevant either to assessment or intervention and the problem(s) you are discussing.

#### IV. 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.)

#### V. Writing Quality and References

a). Style - Formatting of citations throughout the paper and reference list must follow the *Publication Manual of the American Psychological Association* -- citations must be used appropriately and often. Remember, if you are quoting material exactly, you must put content inside quotations (or indent if a long quote) and add page numbers showing where that quote can be found.

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

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

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

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

## **2. CASE ANALYSIS PAPER (approximately 8 pages excluding title and reference pages)**

Students are required to complete a written case analysis focusing on how to engage, assess, intervene, and evaluate practice with an individual, a family, a group, an organization, or a community. This is a common assignment for students in all sections of HBSE to assess how well they master the competency behaviors 6a, 7a, 8a, and 9a 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:

<b>CSWE Competency</b>	<b>Mastery Assessed by Completion of</b>
6a) Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies	Parts 1 and 2, submitted in Installment I
7a) Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies	Part 3, submitted in Installment I
8a) Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-	Part 4, submitted in Installment II

informed interventions to achieve client and constituency goals	
9a) Select and use culturally responsive methods for evaluation of outcomes	Part 5, submitted in Installment II

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 assignment 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 October 30<sup>th</sup> at 11:59 pm. and counts 15% toward your final grade.**
- **Your final analysis, which includes Installment I (revised) and Installment II (includes parts 4 and 5 of the assignment requirements), must be posted on Canvas no later than December 8<sup>th</sup> at 11:59 pm. and counts 15% toward your final grade.**

**The case analysis paper should be written using one of the following cases in the Hutchison text: 10.1, 10.3, 11.2, 12.2, 12.3, 13.1, 14.2, 15.1, or 16.2.** Students need to choose a case that focuses on issues different than cases they may be assessing in other classes.

The case analysis should be at least eight full double-spaced, 12-point font, pages in length (excluding title and reference pages) and must adhere to APA 7<sup>th</sup> edition guidelines. This analysis should be written in third person and supported with a minimum of eight peer-reviewed, refereed journal articles published after 2000, preferably no more than 10 years old (unless you are citing the original author of a theory or an important historic citation). Do not use more than one website as one of your references unless the reference is a peer reviewed, refereed journal article. 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 pm. October 30<sup>th</sup>; minimum of five sources; include reference page)**

**Part 1 - Introduction and Relevant Background Information:** In the introduction, be sure to clearly indicate who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, and why you chose that system as the client. The introductory background information is to include detailed relevant facts related only to the targeted client system you chose. This is grounded in the case information presented about the client system you chose to focus on in the case 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)

**Part 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. It is important to engage the client and develop a relationship so the client will be willing to seek and receive help. Be sure to describe

the engagement strategies such as empathy, reflection and interpersonal skills used with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community. (Suggested length – 1 or 2 paragraphs)

**Part 3 - Assessment of the Case:** In reviewing the case, collect and organize the information data from the case study and describe a single problem that the targeted client system is facing in the case. Demonstrate critical thinking skills in analyzing the assessment of the case. Choose one theoretical framework that guided the assessment of the problem of the targeted client system. Use 3 references/citations of evidence-based, peer-reviewed literature (journal articles) to offer support documentation about the assessments of the problem described. All have to be referred journal articles published later than the year 2000. (Suggested length 3 ½ pages; assessment and contextual discussion should be about 2-2 1/2 pages; theory discussion should be about 1 page)

### **INSTALLMENT II/FINAL ANALYSIS (Due at 11:59 pm. December 8th, minimum of eight difference sources, incorporating those from Installment I)**

**Part 4 - Intervention Strategies:** Based on your assessment of the case, develop intervention goals and select appropriate intervention strategies. Describe how the intervention strategies will be implemented. Be sure the problem has its own intervention strategy to address it. Be sure to use a theoretical framework to guide the intervention selection and implementation. Use 3 references of referred journal articles supporting the intervention chosen to address the problem identified and clearly stated in the assessment section of the case. (Suggested length 2-3 pages)

**PART 5 - Evaluation of Practice:** Select and use appropriate methods to evaluate the interventions selected. Write up how you would know if the intervention you chose was effectively dealing with the problem. In other words, tell how you would know if the intervention is working to address the selected problem. Be sure to use a theoretical framework to guide the evaluation of the intervention selected and implemented. (Suggested length ½ page)

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

#### Installment I

- 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)

Installment One will count 15% toward your final grade

#### Final Case Assessment

- Revisions made to installment I (15 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 (50 points)
- Evaluation (15 points)
- Writing quality and style, including appropriate use and formatting of references (20 points)

Your final submission (revised Installment I and Installment II) will count 20% toward your final grade.

### **3. CURRENT AFFAIRS AND OUR COMMUNITY CASE ANALYSIS SHORT ESSAY AND IN-CLASS PRESENTATION (Presentations begin September 18<sup>th</sup> and end November 27<sup>th</sup>)**

Students are asked to read a journal/news article and encouraged to consider the following questions.

What most struck you in the identified article, and why?

What are the implications of this article for your personal or professional development?

What questions, issues, and concerns do you have about the content (must have at least one)?

How would you synthesize the key concepts and emerging themes that appear in the article?

Each student will be asked to be the primary facilitator of a current news story once throughout the term. This will entail you bringing one news article or journal article that relates to the topic of the class to share and to encourage class discussion. Please send the article to the instructor one day before the presentation and upload your presentation to the canvas after your presentation.

The student will be asked to complete a PowerPoint presentation. A 2-5-page double-spaced summary of the news article and the relevance to person in environment and the concepts discussed in class. This summary is to be uploaded onto Canvas one week following the in-class presentation. The instructor will assist you in any way possible.

Your facilitation will count as 15% of your grade and the paper will count as an additional 15% of your grade. No need to use APA. May use 1<sup>st</sup> person language.

Suggestions to include in your presentations and papers (not all required):

#### **1. Sources of the journal article**

#### **2. Identified Client(s)** (Clearly state who the targeted client system is)

#### **3. Background Information** (Give background information about the targeted client system in the case and explain why you chose that targeted client system)

#### **4. Engagement:** Describe the strategies/approaches you would use to show how you would engage the targeted client system to build a working relationship.

#### **5. Assessment and Theory:** Describe how you would assess one problem the client system is facing (Give information stated from the case and tell why you think it is a problem for the targeted client system. What theory would you use to guide assessment of the problem?)

#### **6. Intervention and Theory:** Describe at least one intervention to address the problem stated. What theory would you use to guide your selection of this intervention?

#### **7. Questions for Discussion:** Generate two questions that you could ask during the case discussion that would facilitate critical thinking/problem-solving in addressing the issues relating to this case and proposing strategies for intervention.

#### **8. Integration of Readings:** Identify at least one of the readings from this semester and show how it could be applied in understanding this case.

**4. LISTENING TO THE VOICES OF PRACTITIONERS (Due at 11:59 pm November, 30<sup>th</sup>, 11:59 pm)**

During the course of the semester at any time that fits your schedule, students will identify a social worker (ideally in the practice field/setting that students are interested in) to conduct a 10-15 minute interview about the application of theories in social workers' everyday practices. Students will then write a brief report (at least one page double-space) about their learning from the interviews and their reflections on the relationship between theories and social work in practice settings. 10% toward the final grade.

Your interview and report should address the following questions:

1. How does the social worker perceive the role of theories in their practices?
2. What are the most influential theories in the practice field of the social worker? Are there any critiques of these dominant theories?
3. Based on the social worker's lived experiences, which theory (theories) did they find most useful? Why?
4. How does the social worker like to contribute to the development of social work theory?
5. (For the interviewer), after conducting this interview, what do you think about the relationship between theories and social work in the practice settings?