

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

| | | | |
|----------------------------|-----------------|----------------------|--|
| Course Number: | SW 381R | Instructor: | Valerie Braden LCSW-S |
| Unique Number: | 61790 | Email: | valerie.braden@austin.utexas.edu |
| Semester: | Fall 2023 | | |
| Meeting Time/Place: | Thursdays | Office Hours: | By Appointment |
| | 5:30pm – 8:30pm | | |
| | SSW 2.132 | | |

**SW 381R - THEORIES AND CRITICAL PERSPECTIVES
OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

I. STANDARDIZED COURSE DESCRIPTION

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

II. STANDARDIZED COURSE OBJECTIVES

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

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

- differentials in these interactions influence health and well-being as well as risk and vulnerability.
4. Gain knowledge of counternarratives to evaluate theoretical concepts, empirical evidence, and relevant critiques of theories of human behavior and development.
 5. Analyze the impact of such factors as race, ethnicity, culture, gender, age, sexual orientation, 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 informal lecture. Students are expected to be open to learning and actively engaged in class discussion and activities, to take appropriate personal risks, and to demonstrate both critical thinking and self-reflection throughout the course. Classes are designed to encourage student participation, input and discussion.

IV. REQUIRED TEXTS 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.

Optional References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA Press.

Reference Available on UT Canvas

- 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):

Student 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. 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. 10% of final grade

Literature Review 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 an outline identifying eight peer-reviewed journal articles relating to their topic that can be incorporated in their review. 25% of final grade

Literature Review Community Hand out - Present a one page hand out (digital copy) to the class that summarizes the main points of the literature review. These will be compiled and shared with everyone in one digital copy. Think about an audience that might be interested in your lit review. This might be a school staff meeting, a town hall meeting, education for therapy clients, an advocacy group or something else. Think about presenting the content to a real life, non-academic setting and consider using images or graphs to help. 10% of final grade

Community Organization Presentation- Identify a local community organization that might be involved with the client or family from the assigned case study and present it to the class. This can be an organization or resource that might already be involved with the client or a new referral that you are making for the client. Identify how to make a referral to the organization. Complete the Community Organization Information sheet to provide to the class. 5% of final grade

Case Analysis Paper – To fulfill the EPAS competencies of 6a, 7a, 8a, and 9a, 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 or use a case from their field. Can not be the same case as used in any other class.* 40% of final grade

Current Affairs Presentation – Students will identify a case example in a news article and apply critical thinking using several different theories and content from the readings and class lectures; and share their findings in a 15-minute class presentation and facilitated discussion.paper. 15% of final grade

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

| Summary of Assignments | Date Due | Points (100) |
|-------------------------------------|---------------------------------------|---------------------|
| Literature Review | | 30 |
| Preferred Topic | 9/7/23 | (0) |
| Literature Review | 10/5/23 | (20) |
| Lit Review Handout | 10/12/23 | (10) |
| Case Analysis Paper | | 40 |
| Installment I (Part 1,2,3) | 11/2/23 | (20) |
| Installment II (Part 4,5) | 12/4/23 | (20) |
| Current Affairs Presentation | 3 per class (depending on class size) | 15 |
| Community Organization Presentation | 3 per class (depending on class size) | 5 |
| Class Participation | | 10 |

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 valerie.braden@austin.utexas.edu. I receive my e-mail on my phone 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 attendance 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 note taking 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 8:00 a.m. 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. A late assignment 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.

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 two formal opportunities to evaluate the quality of the course and instruction. About midway into the course students will be asked to provide an anonymous evaluation about the course and any suggestions for improving content, delivery, and discussion. The second evaluation will occur at the end of the course, using the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

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

VIII. UNIVERSITY POLICIES

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. 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, 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 |
|------------------------|--|--|---------------------------------------|--|
| Class 1 August 24 | | <ul style="list-style-type: none"> ● Introduction and Course Overview ● Establishment of guidelines for class discussions ● A multidimensional approach to human behavior and social work practice (HBSE) ● Why Literature Reviews ● Review UT online Library and Databases ● How to outline a Literature Review ● Review Canvas and Syllabus | | <ul style="list-style-type: none"> ● Hutchison, Chapter 1, Human behavior: A multidimensional approach |
| Class 2 August 31 | | <ul style="list-style-type: none"> ● Review lit review topics ● Theoretical Perspectives: <ul style="list-style-type: none"> ● Systems ● Conflict ● Exchange and Choice ● Social Constructionist ● Psychodynamic ● Developmental ● Behavioral ● Humanistic | | <ul style="list-style-type: none"> ● Hutchison Chapter 2, Theoretical perspectives on Human Behavior |
| Class 3 September 7 | | <ul style="list-style-type: none"> ● Biopsychological dimensions ● Brain-based implications for human behavior ● Psychological dimensions | Lit review topic due on Canvas | <ul style="list-style-type: none"> ● Hutchison, Chapter 3, The Biological Person ● Hutchison, Chapter 4, The Psychological Person <i>Canvas:</i> |

| | | | | |
|----------------------------------|--|---|--|--|
| | | <ul style="list-style-type: none"> ● Physiological interventions ● Social Drivers of health ● Theories of Cognition and Emotion ● Stress and Coping | | <p><i>Effects of breathing exercise techniques on the pain and anxiety of burn patients:</i></p> <p><i>Special Issue - Therapeutic Benefits of Physical Activity for Mood: A Systematic Review on the Effects of Exercise Intensity, Duration, and Modality.</i></p> |
| Class 4 September 14 | | <ul style="list-style-type: none"> ● Spiritual dimensions ● Views of culture ● The natural environment/ ecojustice ● Cultural competent assessments | | <ul style="list-style-type: none"> ● Hutchison, Chapter 5, The spiritual person ● Hutchison, Chapter 6, Culture and the physical environment <p>Listen to podcast: Therapy ghostbusters https://www.npr.org/2022/10/14/1129237760/invisibilia-therapy-ghostbusters</p> <p>Listen to podcast: Rough translation Brazil https://www.npr.org/2019/08/20/752866675/brazil-in-black-and-white-update</p> |
| Class 5 September 21 | | <ul style="list-style-type: none"> ● Theoretical perspectives for understanding families and family systems ● Diversity in Family Life ● Challenges that impact family life: Interpersonal violence, poverty, divorce, substance misuses | | <ul style="list-style-type: none"> ● Hutchison, Chapter 7, Families Canvas: <i>Grandparents raising grandchildren: investigating factors associated with distress among custodial grandparent</i> <i>Risk and Resilience in Military Families Experiencing Deployment: The Role of the Family Attachment Network</i> <i>Clinical Interventions With Adolescents Using a Family Systems Approach</i> |
| September 28 No class! | | No class! | | Work on literature review or other assignments |

| | | | | |
|--|--|--|---------------------------------------|---|
| <p>Class 6 October 5 Recorded lecture/Guest speaker</p> | | <p>Recorded lecture/guest lecture</p> <ul style="list-style-type: none"> ● Support groups in general ● Role of religious organizations ● SW in leadership ● Theories of Group processes | <p>Lit review Due at 8am</p> | <ul style="list-style-type: none"> ● Hutchison, Chapter 8, Small groups, formal organizations, and communities <p><i>Canvas:</i> <i>Facebook groups provide effective social support to patients after bariatric surgery.</i></p> <p><i>Active ingredients of substance use-focused self-help groups</i></p> <p>Listen to podcast Rabbit Hole Episode 1: Wonderland https://www.nytimes.com/column/rabbit-hole</p> |
| <p>Class 7 October 12</p> | | <ul style="list-style-type: none"> ● Trends in Global and US Social Institutions ● Theories of social inequality ● Present Lit review handouts | <p>Lit review hand out due</p> | <ul style="list-style-type: none"> ● Hutchison, Chapter 9, Social structure, social institutions, and social movements, social capital <p><i>Canvas:</i> <i>Police Social Work and Social Justice: Lessons for Clinical Social Work Practice</i></p> <p><i>Representative Bureaucracy, Distributional Equity, and Environmental Justice</i></p> <p><i>Proposing An Innovative Bond To Increase Investments In Social Drivers Of Health Interventions In Medicaid Managed Care</i></p> <p><i>Conditionality in the context of housing-led homelessness policy: Comparing Australia's Housing First agenda to Scotland's "rights-based" approach</i></p> <p><i>Criminalization of immigration: Valu conflicts for the social work profession</i></p> |

| | | | | |
|--------------------------------|--|---|---|--|
| <p>Class 8 October 19</p> | | <ul style="list-style-type: none"> ● The life course perspective ● Psychosocial/developmental frameworks ● Reproductive rights ● Pre-pregnancy and prenatal development | | <ul style="list-style-type: none"> ● Hutchison, Chapter 10, The life course perspective ● Hutchison, Chapter 11, The journey begins: Conception, pregnancy... <p><i>Canvas:</i> <i>Reducing Postpartum Depressive Symptoms Among Black and Latina Mothers</i></p> <p><i>The mental health impact of perinatal loss: A systematic review and meta-analysis</i></p> <p><i>Income inequality and racial disparities in pregnancy-related mortality in the US</i></p> |
| <p>Class 9 October 26</p> | | <ul style="list-style-type: none"> ● Development in infancy and early childhood ● Risks to Healthy Development | | <ul style="list-style-type: none"> ● Hutchison, Chapter 12, Toddlerhood and early childhood <p><i>Canvas:</i> <i>“You Can’t Run Into a Burning Building Without Getting Burned Yourself”: An Ecological Systems Perspective of Parents Choosing Out-of-Home Care for an Intercountry Adopted Child</i></p> <p><i>Examining Child Maltreatment Through a Neurodevelopmental Lens: Clinical Applications of the Neurosequential Model of Therapeutics</i></p> <p><i>Adverse Childhood Experiences, Toxic Stress, and Trauma-Informed Neurology</i></p> |
| <p>Class 10 November 2</p> | | <ul style="list-style-type: none"> ○ Development in middle childhood ○ Challenges in middle Childhood | <p>Installment I Case analysis Due</p> | <ul style="list-style-type: none"> ● Hutchison, Chapter 13, Middle childhood <p><i>Canvas:</i> <i>The Distress of Citizen-Children with Detained and Deported Parents</i></p> <p><i>Talking to Latino Children About Race, Inequality, and Discrimination: Raising</i></p> |

| | | | | |
|--|--|---|---|--|
| | | | | <i>Families in an Anti-Immigrant Political Environment</i> |
| Class 11 November 9 Virtual Class | | <ul style="list-style-type: none"> ● Development in adolescence <ul style="list-style-type: none"> ○ Identity ○ Relationships ○ Moral development ○ Risks and decision-making | | <ul style="list-style-type: none"> ● Hutchison, Chapter 14, Adolescence <p><i>Canvas:</i> <i>Learning to Manage Shame in School Bullying: Lessons for Restorative Justice Interventions</i></p> <p><i>Transgender Adolescent Suicide Behavior</i></p> |
| Class 12 November 16 | | <ul style="list-style-type: none"> ● Development in young and middle adulthood <ul style="list-style-type: none"> ○ Education, work and relationships | | <ul style="list-style-type: none"> ● Hutchison, Chapter 15, Young and middle adulthood <p><i>Canvas:</i> <i>Culturally Competent Practice with Bisexual Individuals</i></p> <p><i>Caring for aging parents in the last years of life</i></p> <p><i>Cohabitation and Marriage: Complexity and Diversity in Union-Formation Patterns</i></p> |
| Fall Break November 23 | | No Class | | |
| Class 13 November 30 Last Class | | <ul style="list-style-type: none"> ● Development in late adulthood ● Loss and grief ● HBSE in a changing world ● Course evaluations ● Celebration and closure | Final case analysis due 8am on Canvas December 4th | <ul style="list-style-type: none"> ● Hutchison, Chapter 16, Late adulthood ● Listen to the podcast: Ear Hustle: Goldcoats and OGs https://www.earhustlesq.com/episodes/2017/10/11/gold-coats-and-ogs <p><i>Canvas:</i> <i>Barriers to Mental Health Care for an Ethnically and Racially Diverse Sample of Older Adults</i></p> <p><i>From Despair to Integrity: Using Narrative Therapy for Older Individuals in Erikson's Last Stage of Identity Development</i></p> |

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

- Ahmed, & Braithwaite, V. (2012). Learning to Manage Shame in School Bullying: Lessons for Restorative Justice Interventions. *Critical Criminology* (Richmond, B.C.), 20(1), 79–97.
- Athanasiadis, Roper, A., Hilgendorf, W., Voss, A., Zike, T., Embry, M., Banerjee, A., Selzer, D., & Stefanidis, D. (2021). Facebook groups provide effective social support to patients after bariatric surgery. *Surgical Endoscopy*, 35(8), 4595–4601.
- Ayon, C. (2016). Talking to Latino children about race, inequality, and discrimination: Raising families in an anti-immigrant political environment. *Journal for the Society of Social Work and Research*, 7 (3), 449-477.
- Chan, Liu, G., Liang, D., Deng, K., Wu, J., & Yan, J. H. (2019). Special Issue - Therapeutic Benefits of Physical Activity for Mood: A Systematic Review on the Effects of Exercise Intensity, Duration, and Modality. *The Journal of Psychology*, 153(1), 102–125. <https://doi.org/10.1080/00223980.2018.1470487>
- Clarke, Watts, B., & Parsell, C. (2020). Conditionality in the context of housing-led homelessness policy: Comparing Australia’s Housing First agenda to Scotland’s “rights-based” approach. *The Australian Journal of Social Issues*, 55(1), 88–100. <https://doi.org/10.1002/ajs4.97>
- Doley, R., Bell, R., Watt, B., & Simpson, H. (2015). Grandparents raising grandchildren: Investigating factors associated with distress among custodial grandparent. *Journal of Family Studies*, 21(2), 101-119.
- Furman, R., Ackerman, A. R., Loya, M., Jones, S., & Egi, N. (2012). The criminalization of immigration: Value conflicts for the social work profession. *Journal of Sociology and Social Welfare*, 39(1), 169–185.
- Goodcase, E. T. & Love, H. A. (2017). From despair to integrity: Using narrative therapy for older individuals in Erikson’s last stage of identity development. *Clinical Social Work Journal*, 45(4), p. 354-363.
- Herbert, Young, K., Pietrusińska, M., & MacBeth, A. (2022). The mental health impact of perinatal loss: A systematic review and meta-analysis. *Journal of Affective Disorders*, 297, 118–129.
- Hutchison, E.D. (2016). *Essentials of human behavior in the social environment: Integrating person, environment, and the life course* (2nd ed.). Los Angeles: Sage.
- Karaca-Mandic, Nikpay, S., Gibbons, S., Haynes, D., Koranne, R., & Thakor, R. (2023). Proposing An Innovative Bond To Increase Investments In Social Drivers Of Health Interventions In Medicaid Managed Care: Study examines an innovative bond to improve investments in social drivers of health in Medicaid managed care. *Health Affairs*, 42(3), 383–391.
- Kim, J. (2017). “You can’t run into a burning building without getting burned yourself”: An ecological systems perspective of parents choosing out-of-home care for an intercountry adopted child. *Families in Society: Journal of Contemporary Social Services*, 98(3), 169-177.
- Kolbert, J. B., Crothers, L. M., & Field, J. E. (2013). Clinical interventions with adolescents using a family systems approach. *Family Journal*, 21(1), 87–94. .
- Miri, Hosseini, S. J., Takasi, P., Mollaei, A., Firooz, M., Falakdami, A., Osuji, J., Ghorbani Vajargah, P., & Karkhah, S. (2023). Effects of breathing exercise techniques on the pain and anxiety of burn patients: A systematic review and meta-analysis. *International Wound Journal*, 20(6), 2360–2375.
- Moos. (2008). Active ingredients of substance use-focused self-help groups. *Addiction* (Abingdon, England), 103(3), 387–396.
- Ortiz, Gilgoff, R., & Burke Harris, N. (2022). Adverse Childhood Experiences, Toxic Stress, and Trauma-Informed Neurology. *JAMA Neurology*, 79(6), 539–540. <https://doi.org/10.1001/jamaneurol.2022.0769>
- Patterson. (2023). Police Social Work and Social Justice: Lessons for Clinical Social Work Practice. *Clinical Social Work Journal*.
- Perry, B. D. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the neurosequential model of therapeutics. *Journal of Loss and Trauma*, 14(4), 240-255.
- Pistella, J., Salvati, M., Ioverno, S., Laghi, F., & Baiocco, R. (2016). Coming-Out to family members and internalized sexual stigma in bisexual, lesbian and gay people. *Journal of Child & Family Studies*, 25(12), 3694-3701.
- Riggs, S. & Riggs, D. (2011). Risk and resilience in military families experiencing deployment: The role of the family attachment network. *Journal of Family Psychology*, 25(5), 675-687.
- Roberts, Bollens-Lund, E., Ornstein, K. A., & Kelley, A. S. (2023). Caring for aging parents in the last years of life. *Journal of the American Geriatrics Society* (JAGS). <https://doi.org/10.1111/jgs.18415>

- Sassler, & Lichter, D. T. (2020). Cohabitation and Marriage: Complexity and Diversity in Union-Formation Patterns. *Journal of Marriage and Family*, 82(1), 35–61.
- Scherrer, K. (2013). Culturally competent practice with bisexual individuals. *Clinical Social Work Journal*, 41(3), 238-248.
- Schwerdtfeger, K.L. & Shreffler, K.M. (2009). Trauma of pregnancy loss and infertility among mothers and involuntarily childless women in the United States. *Journal of Loss & Trauma*, 14(3), 211-227.
- Shonkoff, J.P. & Garner, A.S. (2012). The lifelong effects of early childhood adversity and toxic stress. *Pediatrics* 129(1) e232-246.
- Smock, & Schwartz, C. R. (2020). The Demography of Families: A Review of Patterns and Change. *Journal of Marriage and Family*, 82(1), 9–34. <https://doi.org/10.1111/jomf.12612>
- Sorkin, D., Murphy, M., Nguyen, H., Biegler, K. (2016). Barriers to mental health care for an ethnically and racially diverse sample of older adults. *Journal of American Geriatric Society*, 64(10), p. 2138-2143.
- Stinehart, M. A., Scott, D. A., & Barfield, H. G. (2012). Reactive attachment disorder in adopted and foster care children: Implications for mental health professionals. *Family Journal*, 20(4), 355-360.
- Toomey, Syvertsen, A. K., & Shramko, M. (2018). Transgender Adolescent Suicide Behavior. *Pediatrics (Evanston)*, 142(4), e20174218–. <https://doi.org/10.1542/peds.2017-4218>
- Unger, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *Journal of Clinical Psychology and Psychiatry* 54(4), 348-366.
- Zayas, L.H., Aguilar-Gaxiola, S., Yoon, H., and Natera-Rey, G. (2015). The distress of citizen-children with detained and deported parents. *Journal of Child and Family Studies*, 24 (11), 3213-3223.

APPENDIX

ASSIGNMENT GUIDELINES

LITERATURE 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 completion of a scholarly literature review.
- To demonstrate mastery of the use of American Psychological Association (APA) format.
- To review and synthesize evidence-based literature regarding a topic of interest related to a human development and behavior problem area.
- To relate theory(ies) to a human development and behavior problem area.

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 September 7th 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, 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, 2023**

Literature review - must be posted on Canvas no later than October 5 at 8:00 a.m. Counts 20% 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 20% toward your final grade).

Literature Review Community Handout (10 points of final grade)

Consider an audience that might be interested in the content of your literature review. For example, if the literature review is on female veterans with PTSD, you might imagine presenting to a group of social workers at the VA, or VA administrations. Consolidate the information from the literature review into its most critical points for the intended audience. Create a one page handout with references, if needed. References can be on a second page or footnotes.

The handouts will be digitally consolidated from all classmates. Indicate your audience in the submission. These will be briefly shared with the class.

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 competencies 6.1, 7.2, 8.2, and 9.2 of the Council on Social Work Education’s Education Policy and Accreditation Process (EPAS). Results are used to evaluate the School’s curriculum as part of its process to maintain CSWE accreditation. This assignment assesses the following competencies:

| CSWE Competency | Mastery Assessed by Completion of |
|--|---|
| 6a: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. | Parts 1 and 2, submitted in Installment I |
| 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-informed interventions to achieve client and constituency goals. | Part 4, submitted in Installment II |

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 November 2, 2023 at 8:00 a.m. and counts 20% 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 4th, 2023 at 8:00 a.m. and counts 20% 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 or a case for your field placement. 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 7th edition guidelines. This analysis should be written in third person and supported with a minimum of eight peer-reviewed, refereed journal articles published after 2000, preferably no more than 10 years old (unless you are citing the original author of a theory or an important historic citation). Do not use more than one website as one of your references unless the reference is a peer reviewed, refereed journal article. 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 8:00 a.m. November 2; minimum of five sources; include reference page)

Part 1 - Introduction and Relevant Background Information: In the introduction, be sure to indicate clearly who you are identifying as the targeted client system, which can be an individual, family, group, organization, or community, and why you chose that system as the client. Include information about the client/client system (i.e., if an individual, age, race/ethnicity, gender, sexual orientation/gender identity, economic status, religion if relevant, and current living situation. The introductory background information is to include relevant facts related only to the targeted client system you chose. This is grounded in the information presented about the client system in the case study on which you chose to focus, and not based on unwritten assumptions, stereotypes, or biased opinions. This information should help explain the behavior of the client system in its social environment. (Suggested length – 1 page)

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. Describe engagement strategies such as empathy, reflection and interpersonal skills a social worker could use with the targeted client system in the case. Remember the targeted client system can be an individual, family, group, organization, or community. Note that this discussion should not focus on the information a social worker will gather during their assessment as they work with the client, but how they will build an initial relationship. (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 begin your assessment by describing a single problem that the targeted client system is facing in the case (1 paragraph). Demonstrate critical thinking skills in your assessment of the case. Identify and discuss the biopsychosocial and cultural factors that contributed to the problem. Summarize the various environmental/contextual factors that relate to the case (e.g., individual, family, peers, school/employment, neighborhood/community; biological, cultural, economic, political/legal, ethical). Do not reiterate the facts of the case, but describe the contextual issues surrounding the case objectively. Incorporate one theoretical framework to guide your assessment. Explain the theory and then show how it is relevant to the problems and core issues of the case. Incorporate content from at least 3 appropriate peer-reviewed journal articles to offer support documentation of your assessment of the problem described. All have to be articles published later than the year 2000, preferably no more than 10 years old. (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 8:00 a.m. December 4th 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 that the social worker and the client/client system would collaborate on to address the problem(s) you have identified. Describe how the intervention strategies will be implemented. Be sure the strategies relate to the identified problem and are consistent with your assessment of the case. Strategies should be distinct, feasible/realistic, and culturally grounded. Note briefly the advantages and disadvantages of each strategy selected, making a case for why you are including them. Incorporate at least 3 references from refereed journal articles supporting the intervention(s) chosen. You must also draw on a theoretical framework to guide the intervention selection and intervention. One theoretical framework can be used for all intervention strategies. (It can be either the same framework used in your assessment section or a different framework.) (Suggested length 2-3 pages)

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

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

Installment I

- 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 20% 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.

CURRENT AFFAIRS IN CLASS PRESENTATION

Students are asked to read a 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.

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

- 1. Identified Client** (Clearly state who the targeted client system is)
- 2. Background Information** (Give background information about the targeted client system in the case and explain why you chose that targeted client system)
- 3. Engagement:** Describe the strategies/approaches you would use to show how you would engage the targeted client system to build a working relationship.
- 4. 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?)
- 5. 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.

COMMUNITY ORGANIZATION PRESENTATION

Each student will be asked to identify a local community organization or resource that applies to the case study for a given week. Briefly share with the class the organization's contact information (website, address, and phone number) and the services they provide. Indicate the reason for the referral and how to make a referral. For example, if the case study involves a family of refugees that have immigrated to the US, you might provide information on Refugee Services of Texas

Use the following template:

Organization name:

Website:

Phone number:

Address:

Population served:

Services provided:

Referrals (include a form or link if available)