

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

Course Number:	SW n381R	Instructor:	Lailea Noel, PhD, MSW
Unique Number:	88195	Email:	lailea.noel@austin.utexas.edu <i>(preferred method of contact)</i>
Semester:	Summer 2025 9-week Session	Office:	WWH office #325
Meeting Time:	Mondays and Wednesdays 1:30 – 4:00 pm	Office Phone:	512-232-2700
Location:	WWH 418	Office Hours:	By Appointment (email)

**SW n381R - 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 lectures. 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

- 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):

Student Participation - Attendance and active participation are critical to 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. 20% 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.

The case analysis paper should be written using one of the following cases in the Hutchison text: 2.1 (End of life care for Maria Chavez), 6.1 (Rubina living across cultures), 9.1 (Leticia Renteria’s struggle to make ends meet in the United States), 10.3 (Phoung Le serving family and community), 11.2 (Thompsons’ premature birth), 12.1 (Overprotecting Henry), 12.3 (A new role for Ron and Rosalind’s grandmother), 13.1 (Anthony’s impending assessment), 13.3 (Gabriela’s new life), 14.1 (David’s coming out process), (14.2 (Carl’s struggle for identity), 15.1 (Caroline Sanders, a transgender young adult at 25), 15.3 (Maha Ahmed, struggling to find meaning at 57), 16.2 (Margaret Davis stays at home) or 16.1 (Ms. Ruby Johnson is providing care for three generations).

See Appendix A for more detailed instructions and guidelines 40% of final grade

Using Film as an Analytical Lens: Exploring HBSE Theories In-class Presentation and Write Up –

Students will apply theory and course content to a film from pop culture (the professor will give film choices). Students will identify a case example from the film and apply critical thinking, using theories and content from the readings and class lectures, and share their findings in a 45-60-minute class presentation and facilitated discussion. This will involve preparing discussion questions and topics in advance and then leading the discussion during the class session. Following the class presentation and discussion, the student will write a 2 to 5-page double-spaced brief paper. The professor will give students some guiding questions to include in the paper and the class presentation. 40% of the 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)
Case Analysis Paper See Appendix A for guidelines	7/29	40
Using Film as an Analytical Lens: Exploring HBSE Theories In-Class Presentation	TBD: As Assigned by Professor One person per week depending class size	20
Using Film as an Analytical Lens: Exploring HBSE Theories Brief Essay	7/29	20
Class Participation		20

All Assignments are due on Mondays by the start of class (1:30 pm). They should be uploaded on Canvas.

VI. 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 lailea.noel@austin.utexas.edu. I receive my e-mail on my phone at frequent intervals and will respond as quickly as possible.

***Remember that as an MSSW student, you are ultimately responsible for your own learning and development. The professor is there to support and facilitate your learning, but you need to take the initiative for your own education.

1. Students are expected to attend class sessions and participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions. Failure to regularly attend classes and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. **Students are to notify the professor by email if they are going to be absent. Students are responsible for any material missed due to absences.**

2. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to email all requests to the professor the evening before the agreed upon due date. Assignments turned in after the 11:59 P.M. deadline will be considered late. If accepted, late assignments will be assessed point penalties at the rate of **5% each day it is late**. If the due date is a problem, then the student should see the professor and negotiate another due date WELL in advance of the due date. Note that the professor will send a reply email when the request for an extension has been received; if you do not get a reply, contact the professor immediately. Email is great, but not ALWAYS reliable!

3. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. Final grades assigned in the course are not negotiable.

Use of Canvas in Class

In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu/> —to distribute course materials, to communicate and collaborate online, to post grades, and to submit assignments.

Course and Instructor Evaluations

At the end of the course, I will use the standard Course Instructor Survey (CIS) provided by the University of Texas at Austin. The CIS offers students a systematic, campus-wide method of evaluating courses and instructors. It also allows instructors to compare their course ratings with averages for their school. The results are also used by the Dean and the School’s Executive Committee as one of the aspects of faculty and course evaluation. I hope that every student will complete the CIS. Although important, these evaluations are after the fact. I strongly encourage you to provide input and feedback regarding the course during the semester so that we can together make this course of maximum benefit to your academic pursuit.

VII. UNIVERSITY POLICIES

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				<i>*minimum to pass course</i>		Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing

responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

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

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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.

VIII. COURSE SCHEDULE

Date	Notes	Topic	Weekly Presentation and Class Discussion Facilitator	Readings
Class 1 Monday June 9		<ul style="list-style-type: none"> • Introduction and Course Overview • Establishment of guidelines for class discussions <p>Lecture</p> <ul style="list-style-type: none"> • A multidimensional approach to human behavior and social work practice (HBSE) • The ecological/systems framework • Strengths Based Perspective • An overview of Theoretical Lenses in Social Science 		<ul style="list-style-type: none"> • Review Canvas and Syllabus • Hutchison, Chapter 1, Human behavior: A multidimensional approach • Hutchison, Chapter 2, Theoretical perspectives on Human Behavior • Ambrosino, et. al, The ecological/systems framework (on canvas) • A NY Times Opinion Piece “Hungry in America” (on Canvas) • NY Times article “Coronavirus and Poverty: A Mother Skips Meals So Her Children Can Eat” (on Canvas) • CBS News Video “Fridges full of food help fight hunger”

Class 2 Wednesday June 11	No in-class lecture Library Time	Read chapters 1-4 Hutchinson Book Review Film selections for the assignment <i>Using Film as an Analytical Lens: Exploring HBSE Theories</i> ; be prepared to select a week to present Review Case studies in Hutchinson Book (see assignment description); be prepared to select a case study to write your final paper on		
Class 3 Monday June 16	Due: Topic for Case Study Week to present Film as an Analytical Lens	<ul style="list-style-type: none"> • Biopsychological dimensions • Brain-based implications for human behavior • Psychological dimensions 		<ul style="list-style-type: none"> • Hutchison, Chapter 3, The Biological Person • Hutchison, Chapter 4, The Psychological Person <p>Canvas (optional):</p> <ul style="list-style-type: none"> • Perry, The neurosequential model of therapeutics • First & Kemper, The effects of

				toxic stress and adverse childhood experiences at our southern border...
Class 4 Wednesday June 18		<ul style="list-style-type: none"> • Spiritual dimensions • Postmodern views of culture • The natural environment/ ecojustice 		<ul style="list-style-type: none"> • Hutchison, Chapter 5, The spiritual person • Hutchison, Chapter 6, Culture and the physical environment
Class 5 Monday June 23		<ul style="list-style-type: none"> • Theoretical perspectives for understanding families and family systems • Challenges that impact family life: Interpersonal violence, poverty, divorce, substance misuse • The interconnectivity of Dyads: Challenges faced by caregivers 		<ul style="list-style-type: none"> • Hutchison, Chapter 7, Families <p>Canvas (optional):</p> <ul style="list-style-type: none"> • Schwartz, Moving from acceptance toward transformation with IFST • Kolbert, et al., Clinical interventions with adolescents... • Alggia, et al. Risky business: An ecological analysis of intimate partner violence
Class 6 Wednesday June 25		<ul style="list-style-type: none"> • Group structure/dynamics • Formal organizations • Communities • Social justice, structure, and institutions 		<ul style="list-style-type: none"> • Hutchison, Chapter 8, Small groups, formal organizations, and communities • Hutchison, Chapter 9, Social structure, social institutions, and social movements, social capital
Class 7 Monday June 30		<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>Canvas (optional):</p> <ul style="list-style-type: none"> • Cloitre, et al. A developmental approach... • Warner & Brown, Understanding how race/ethnicity and gender...
Class 8 Wednesday		<ul style="list-style-type: none"> • Development in infancy and early 		<ul style="list-style-type: none"> • Chapter 12, Toddlerhood and early childhood

July 2		<p>childhood</p> <ul style="list-style-type: none"> • Attachment and temperament • Family and community risks and opportunities 		<p>Canvas (optional):</p> <ul style="list-style-type: none"> • Finger et al., Parent relationship quality and infant-mother attachment. • Riggs, Childhood emotional abuse and the attachment system across the life cycle: What theory and research tell us.
Class 9 Monday July 7	<p>No in-class lecture</p> <p>Library Time</p>	<p>Library Time</p> <ul style="list-style-type: none"> • Work on the draft of your Case Study Analysis paper • Schedule an Office Hour Meeting with Dr Noel to review your plan and outline for the paper 		
Class 10 Wednesday July 9	<p>No-In-Class Lecture</p> <p>One-on-One Office Hour Appointments with Dr. Noel</p>	<p>One-on-One meetings with Dr. Noel</p> <p>Prepare: Outline/plan/draft of Case Study Analysis Paper for Review</p>		
Class 11 Monday July 14		<ul style="list-style-type: none"> • Development in middle childhood <ul style="list-style-type: none"> ○ Family dynamics ○ Peers ○ Educational settings ○ Child maltreatment 		<ul style="list-style-type: none"> • Hutchison, Chapter 13, Middle childhood <p>Canvas (optional):</p> <ul style="list-style-type: none"> • Dubow, et al. A social-cognitive-ecological framework for understanding the impact of exposure to persistent ethnic-political violence on children's psychosocial adjustment. • Zayas, et al., The distress of citizen-children with detained and deported parents.

Class 12 Wednesday July 16		<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>Canvas (optional):</p> <ul style="list-style-type: none"> • Kim, et al., Physical and psychosocial predictors of adolescents' suicide behaviors. • Kolbert, et al., Clinical interventions with adolescents...
Class 13 Monday July 21		<ul style="list-style-type: none"> • Development in young and middle adulthood <ul style="list-style-type: none"> ○ Education, work and family relationships ○ Myth of midlife crisis 		<ul style="list-style-type: none"> • Hutchison, Chapter 15, Young and middle adulthood <p>Canvas:</p> <ul style="list-style-type: none"> • Walker, et al., Childhood sexual abuse and adult sexual identity formation... • Ainspan et al. Psychosocial approaches to improving the military-to-civilian transition...
Class 14 Wednesday July 23		<ul style="list-style-type: none"> • Development in late adulthood • Loss and grief • HBSE in a changing world • Course evaluations • Celebration and closure 		<ul style="list-style-type: none"> • Hutchison, Chapter 16, Late adulthood <p>Canvas:</p> <ul style="list-style-type: none"> • Goodcase & Love, From despair to integrity: Using narrative therapy for older individuals... • Almack et al. Exploring the impact of sexual orientation on end-of-life care...
Monday July 29	DUE: Final case assessment paper	NO IN-Class Lecture Final Papers Due		

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

- Abrams, L. & Terry, D. (2017). *Everyday desistance: The transition to adulthood among formerly incarcerated youth*. New Brunswick, NJ: Rutgers University Press.
- Adrian, J. A. L., Deliramich, A. N., & Frueh, B. C. (2009). Complicated grief and posttraumatic stress disorder in humans' response to the death of pets/animals. *Bulletin of the Menninger Clinic*, 73(3), 176-187.
- Ainspan, N.D., Penk, W., & Kearney, L.K. (2018). Psychosocial approaches to improving the military-to-civilian transition process. *Psychological Services* 15(2), 129-134.
- Alaggia, R., Regehr, C., & Jenney, A. (2012). Risky business: An ecological analysis of intimate partner violence disclosure. *Research on Social Work Practice* 22(3), 301-312.
- Almack, K., Seymour, J., & Bellamy, G. (2010). Exploring the impact of sexual orientation on experiences and concerns about end-of-life care and on bereavement for lesbian, gay and bisexual older people. *Sociology*, 44(5), 908-924.
- Ambrosino, R.A., Ambrosino, R. J., Heffernan, J. & Shuttlesworth, G. (2016). *Social work and social welfare: An introduction* (8th ed.). Boston, MA: Cengage Learning.
- Arthur, D. P. (2015). Social work practice with LGBT elders at end-of-life: Developing practice evaluation and clinical skills through a cultural perspective. *Journal of Social Work in End-of-Life & Palliative Care*, 11(2), 178-201.
- 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.
- Bent-Godley, T. (2011). *The ultimate betrayal: A renewed look at intimate partner violence*. Washington, D.C: NASW.
- Berk, L.E. (2014). *Development through the lifespan* (6th ed.). Boston: Allyn and Bacon.
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APPENDIX A ASSIGNMENT GUIDELINES

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 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:

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
7a Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Part 3
8a Apply knowledge of human behavior and the social environment, person-in-environment, and other interdisciplinary theoretical frameworks in interventions with clients and constituencies.	Part 4
9a Apply knowledge of human behavior and the social environment, person in environment, and other interdisciplinary theoretical frameworks in evaluating practice with individuals, families, and groups	Part 5

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.

The case analysis paper should be written using one of the following cases in the Hutchison text: 2.1 (End of life care for Maria Chavez), 6.1 (Rubina living across cultures), 9.1 (Leticia Renteria's struggle to make ends meet in the United States), 10.3 (Phoung Le serving family and community), 11.2 (Thompsons' premature birth), 12.1 (Overprotecting Henry), 12.3 (A new role for Ron and Rosalind's grandmother), 13.1 (Anthony's impending assessment), 13.3 (Gabriela's new life), 14.1 (David's coming out process), 14.2 (Carl's struggle for identity), 15.1 (Caroline Sanders, a transgender young adult at 25), 15.3 (Maha Ahmed, struggling to find meaning at 57), 16.2 (Margaret Davis stays at home) or 16.1 (Ms. Ruby Johnson is providing care for three generations). 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. A **minimum of eight sources in your final submission.**

CASE ANALYSIS PAPER OUTLINE AND CONTENT

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)

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:

- Introduction/background
- Targeted client system, problem statement and engagement

- Assessment of the case, including use of theory/frameworks and journal articles
- Writing quality and style, including appropriate use and formatting of references
- Intervention strategies, including connection to assessment, selection of goals and rationale for selected strategies, cultural relevance, and use of theory/frameworks and journal articles
- Evaluation
- Writing quality and style, including appropriate use and formatting of references