

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

Course Number:	SW 381R	Instructor:	Sanna Thompson, Ph.D. Associate Professor
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Semester:	Fall 2009	Contact Information:	512-232-0604 SannaThompson@mail.utexas.edu
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**THEORIES AND CRITICAL PERSPECTIVES
OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

I. Standardized Course Description

This graduate-level course will focus on empirically based theories and conceptual approaches that undergird social work practice and research with individuals and families in social systems. Ecological-systems theory and a lifespan developmental framework will serve as conceptual guideposts for understanding social work’s person-in-environment, contextual approach to the reciprocal relationship between human behavior and the social environment. Other traditional and alternative theories are also examined, including Psychodynamic, Cognitive Behavioral, Social Learning, Empowerment, Transpersonal and Feminist. A critical perspective is emphasized to understand (1) theoretical knowledge construction, evaluation and integration, and (2) theoretical relevance to explain the influence and contribution of factors related to race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability to human behavior and development. Methodological, empirical, and ethical considerations of contemporary issues (i.e., poverty, privilege, oppression, risk and resiliency) and multi-dimensional aspects of the human experience and change across the lifespan (i.e., biological, psychological, social, cultural and spiritual) will be critically examined.

II. Course Objectives

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

1. Demonstrate knowledge about and critically analyze relevant theories of human behavior and development comparing definitional components, philosophical underpinnings, value assumptions, strengths, and limitations.
2. Analyze the reciprocal relationships of human behavior and social systems, and how this interaction influences health and well-being as well as risk and vulnerability.
3. Describe the social construction of theoretical concepts, empirical evidence, gaps in knowledge, and relevant controversies regarding theories of human behavior and development.
4. 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, and human interactions within social systems.

5. Understand the interaction between the biological, psychological, social, cultural, and spiritual dimensions of the human experience and lifespan development.
6. Conduct a scientific review of empirical evidence and theory to address human behavior and development topics.

III. Teaching Methods

This course is designed to incorporate a variety of teaching methods, including interactive lectures, experiential group activities, reading assignments, and audiovisual material to help students learn theoretically-grounded knowledge of human development and behavior, and to demonstrate this knowledge in class discussions, written assignments, and presentations.

IV. Required and Recommended Texts, and Materials

Robbins, S.P., Chatterjee, P., & Canda, E.R. (Eds.). (2006). *Contemporary Human Behavior Theory: A Critical Perspective for Social Work*, 2nd Ed. Pearson: Boston, MA.

The instructor reserves the right to provide and/or assign additional readings to supplement the text.

V. Course Requirements

Students will be evaluated on the following required assignments, as well as class participation and contribution.

1. Attendance, Preparation and Contribution

Students are expected to attend all classes, participate meaningfully in class discussion, exercises, and small group activities and assignments. Some of the group activities are scheduled on the course schedule. The instructor reserves the right to modify and rearrange these activities during the semester.

It is important for social workers to be aware of group dynamics including peer groups in which they participate. It is also important to contribute to the group process. A portion of the grade for this course will depend on your level of attendance, preparation, participation, and contribution. For some, this means learning to speak up, to add comments or to raise questions. For others, it means being sensitive and allowing others to contribute.

2. Literature Review

Students are expected to use critical thinking to complete a scholarly literature review on a selected human development and behavior problem area that may be confronted in social work settings. Discussion and guidelines for this paper will be provided in class.

3. Theory Paper

Students will complete a paper on the relationship between a human development/behavior problem confronted in social work settings and a theory that could be explanatory. This assignment will develop students' ability to connect theory and problem areas for enhanced understanding of social work-related phenomena.

4. Examination

One examination will be given at the end of the course. This examination will consist of objective and short essay questions, and reflect material presented in class lectures and group presentations, including the questions developed as part of the student group presentations.

5. Critical Analysis Group Project

In small groups, students will draw upon several theories to critically examine human behavior and development. This assignment will promote critical dialogue and facilitate learning about theoretically grounded knowledge and its implications for micro, meso, and macro dynamics across the lifespan. It will also provide students with the ability to apply theoretical perspectives to various social work case examples.

<u>Summary of Assignments</u>	<u>Date Due</u>	<u>Points</u>
Literature Review Outline	Sept. 17	25
Literature Review	Oct. 1	100
Theory Paper + revised Literature Review	Oct. 15	100
Critical Analysis Group Project	Nov 5-19	100
Exam	Dec. 3	100
Attendance, Preparation, Contribution		25
TOTAL POINTS		450

GRADING SCALE

100 - 94 = A	A = 100 – 90 points <u>Superior work:</u> The assignment significantly exceeds expectations listed in the syllabus. Student does more than is required in the assignment and demonstrates a high level of in-depth critical thinking and analysis (i.e., writing coherent, ideas synthesized, discussion well developed).
93 - 90 = A-	
89 - 87 = B+	
86 - 84 = B	
83 - 80 = B-	
79 - 77 = C+	B = 89 – 80 points <u>Good Work:</u> The assignment meets <u>all</u> the requirements and demonstrates evidence of in-depth critical thinking and analysis.
76 - 74 = C	
73 - 70 = C-	C = 79 – 70 points <u>Average Work:</u> The assignment meets the requirements or has <u>minor</u> gaps but lacks evidence of in-depth critical thinking and analysis. Remember, a C- (73 points) or lower is noted as a course failure and will require re-taking the course.
69 - 67 = D+	
66 - 64 = D	
63 - 60 = D-	
59 and below = F	D-failing = 69 and below <u>Poor/failing Work:</u> The assignment has important gaps, both in terms of not meeting the requirements and lacking in-depth critical thinking and analysis.

Overall Criteria for Evaluating Student Assignments

Your written work should be well-conceptualized and researched, clearly organized, and supported by examples and details. Show evidence of your own creative and thoughtful analysis. Papers should follow the APA style format. Additional criterion and evaluation guidelines will be provided for all assignments.

VI. Class and University Policies

1. 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.
2. Attendance. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in 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.
3. Late Assignments. All assignments must be turned in on the due date and must be submitted at the beginning of the class period. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment. Late assignments will result in a deduction of five points 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.
4. Policy on Scholastic Honesty. It is expected that work handed in will be your own. Students who violate University rules on scholastic dishonesty (i.e., plagiarism and cheating during exam, etc.) 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 scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

5. APA. The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of the 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.
6. Referencing. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a “0” for the paper and/or an “F” for the course.
7. Course Feedback. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
8. Professional and Ethical Conduct. The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism. Discrimination, harassment, and intimidation will not be tolerated. Please do not engage in any behaviors which may distract the instructor or other students during class, including chatting and ringing of cell phones/pagers. During class discussion or group activities, students may share information about their own personal and professional tasks, trials, and triumphs. Please note that each one of us is expected to adhere to the Social Work Code of Ethics by acting responsibly and maintaining confidentiality. Students’ class performance and grades are kept confidential.
9. Course Modifications. Any modifications, amendments, or changes to the syllabus and or assignments are 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 his/her absence.
10. 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 also notify instructors regarding any safety concerns.
11. Documented Disability Statement. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations

- no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.
12. Use of E-Mail for Official Correspondence to Students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.
 13. Religious Holidays. By UT-Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.
 14. Behavior Concerns Advice Line (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among 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 <http://www.utexas.edu/safety/bcal>.
 15. 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
 16. Use of Blackboard in Class. In this class the professor may use Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

VII. Course Schedule

Date	Description/Due Dates	Text / Readings
Week 1 8/27	<ul style="list-style-type: none"> • Introductions -A Brief Foundational Introduction to Social Work and HBSE 	
Week 2 9/3	<ul style="list-style-type: none"> • Theory vs. Ideology discussion • The Role of Theory in Practice and Research • Multi-dimensional human behavior • Group Activity 	Chapter 1
Week 3 9/10	<ul style="list-style-type: none"> • Reviewing the Literature, Critical Thinking and Analysis • Identifying a topic/problem area for literature review • 4:00-5:15 PG Moreno on use of library resources 	Handouts provided in class
Week 4 9/17	<ul style="list-style-type: none"> • Systems Theory • Ecological/Person-in-Environment Theory • Group Activity • <i>Lit. Review Outline DUE</i> <ul style="list-style-type: none"> ○ <i>Emailed to instructor by 6:00 today – if no reply by end of day, email it again!</i> 	Chapter 2
Week 5 9/24	<ul style="list-style-type: none"> • Psychodynamic Theory <ul style="list-style-type: none"> ○ Symbolic Interaction/Conflict/Transpersonal Theories • Group Activity 	Chapters 3, 6, 9, 12

<p>Week 6 10/1</p>	<ul style="list-style-type: none"> • Life span Developmental Theories <ul style="list-style-type: none"> ○ Cognitive/moral ○ Social Learning • Theories in Social Work Practice DVD (30 min) • Discuss Theory Paper Assignment • <i>Lit. Review DUE</i> <ul style="list-style-type: none"> ○ <i>Emailed to instructor by 6:00 today– if no reply by end of day, email it again!</i> 	<p>Chapters 7, 8, 11</p>
<p>Week 7 10/8</p>	<ul style="list-style-type: none"> • Socio-cultural Theoretical Perspectives <ul style="list-style-type: none"> ○ Empowerment/Phenomenology/ ○ Cultural Assimilation ○ Oppression, Risk, and Resilience • Homeless DVD (10 min) • Group Activity 	<p>Chapters 4, 5, 10</p>
<p>Week 8 10/15</p>	<ul style="list-style-type: none"> • Organizational Theories • Assign groups for group presentation • <i>Theory Paper DUE</i> <ul style="list-style-type: none"> ○ <i>Emailed to instructor by 6:00 today– if no reply by end of day, email it again!</i> 	
<p>Week 9 10/22</p>	<ul style="list-style-type: none"> • Consultations with instructor • No formal class – meet with Presentation groups 	

Week 10 10/29	<ul style="list-style-type: none"> • Consultations with instructor • No formal class – meet with Presentation groups 	
Week 11 11/5	<ul style="list-style-type: none"> • Two Groups Present 	
Week 12 11/12	<ul style="list-style-type: none"> • Two Groups Present 	
Week 13 11/19	<ul style="list-style-type: none"> • Two Groups Present • Review for exam 	
Week 14 11/26	<ul style="list-style-type: none"> • HAPPY THANKSGIVING! 	
Week 15 12/3	<ul style="list-style-type: none"> • Exam • Course evaluations 	

VIII. Additional Readings

- Applegate, J.S. (2000). Theory as story: A postmodern tale. *Clinical Social Work Journal*, 28(2), 141-153.
- Branch, C.W. (2001). The many faces of self: Ego and ethnic identities. *Journal of Genetic Psychology*, 162(4), 412-329.
- Côté, J.E. (2002). Commentary on “feminist perspectives on Erikson’s theory: Their relevance for contemporary identity development research.” *Identity: An International Journal of Theory and Research* 2(3), 277-280.
- Early, T.J. & GlenMaye, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. *Social Work*, 45(2), 118-130.
- Finn, J.L. & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education*, 39(1), 57-78.
- Gambrill, E. (2001). Social work: An authority-based profession. *Research on Social Work Practice*, 11(2), 166-175.

- Heineman-Pieper, J., Tyson, K. & Heineman Pieper (2002). Doing Good Science without sacrificing good values: Why the heuristic paradigm is the best choice for social work. *Families in Society: The Journal of Contemporary Human Services*, 83(1), 15-28.
- Horowitz, J. (1998). Contemporary psychoanalysis and social work theory. *Clinical Social Work Journal*, 26(4), 369-383.
- Kondrat, M.E. (2002). Actor-centered social work: Re-envisioning “person-in-environment” through a critical theory lens. *Social Work*, 47(4), 435-448.
- Mandin, P. (2007). The contribution of systems and object-relation theories to an understanding of the therapeutic relationship in social work practice. *Journal of Social Work Practice*, 21(2), 149-162.
- Marsh, J.C. (2003). To thine own ethics code be true. *Social Work*, 4(5), 5-7.
- McMillen, J.C. (1992). Attachment theory and clinical social work. *Clinical Social Work Journal*, 20(2), 205-218.
- McNeil, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work*, 51(2), 147-156.
- Miville, M.L., Koonce, D., Darlington, P., & Whitlock, B. (2000). Exploring the relationships between racial/cultural identity and ego identity among African Americans and Mexican Americans. *Journal of Multicultural Counseling & Development*, 28(4), 208-224.
- Munro, E. (2002). The role of theory in social work research: A further contribution to the debate. *Journal of Social Work Education*, 38(3), 461-470.
- NASW Code of Ethics. <http://www.socialworkers.org/pubs/code/code.asp>
- Rose, S.M. (2000). Reflections on empowerment-based practice. *Social Work*, 45(5), 403-412.
- Saleeby, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work*, 41(3), 296-305.
- Saleeby, D. Culture, theory and narrative: The intersection of meanings in practice. *Social Work*, 39(4), 351-359.
- Sands, R.G. & Nuccio, K. (1992). Postmodern feminist theory and social work. *Social Work*, 37(6), 489-494.
- See, L.A. (Lee) 1998. Human behavior theory and the African American experience, In See, L.A. (Lee) (Ed.) *Human Behavior in the Social Environment from an African American Perspective* (pp. 7-29). Philadelphia: Haworth Press, Inc.
- Sermabeikian, P. (1994). Our clients, ourselves: The spiritual perspective and social work practice. *Social Work*, 39, 178-183.
- Shulman, L. (1993). Developing and testing a practice theory: An international perspective. *Social Work*, 38(1), 91-97.
- Sun, A-P. (2001). Perceptions among social work and non-social work students concerning causes of poverty. *Journal of Social Work Education*, 37(1), 161-173.
- Tangenberg, K.M. & Kemp, S. (2002). Embodied practice: Claiming the body’s experience, agency, and knowledge for social work. *Social Work*, 47(1), 9-18.
- Taylor-Brown, S., Garcia, A., & Kingson, E. (2001). Cultural competence versus cultural chauvinism: Implications for social work. *Health & Social Work*, 26(3), 185-187.

Literature Review Guideline

Outline due Sept. 17 ---- 25 points

(Approximately 1 page outline of major topics, ideas and concepts to be included in Literature Review

Literature Review due Oct. 1 ---- 75 points

- Papers should be approximately 7-8, double-spaced pages not including a bibliography or title page. The bibliography must include at least **10** references. The paper must include a title page.

I. Title Page – author and title included

II. Introduction to the overall issue (15 points – about 1 page)

Provides a clear statement of the issue you are focusing upon, including the importance or significance of the issue to social work.

- a). Establish the focus of the topic
- b). Might include how many people have the problem or impacted by the topic area
- c). Explain the rationale for why this is an important issue to study; what is its significance to social work

III. Review of the literature (50 points – about 6-7 pages)

A literature review is a description of relevant research on your topic. It is not simply a summarization of a few studies; the literature must be synthesized as it relates to issues or subtopics in your area. When citing literature on your topic, group your references together when they point to a common issue you are discussing. Point out conflicts in the literature. Use the results of studies you are citing to show empirical evidence related to the topic your are discussing.

- a). Use at least 10 peer-reviewed articles or chapters of books for your literature review (only 1 website may be used in reference list).
- b). Use current literature (try to use literature published no earlier than 1990)
- c). Only include literature that is relevant to your topic

- d). Make sure topic flows logically and moves from one point to another with appropriate transitions between paragraphs.
- e). Use quotations sparingly (paraphrase) – don't ask rhetorical questions or anecdotal information.

IV. Presentation Style and References (10 points)

- a). Style formatting of citations throughout the paper and reference list must follow *Publication Manual of the American Psychological Association* -- citations must be used appropriately and often
- b). Clearly organized paper
- c). Correct grammar and spelling; formal style of writing (no colloquial phrases, jargon, slang)
- d). Synthesis of literature, NOT summary of studies
- e). Clearly written and understandable logic of topic being discussed

Theory Paper Guideline
due Oct. 15 – 100 points

Revised literature review -- 30 points
Theory section (approximately 5 pages) -- 60 points
Writing style and references -- 10 points

Purpose/Objective: This paper will solidify students' understanding of theory and its applicability to human behavior issues often confronted in social work settings. Students will build upon the knowledge gained from writing the Literature Review to discuss how theory may be applied to that topic area. This paper will discuss how one theory of human behavior and the social environment can be applied to the topic area included in the Literature Review.

Instructions:

- Literature Review paper, with changes made following instructor suggestions, will be included with the theory portion of the paper. Both sections (Literature Review plus Theory section) will be sent to instructor as one complete paper.
- Use headings to clearly identify the section that is literature review and section that is theory.
- Write a paper using one theory used in social work practice. Theories may include any that are discussed in the textbook for this course
 - a). Identify and discuss one substantive theory that can be utilized to explain the phenomena included in your literature review
 - b). Define/describe the theory
 - c). Discuss at least three concepts that are components of this theory.
 - d). Describe how the theory is related to the topic area you've identified and how it helps further understand the topic.

- Use a conceptual framework as a guide for presenting the knowledge base of the theory. For example, include definitional components, key concepts, assumptions, strengths and weaknesses of the theory.
- Discuss the theory's historical background and applicability to explaining human development and behavior as related to your topic area.
- Give consideration to critical analyses of the theory's relevance and utility to explain the influence and contribution of such factors related to race, ethnicity, culture, gender, age, sexual orientation, socio-economic status, and physical and mental ability in human behavior and development.

- Writing style for papers must follow standards outlined in the *Publication Manual of the American Psychological Association*.
- Papers should be a minimum of five (5), double-spaced pages not including a bibliography or title page. The bibliography must include at least 10 references. The paper must include a title page.

Critical Analysis Group Project Guideline – 100 points

Individual's Presentation of group project – 70 points
Groups' 3-page summary of framework – 20 points
Groups' 5 exam questions – 10 points

Purpose/Objective: The critical analysis group project will promote critical analysis toward knowledge construction and facilitate a theoretically grounded approach to understanding human behavior and the social environment. In small groups, students will develop a comprehensive theoretical framework that will be used to critically examine human behavior, development and psychosocial problems.

Instructions:

- Students will work in small groups to develop theoretical framework explaining a particular client situation. Specific cases will be assigned in class. Each group will work with a different case.
- The theoretical framework is a visual representation of the client's situation which utilizes multiple theories to visually depict a client's life/situation and applicable constructs. In the model, each group should clearly explain the micro, meso and macro levels of their client's life. Any theory discussed in class or included in the text can be used in the framework, if it is applicable. There is no limit on how many theories can be used; however, 2 to 3 theories are probably sufficient for application to your assigned case.
- Students will produce three items that will be graded:
 - 50-60 minute presentation to the class (70 points)
 - each student will participate in the presentation and will be graded individually on their part of the presentation
 - The group presentation should be in the form of a powerpoint and is expected on the assigned due date.
 - Presentations will depict your theoretical framework in the form of a (visual) model showing the relationships among the various theories and constructs and related to your case study.
 - The presentation should summarize your case, explain the various theories your group has found applicable to the case, how these theories relate to and help understand the various issues of the client and present your theoretical framework.
 - A hard copy of the slides is due to the instructor at the start of the presentation.
 - 3 page summary (hardcopy) of the framework (20 points)
 - Developed by the group and graded the same for each group member, this framework of your theory is due to the instructor at the beginning of the presentation.
 - Follow APA format
 - Include title page and listing of all group members
 - Create 5 exam questions that are based on your group presentation (10 points)

- Instructor may use and or all of these questions on the final exam.
- Questions may be modified by the instructor.
- Questions can be in the form of true-false questions, multiple choice, or short answer.
- Questions by the presenters will be graded based on thoughtfulness, comprehensiveness from presented material, clarity of thought.

Additional tips for a successful project:

- This is a group activity, and should be completed in a way that includes the contribution of all group members. Developing a contract indicating individual responsibilities and tasks may be useful. Each member of the group will be graded individually on their portion of the presentation (make sure everyone has equal opportunity to present). All members will receive the same grade on their paper.
- Be creative!
- Additional journal articles and books, along with your textbook, may be helpful in the development of your theoretical framework.
- Although class time will be allocated for group work, groups are expected to interact and meet outside of class as necessary.
- There is no “right” theoretical framework. In order to be successful, you should be creative in developing a visual model and thoroughly understand the strengths and weaknesses of the applicability of the theories you choose.

GRADING GUIDE

Group Members: _____

Case: _____

Presentation Date: _____

Overall Grade: _____

		Superior	Good	Average	Below Average	Comments
Overall theoretical model	Clear, concise visual model					
	Applicability of theories (strengths & weaknesses noted)					
	System labels correct (micro, macro, meso)					
Presentation	Cohesive, organized presentation					
	Effective use of powerpoint					
	Clear presentation of theoretical model					
Paper	Clear explanation of framework					

Additional Comments:
