**SWB102 Human Development - Assignment 2: Case Study Analysis**

**Description:**

In this case study analysis you are required to demonstrate your knowledge, understanding and use of a multidimensional (MD) framework approach to human development and behaviour.

To do this you will select an individual from the Barlett family. You will describe and analyze the way your selected person experiences the event(s) occurring in their life, and the ways the event(s) have impacted on them through the application of the multi-dimensional framework and academic literature (e.g., theories of human development and behavior, key concepts such as adversity, grief and loss, adaption, resilience).

The analysis should seek to identify and explain what the person is and/or has experienced and how that has influenced development and behaviour. This includes being able to identify and explain adversity/events experienced by the person, significant inner, outer and time dimensions influences in the person’s life, examples of coping and resilience, and the complexity and intersections of these dimensions influencing and impacting on a selected individual's development and behaviour.

Your case study report will outline your analysis of your chosen person. It will draw on the MD framework and other with academic material (theories, concepts, literature) covered in the unit to support your analysis to help explain experiences, influences and impacts on human development and behaviour.

**Relates to learning outcomes:** 1, 2, & 4.
**Group or Individual:** Individual
**Due date:** **Friday May 29th 11.59 pm (23:59 pm)**. Submit using Turnitin accessed via assessment folder in Blackboard

**Assessment Output:** A written case study response of 2,000 words (with a 10% variation).

This word count includes in text citations, but does not including reference list and appendices. See suggested structure /outlined of the case study response on page 5.

**Total assessment: 60 Marks (weighting 60%** of the total unit mark).

**Assessment Criteria Breakdown**

Knowledge (30%)

Analysis (30%)

Presentation and Professional communication (20% - Structure 10%; Expression 10%)

Research and referencing (20% - Research 10%, Citation and referencing 10%)

**Process**

**Task 1: Getting started – select your case**

First - Select an individual from the Barlett family (written case located in assessment 2 folder, in assessment on Blackboard)

**Task 2: Review Information**

Once you have picked a person**,** review the information about the person. This will mean reviewing the written content for Bartlett’s Identify and take notes of anything that stand outs for you: inc: adversities / events experienced, circumstances, coping. Note the age/time of when these events /adversity happened in their lives. What effect could this have on person’s development and behavior at that time it occurred?

There is a table provided on page 4 you can use to help to organise information and guide your analysis – Task 3.

**Task 3: Analyse the Information**

You need to apply the multidimensional framework to analyse your case study, along with academic material (theories, concepts, literature) covered in the unit. This includes **identifying the** **significant influences and impacts in each of the following**:

* **Person’s inner world**: including strengths, risk and influences - biological (age, physical health and wellbeing), psychological (personality, cognitive attributes, self-concept) and spiritual (faith, greater sense of purpose).
* **Person’s Outer world**: including strengths, risk and influences – in relational, social, structural and cultural dimensions.
* **Time influences** on experiences including across the lifespan (note points of significance of events- childhood, youth and adulthood).

**Adaptions and Coping** **with adversity.** In your analysis, you need to also consider how adaptionandcoping is influenced by multidimensional factors over lifespan – limited or fractured relations/social, structural and cultural poverty/inequality, prejudice/discrimination inc. forms of oppression, illness, trauma and loss.

**Steps in the Analysis:**

1. **Describe and analyse the person and the context of their experience:** What adversity/events are evident. Note impacts of the event - any behavioural/ mood changes noted since the event. Note their response to event (coping mechanism). If relevant, how are others impacting /influencing the person. What do we know about coping, adversity, trauma, loss that can help us explain the situation and the impact on the person and their everyday life? Draw on any particular lifestage or lifespan theories and concepts learnt in this unit that could help you in your analysis (e.g. evidence to support your interpretations).
2. **Describe and analyse the person’s – Inner world**: This means identifying and explaining what strengths, risk and influences are evident in the person’s innerworld. Inc. biological (age, physical health and wellbeing), psychological (personality, cognitive attributes, self-concept) and spiritual (faith, greater sense of purpose). Note demographics, health, personality, self-beliefs. Drawn on research and theories and theoretical concepts explored in the unit to help you explain theses e.g. learned helplessness, self-theory, agency, attachment. **Note: be mindful to critically analyse these theoretical explanations by asking what evidence there is the back up its conceptual claims.**
3. **Describe and analyse the person’s - outer world**: This means identifying and explaining what significant influences, strength and risks are evident in the person’s outerworld. This includes considering structural impacts (such as poverty, temporary housing); cultural impacts (stigma, stereotypes and prejudices/racism); quality of relations and networks (family, friends). Consider where they go (places – school, work, sports, shops), what they do (activities). Pay attention to any connections between the dimensions and the quality of the connections. What structural resources are accessible or not accessible to the person? Drawn on research and theories and theoretical concepts explored in the unit to help you explain theses, e.g. poverty and oppression, stereotypes/prejudice, neoliberalism.
4. **Time dimension** – Identify and explain time influences. There may have been multiple events over the person’s life. You might like to start with the earlier event to understand its influence on later behaviour and development. Consider the influence of age /life stage of the person at that time, and use the literature about that age period to support your analysis/interpretation.
5. **Describe and illustrate the intersecting influences across inner, outer and time dimensions.** You need to demonstrate a holistic understanding of person-environment context that helps make sense of what is occurring (that is how it all fits together). You can map these intersecting influences. You can use harms’ textbook chapter 1 or diagrams from lectures (week 1 & 2) as a template/guide to assist with mapping the intersecting influences. You can use your diagram in your written case study response.
6. **Now reflect on your analysis:**
* What was the key learnings about the person (case) and their life experiences including adversity/events encountered?
* What influenced your interpretations/analysis about the person and their situation? Consider how values, assumptions, beliefs, might stigma, stereotypes about people in this situation may influence how we understand and work with people?
* What does this tell us about human development and experience? Why does a multi-dimensional approach to human development and experience make sense in social work, psychology and human services practice?

**Table:** **You can use the table below to help you organise information, help analyse the information and reflect on potential judgements/assumptions.** You can include your notes in your appendix.

|  |
| --- |
| Person (case) Description: |
| Note any of the following information: * Adversity/Events
* Circumstances
* Coping/adaption responses (positive or negative)
 | **What multi-dimensional** aspect of framework may it influence/relate to.**Inner word** – biological, psychological, spiritual **Outer world** – relational, social structural, cultural **Time** – (past, present , future, generational - biographical) | **What lifespan and life course theories and research** may explain the experiences and impact on behaviour and development? This could include the age (life stage) of the person when the event happened, trauma, loss/grief, isolation/, poverty/inequality and prejudice/stereotypes/racism).  | **Reflection:** What has led you to this analysis? Consider if values, assumptions, beliefs, stigma, stereotypes about people in this situation are influencing the understanding of the person and their situations? |
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**Proposed/Suggested Structure of the Case Study Response**

2,000 words (+/-10%) written in third person.

**Please note in-text citations are included in word count. Reference list is not included in word count** (if unsure the difference please see page 6).

The response must include the following Introduction, Body and Conclusion.

Ensure you are using readings and other scholarly resources to discuss and support your case study analysis and interpretation of the case’s experience of the event and the impacts.

Please note - no recommendations of interventions are required in this case study response.

Below is a suggested format and prompting questions to assist with writing the response:

**Title: Case Study Response**

**Key Heading: Introduction (approximately 350 words)**

* Set the context: e.g. illustrate your understanding of the complexity of human development and experience and the suitability of a multi-dimensional framework.
* Outline the purpose of the case study :
	+ What are the aims of the case study:
		- To describe and analyse the way your selected case experiences the event(s) occurring in their life, and the ways the event(s) have impacted on your person (case)?
		- This is achieved by applying the multi-dimensional framework to consider how the framework applies to the person (including identification of the dimensions and their intersections) supported by a range of academic material (theories, concepts, research) discussed during the semester to discuss/explain the person’s experience, development and behaviour.
* Outline the structure of the case study.
	+ This would be a few sentences describing and summarising the remaining structure of the response.

**Key heading: Case Analysis (approx. 1300)**

*To specify your chosen person, and describe and analyse the way your selected person experiences the events occurring in everyday life, and the ways these events have impacted on them.*

***Sub Heading: Description of the Person – the Case (approx. 300 words)***

* Who is the person (this could include history/background, demographics)
* What adversity/s/events has the person encountered
	+ You may like to describe the person’s background (backstory) and their current situation (event/adversity e.g. trauma/loss, homelessness, poverty, substance use, access to supports/welfare, prejudice and discrimination, racism, lack of relational support/family).
* What is the person’s experience of the adversity/event/s in their life and the ways these adversity/event/s have impacted on them (e.g. development and behavioural change).

***Sub Heading: Analysis of the Experiences of the Case (approx. 1000)***

*How and why the person experiences the event/s this way and the impact.*

*Demonstrate this through:*

* Applying the MD framework to the person(case), analyze and **identify the significant inner, outer and time dimensions and the complexity and intersections of these dimensions**;
* Support your analysis and interpretation with a range of academic material (**theories, concepts, research**) discussed during the semester to discuss and explain the experience and behaviour. For example: theories about particular ages - life stage, or theories about trauma - lifespan. **Be careful not to be deterministic in your claims, and to back up theoretical explanations with quality research evidence)**
* You may use a diagram to help to further explain the identified influences and complex intersections. However, a diagram does not replace written description. (see how to use a diagram appropriately page 6). **Your diagram will not be counted in your overall word length.**

**Key Heading: Discussion/Conclusion (approx. 350 words)**

Discuss reflections and implications of the findings. This may include:

* What are the key learnings about the person (case) and their experiences of the event?
* What does this tell us about human development and experience?
* Why does a multi-dimensional approach to human development and experience make sense in social work and human services practice?

**Please note - no recommendations of intervention are required in this case study response.**

**References (Reference List).** It is recommended a **minimum of 20 references** are used in this report.Please use QUT APA 6th or 7th edition; 7th edition is is outlined in citewrite: <http://www.citewrite.qut.edu.au/>.

**Ensure you name your file with the following naming convention:**

Surname\_FirstName\_SWB102\_Assignment2\_2019

**Formats**: Word or PDF is acceptable.

**Know the Difference - In text citation / Reference List**

In text citation sometimes called in text referencing, is when you use and acknowledge someone else’s work to support your argument or illustrate your point in your assessment - essay, report etc. These are included in the word count – they are part of your essay/report.

References – or reference list – Is the list of all people’s work you have cited in your essay. The reference list does not count as part of your word count.

If unsure, please see below definitions quoted from: QUT (2018).  Your introductory guide to citing, referencing and academic writing at QUT.  <https://www.citewrite.qut.edu.au/qutcitewrite2018.pdf>

**How to use a diagrams appropriately**

You can include a map of the person’s situation, to illustrate the intersecting influences across inner, outer and time dimensions as a diagram in your response.

This should demonstrate the key influences that stand out that helps to build a holistic picture of person-environment context and helps make sense of what is occurring (that is how it all fits together).

***How to use a diagram:*** In APA, this type of diagram is referred to as a Figure. <https://www.citewrite.qut.edu.au/cite/qutcite.jsp#apa-diagram-figure>

They should always be included in the body of the text – never as an appendix.

You will need to ensure that you accurately describe them pointing out the key information that you want to be noticed. The une information gives a good examples on how to do this including how to cite a figure. <http://learninghub.une.edu.au/tlc/aso/aso-online/academic-writing/tables-figures.php>.

Diagrams are not included in word count.

***Why*** ***use them?*** Diagrams/figures in academic writing can be useful to help “convey complex information, showing relationships and trends, and sort and classify data. They can also clarify technical ideas and help to emphasise important points.” (CDU, online).

**Diagrams do not replace written description of your understanding**. **They seek to enhance or further evidence support of your argument and understanding.**

As noted by UNE - “Tables and figures (e.g. diagrams, graphs, photographs, maps) may be used as evidence to support academic argument. They are mostly used in report writing. It is important that tables and figures are used purposefully (i.e. with good reason) and referenced correctly.” This is a good point – that they are used purposefully – as in they have a clear purpose.

**You cannot just use a diagram instead of writing - it will make no sense - it will not demonstrate your understanding and thus you will not meet the relevant criteria.**

**Formatting**

**Font**

Case study response to be written in 11 or 12 pt font - Arial, Times New Roman or Calibri.

**Format**

* 1.5 line spacing
* Do not adjust margins from normal template ie 2.54cm top, bottom, left and right
* Have an extra space/return between paragraphs.
* Do not use footnotes.
* Use Headings in your response –
	+ **Bold** these. You may also use subheadings – *Use* ***Bold and Italics***. Note: do not leave a subheading on the bottom of the page.
	+ Regarding capitalization of headings. Generally, the major words in headings and sub headings are capitalized (see APA publication manual 6th ed, Capitalization pp. 101 -102).
* Number each page.

<https://www.citewrite.qut.edu.au/qutcitewrite2018.pdf>

**Add a Title page.** *Please include:*

* Your name and student number;
* Unit name and number;
* Assessment task number and title;
* Tutor’s name
* Due date and word count.

**SWB102 Human Development and Behaviour**

**Assessment Proforma: Case Study**

**Student Name:**

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| --- | --- | --- | --- | --- | --- |
| **Criteria**  | **Grade: 7** | **Grade: 6** | **Grade: 5**  | **Grade: 4**  | **Grade: 3 - 1**  |
| **Knowledge 30%** | * A sophisticated description of the chosen individual and their circumstance is provided.
* A comprehensive understanding and application of multidimensional approach to human behaviour and development is evident.
* Demonstrated in-depth understanding and exploration of the complexity and intersecting issues influencing the individual’s experience.
 | * A very good convincing description of the chosen individual and their circumstances is provided
* A very good understanding and application of multidimensional approach to human behaviour and development is evident.
* Demonstrated a solid understanding and exploration of the complexity and intersecting issues influencing the individual’s experience.
 | * A good description of the chosen individual and their circumstances is provided
* A good understanding and application of multidimensional approach to human behaviour and development is evident.
* Demonstrated a good understanding of the complexity and intersecting issues influencing individual’s experience.
 | * Sound description of the chosen individual and their circumstances is provided.
* A sound understanding and application of multidimensional approach to human behaviour and development is evident.
* Demonstrated some attempt at understanding of the complexity and intersecting issues influencing individual’s experience.
 | * Limited to no evidence of description of the chosen individual and their circumstances is provided
* Limited to no evidence of understanding and application of multidimensional approach to human behaviour and development. Is evident.
* Demonstrated limited or no understanding of the complexity and intersecting issues influencing individual’s experience.
 |
| **Analysis 30%** | * Sophisticated and insightful application of MD framework. Evidencing in depth exploration of the intersections between inner, outer and time dimensions, demonstrating comprehensive application and understanding of theory and complexity.
* Excellent analysis of the adversity/events in person’s life, and the influences on coping.
* Questioning and interpreting a wide range of relevant academic literature evidence to support your analysis.
 | * Very good application of MD framework. Evidencing in depth exploration of the intersections between inner, outer and time dimensions, demonstrating a solid application of theory and complexity.
* Detailed analysis of the adversity/events in person’s life, and the influences on coping.
* Questioning and interpreting a wide range of relevant literature evidence to support your analysis.
 | * Good application of MD framework. Evidencing in depth exploration of the intersections between inner, outer and time dimensions, demonstrating a solid application and understanding of theory and complexity.
* Good analysis of the adversity/events in person’s life, and the influences on coping.
* Questioning and interpreting a wide range of relevant academic literature evidence to support your analysis.
* Questioning and interpreting a wide range of relevant literature evidence to support your analysis.
 | * Sound application of MD framework. Evidencing in depth exploration of the intersections between inner, outer and time dimensions, demonstrating some application and understanding of theory and complexity.
* Sound analysis of the adversity/events in person’s life, and the influences on coping.
* Questioning and interpreting a wide range of relevant literature evidence to support your analysis.
 | * Limited application of MD framework. Evidencing limited to no exploration of the intersections between inner, outer and time dimensions, demonstrating a rudimentary attempt to apply theory.
* Limited analysis of the adversity/events in person’s life, and the influences on coping.
* Limited to no questioning and interpreting a wide range of relevant literature evidence to support your analysis.
 |
| **Presentation and Professional communication (20%)** Structure 10%  | * An introduction, body and conclusion supported the coherence of your argument
* There was a strong and clear topic statement
* Your underpinning argument was strongly connected to your topic statement
* There was a strong logical flow to your critique/discussion.
 | * An introduction, body and conclusion was clearly evident in your argument
* There was a clear topic statement
* Your underpinning argument was connected to your topic statement
* There was a good logical flow to your critique/discussion
 | * An introduction, body and conclusion was clearly attempted
* There was a clear attempt at a topic statement
* Your underpinning argument was related to your topic statement
* There was a logical flow to your critique/discussion
 | * An introduction, body and conclusion was attempted
* The topic statement was not clear
* Your underpinning argument was loosely connected to your topic statement
* There was some logical flow to your critique/discussion
 | * An introduction, body and conclusion was not clear
* Minimal attempt at constructing a topic statement
* Your underpinning argument lacked connection to your topic statement
* There was minimal logical flow to your critique/discussion
 |
| Expression 10%  | * Used professional language with no errors in English expression and punctuation.
* Referred to arguments/points with clarity, focus and sophistication.
* Sophisticated use of non-discriminatory language, avoiding rhetoric, othering, slang and emotive language.
* Used language and terms relevant to SWHS.
 | * Used professional language with few errors in English expression and punctuation indicating more attention to proof reading is needed.
* Referred to arguments/points with clarity and focus
* Consistently used non-discriminatory language, avoiding rhetoric, othering, slang and emotive language.
* Mostly used language and terms relevant to SWHS
 | * Used professional language with a moderate amount of errors in English expression and punctuation indicating more attention to proof reading is needed.
* Mostly referred to arguments/points with clarity and focus
* Mostly used non-discriminatory language, avoiding rhetoric, othering, slang and emotive language.
* Used language and terms relevant to SWHS
 | * Used professional language with errors in English expression and punctuation that detract from the flow of the assessment, indicating more attention to proof reading is needed.
* Referred to arguments/points with a lack clarity and focus
* Attempted to use non-discriminatory language, avoiding rhetoric, othering, slang and emotive language.
* Attempted to use language and terms relevant to SWHS
 | * Significant errors in English expression, punctuation and language, indicating attention to proof reading, editing and rehearsing was needed.
* Referred to arguments/points with significant lack of clarity, focus and sophistication.
* Use of discriminatory language, rhetoric, othering, slang and emotive language.
* Minimal use of language and terms relevant to SWHS
 |
| **Research and referencing (20%)**Research 10%  | * Evidence of extensive independent research using relevant and credible academic sources.
* Arguments demonstrated comprehensive insights drawn from research.
* >20 credible references were sourced and applied as evidence.
 | * Evidence of independent research using relevant and credible academic sources.
* Arguments demonstrated clear insights drawn from research
* 15-20 credible references were sourced and applied as evidence.
 | * Evidence of use of the readings and relevant, credible academic sources but could have incorporated more of the sources’ key ideas and points.
* 15-17 credible references were sourced and applied as evidence.
 | * The paper draws on some relevant material but also relies on sources that are not credible.
* Arguments are mostly supported by evidence from research
* 15+ credible references were sourced and applied as evidence.
 | * Most or all of the information is drawn from sources that are not credible.
* Arguments not supported by evidence from research
* < 15 credible references were sourced and applied as evidence.
 |
| Citation and referencing 10%  | * Used APA referencing to cite sources throughout
* Used APA referencing to construct reference list consistent with in-text citations.
* No technical errors in citation and referencing
 | * Used APA referencing to cite sources throughout
* Used APA referencing to construct reference list consistent with in-text citations.
* Minimal technical errors in citation and referencing
 | * Used APA referencing to cite most sources throughout
* Used APA referencing to construct reference list consistent with in-text citations.
* Several technical errors in citation and referencing
 | * Attempted use of APA referencing to cite sources throughout with errors needing attention
* Attempted use of APA referencing to construct reference list consistent with in-text citations with errors needing attention.
* Significant technical mistakes in citation and referencing.
 | * Minimal evidence of attempt to use APA in reference list or citations.
* Minimal attempts to source material throughout paper indicating evidence of plagiarism.
 |

**Total Mark (out of 60) Grade Marked by**