I. COURSE DESCRIPTION

The purpose of this course is to present to students the second half of the human behavior content. In this portion, the focus moves from person in the family context developed in HBSE I to a broader range of transactions. The course emphasizes those interactions that take place between person/family systems and their larger environment. It also emphasizes the use of critical thinking in analyzing reciprocal relationships between human behavior and the social
environment, with particular emphasis on interactions with groups and emphasis on organizations, and communities.

This course builds on theories and knowledge of biological, sociological, cultural, psychological and spiritual development across the life span, introduced in HBSE I (SWK 225). The course utilizes the range of social systems in which people live and the ways social systems promote or deter people in maintaining or achieving health and well-being.

The course examines social work values and ethics, rurality, racial and ethnic diversity, history and development of ethnic communities, current ethnic relationships, social class, gender, sexual orientation, oppression, and social justice issues as they relate to human behavior in these environments.

REQUIRED TEXT:


RECOMMENDED TEXT:


II. CURRICULUM DESCRIPTION

The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

Briefly, generalist social work practice:
- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
• Addresses the complexity of individual, family, group, organizational, and community system interactions
• Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk

III. PROGRAM LEARNING OUTCOMES (PLO)

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess, Individuals, Families, Groups, Organizations, and Communities.
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education.

IV. STUDENT LEARNING OUTCOMES (SLO)

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

1. Examine the problems in living in interactions with groups and with specific emphasis on organizations, and communities. (competency 6)
2. Incorporate concepts of ethical standards, laws and regulations and their impact on all levels of practice (mezzo and macro levels.) (competency 1)
3. Understand the intersectionality and aspects of diversity including but not limited to, age class, color, culture, disability/ability ethnicity, race, gender identity and all forms of difference. (competency 2)
4. Discuss how personal and professional values as well as cognitive and affective reactions influence professional judgement and behavior. (competency 1)
5. Express the importance and value of social work in working with inter-professional teams. (competency 1)
6. Recognize the importance of life-long learning and continue to increase knowledge for effective social work practice. (competency 1)
7. Understand knowledge of the numerous dimensions of diversity and difference that impact the human experience. (competency 3)
8. Appreciate and utilize the theories of human need and social justice and strategies that
promote human rights and social and economic justice globally. (competency 3).

9. Incorporate knowledge that social workers engage diverse clients and constituencies, including groups, communities and organizations. (competency 6)

10. Integrate knowledge of theories of human behavior and the social environment, and will be able to critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including, groups, organizations, and communities. (competency 7)

11. Integrate knowledge of theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. (competency 8)

12. Engage in relationship-building and inter-professional collaboration to facilitate engagement with clients. (competency 6).

V. INSTRUCTIONAL METHODS

This class is presented in a traditional face to face lecture format, although there is extensive student participation and discussion. In addition to the traditional face to face lecture format, some live stream classes will occur. Group exercises, video presentation, individual presentations and role-play may be utilized to facilitate student learning. There is extensive class discussion of the application of theory, values, and ethics to social problems encountered in small groups, organizations, and communities. Students are expected to participate in discussion and attend class on a regular basis. Students must also assume the responsibility for their own learning.

VI. COMPUTER REQUIREMENTS

This course will utilize Brightspace/D2L to support the delivery of course content (for help with Brightspace/D2L go to https://www.sfactl.com/student-support). You will need basic skills regarding the use of a word processor and web browser. Computers are available to you through a number of labs across campus (see www.sfasu.edu or the instructor for details).

VII. COURSE SCHEDULE

Please be advised that the reading schedule and class lectures may vary as some topics take longer to cover than others. Your attendance is important considering there may be changes to the schedule. Lectures may be supplemented periodically with videos or guest speakers to help students understand a more holistic perspective of human behavior and the human environment.

| Week 1 | Course Introduction and Overview  
|        | Core Competencies  
|        | Chapter 1: Introduction  
|        | Theory and Practice in Social Work  
| Week 2 | The Relationship of Social Systems to the Generalist |
Practice

Readings: Dale & Smith (2013) Chapter 1; Dehoyos & Jensen, 1985

Social Systems Theory and Social Work
Structure and Function
Social Systems Theory Model

Readings: Dale & Smith (2013) Chapter 1

Week 3
Assignment A Due:
The Foundations for Social Systems Theory
The Nature of Theory
Social Systems Perspective
General Systems Theory


Social Systems Perspective (cont’d)
General Systems Theory (cont’d)
Ecological Theory

Week 4
Functional Theory
Symbolic Interactionism and Role Theory

Readings: Dale and Smith (2013) Chapter 2

Social Systems and Social Work
Definitions

Readings: Dale & Smith (2013) Chapter 3
(Review for Exam)

Week 5
Exam 1

Social Systems Theory
Implications for Practice


Social Systems and Social Roles
Introduction
Role Dynamics

Week 6
Social Systems and Social Roles (cont’d)
Roles and Social Structures
Readings Dale and Smith (2013) Chapter 4; Hodge et. al. (2006); Roeder (2002)

Group Theories
Field Theory
Exchange Theory

Readings: Dale and Smith (2013) Chapter 10

Week 7
Group Theories (cont’d)
Group Process and Stages
(Review for Exam)

Week 8
Exam 2

Organizational Theories
Organizational Theory and Practice


Organizational Theories (cont’d)
Gemeinschaft and Gesellschaft
Organizational Theory and Practice


Week 9
Continued

Week 10
Organizational Theories (cont’d)
Authority
The Weberian Bureaucracy – The Rationalist Position

Readings: Dale and Smith (2013) Chapter 11

Organizational Theories (cont’d)
The Human Relations Position
Organizational Theory and Social Work Education

Week 11
Assignment B Due
The Community
Comparisons with the Rationalist and Human Relations Positions
The Dialectic
Social Systems Theory: Emergence; Functional Requisites
Readings: Dale and Smith (2013) Chapter 12

The Community (cont’d)
Stagnation and Emergence in Communities

Readings: Dale and Smith (2013) Chapter 12

Week 12

The Community (cont’d)
Stagnation and Emergence in Communities

Readings: Dale and Smith (2013) Chapter 12; (Frey 1990)

Week 13

Exam 3

Theories Applied to Addiction
Existing Theories
Effects of Interventions


Theories Applied to Violence
Violence as Social Deviance

Readings: Dale and Smith (2013) Chapter 14

Week 14

Theories Applied to Violence (Cont’d)
Violence as Social Deviance

Readings: Dale and Smith (2013) Chapter 14

Theories Applied to Violence
Violence as Social Deviance (Review for Exam)

Readings: Dale and Smith (2013) Chapter 14

Week 15

Theories on Social Systems, Social Capital, and Diversity
Assignment C Due

Theories on Social Systems, Social Capital, and Diversity
Culture Wars and How the West was Won
VIII. COURSE REQUIREMENTS:

A. **Class Attendance and Participation:** It is essential for students to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. Students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

**Cell Phones/Pagers/Electronic Devices:** Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average. No such devices are to be within view during exams.

B. **Readings:** Each week contains required readings from the text. It also requires the student to read articles on reserve in the library. Copies of the reserve readings are to be found in the reserve section of the library. They can also be found in the journals referenced. You can copy the articles for home study, exam preparation or research. You will be responsible for all readings at test time whether or not they have been reviewed in class. Other readings may also be utilized to facilitate coverage of the many issues to be discussed in this course.

C. **Exams:** Four (4) major application exams will be given during the semester. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/responses (online), and guest presentations are subject to examination. The exams will consist of a combination of matching, multiple choice, true/false, and essay questions.

The student is expected to take all exams at the scheduled time. Permission to miss any exam will be based on the policy for excused absences as stated in the SFASU General Bulletin (available online at [http://www.sfasu.edu/73.asp](http://www.sfasu.edu/73.asp)). Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

D. **Quizzes:** A total of four (4) quizzes will be given over the course of the semester. The quizzes will either test for general comprehension of the course material (assigned readings and/or previous lecture topics), be based on active participation in a classroom activity, or attendance. **The quizzes will be unannounced and may occur at anytime during the class period.**

Missing a quiz due to an unexcused absence will result in a grade of “0” on that quiz. Make-up quizzes will be given for an excused absence as defined by the SFASU General
Bulletin and will be scheduled by the instructor.

E. **Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (in the syllabus). Assignments A & B are to be typewritten (by typewriter or word processor) in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the *Publication Manual of the American Psychological Association* (6th ed.). Failure to meet these guidelines will result in loss of points. See the descriptions of Assignments A & B for guidelines.

Late assignments will result in 10% of the total possible points being deducted from the total points earned for each day the assignment is late, with 10% deducted immediately following the class period during which the assignment is due. The only exception is an excused absence as defined by the SFASU General Bulletin.

**GRADING:**

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<th>Item</th>
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<td><strong>Total</strong></td>
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**GRADING SCALE:**

- A = 663 – 740
- B = 589 – 662
- C = 515 – 588
- D = 441 – 514
- F = 0 – 440

**IX. Academic Integrity (SFASU Policy 4.1)**

Honesty and representing one’s knowledge and abilities appropriately are important ethical principles of the social work profession. All violations of the Academic Integrity Policy will be addressed in accordance with SFASU Policy 4.1 – Student Academic Dishonesty (SFASU Policy 4.1 can be found at https://www.sfasu.edu/policies). All incidents will result in a grade of “0.” Given the limited number of graded assignments in this course, a “0” could have serious consequences for the student’s academic standing.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of
academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Withheld Grades Semester Grades Policy (SFA Policy 5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**X. STUDENTS WITH SPECIAL LEARNING NEEDS AND DISABILITIES**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified,
ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, read Academic Accommodation for Students with Disabilities (SFA Policy 6.1)
ASSIGNMENT A: AN ANALYSIS OF THE IMPACT OF GROUP, COMMUNITY, AND ORGANIZATION ON HUMAN BEHAVIOR

In this paper, the student will continue to explore his/her larger environment as related to groups, communities, organizations and human behavior. Answer the following questions. APA Format. This assignment is worth 100 points.

A. The Impact of Small Group on Human Behavior
   1. From your connections with small groups during your life span, choose one (choir, church group, teams, etc.), which affected your life/your behavior in some way. Describe the social context of this group.
   2. What was the primary purpose of this group, and how did it affect your behavior? What specific changes or influences occurred?
   3. From your text, and class discussion, identify and explain how two (2) theories of human behavior might be applied to your own behavior in this social context?
   4. What was the relationship between this small group and the greater environment? What problems in living were encountered? How was the problem in living impacted by this relationship?

B. The Impact of Institutions and Organizations on Human Behavior
   1. From your connections with institutions and organizations during your current life, choose one (church, work, school, and agency) which is impacting you in
some way. Describe its social context.

2. What is the primary purpose of this institution or organization? How does it impact the larger environment? How has this institution or organization impacted you and your behavior? What specific changes or influences are evident in your behavior? Give one example.

3. From your text, and class discussion, choose at least two theories of human behavior in the institutional or organizational context, with which you identify as being applicable to the above behavior. Explain.

4. Were there problems in living which were impacted by this institution or organization? Explain.

C. The Impact of Community on Human Behavior

1. Describe the social context of the community in which you now live. (Rural, urban, suburb, etc.)

2. From your text and prior knowledge of communities, identify and describe how you might apply at least two (2) theories of human behavior in community to your own community.

3. How has this community influenced your behavior, and your family's behavior?

4. Can you identify a problem in living to which your community has responded and what theories of human behavior in community might be applied to this situation?
ASSIGNMENT B: PERSON/FAMILY IN THE LARGER COMMUNITY

Choose a problem in living related to persons in communities. (Examples are found in the syllabus). APA Format.

**Step One:** Select four articles that relate to your specific community problem. Synthesize and critique the information from those four articles.

**Step Two:** Select a real life community situation which exemplifies the community problem you have identified. You may use various sources: news articles, interviews with city or county officials or residents, television documentary productions, or other creative ways of gathering data on the problem.

**Step Three:** Based on your library research and data gathered from a real life situation, analyze the community situation using the Critical Perspective.

**Step Four:** Tell how this specific problem in community living would be likely to affect a family living in the community.

**Step Five:** In what ways might a generalist social worker intervene in the identified community problem? Describe the levels of intervention a generalist social worker may choose.
Assignment C: Group Presentation on Community Assimilation

This assignment is to be conducted during the class period and is to culminate in the development of an oral group presentation. Class members will be assigned to a group. Each group will complete the following tasks and then give an oral presentation of their plan of action. The presentation will demonstrate a review of existing literature on the minority in community, cohesive group participation, planning and creativity. The presentation will be graded on the following elements: a) evidence of knowledge of subject matter and human behavior, b) originality, c) evidence of cooperative group planning d) typed bibliography of references and e) application of the materials presented to social work practice. One group paper: APA format.

For utilization in completing the above assignment, you are given the following information:

The United States Government is relocating 2000 Cuban refugees (and other groups) to your hometown to live in barracks long ago abandoned by the military. The barracks are about three (3) miles outside your city limits. You live in Naples, Florida, a community of 12,400 people of Anglo-American, African-American, Mexican-American and Asian American backgrounds. The base of your local economy is tourism, and several industrial plants. The long-term goal of the Government is that these refugees achieve immigrant status and assimilate into the community. Processing will begin immediately for immigrant status, and the government has asked the support of your community in supporting this action in exchange for re-opening basic operations at the abandoned military base. To your community, this means jobs and dollars. The mayor has called you as members of the initial task force to formulate a quick plan of action with short term and long-term goals to assist the community with both acceptance and implementation of this process. The initial meeting is also open to interested citizens.

The following persons are members of the Mayor’s Task Force:

- Mayor
- Chief of Police
- Priest, Catholic Diocese
- Social Worker
- Chamber of Commerce
- City Manager
- Pastor, First Baptist
- Business Owner

As a public issue, this relocation has been decided. Group members should adopt the above roles and determine the long and short-term goals for community assimilation of this group of people. Be aware of the issues of diversity; language and culture, ethics, human behavior, etc. You may
have citizens who are not convinced this can work and may harm your community.

In your presentation, you will show how information about communities and organizations has been utilized by each task force member; how information about Cuban culture is utilized by each task force member; and how the group was able to work as a cohesive task group for problem resolution.
SELECTED BIBLIOGRAPHY
SOCW 3325


International Federation of Social Workers (IFSW) http://www.ifsw.org/


Mishna, F., Fantus, S., & McInroy, L. (2017). *Informal use of information and communication*
technology: Adjunct to traditional face-to-face social work practice. Clinical Social Work Journal, 45(1), 49-55. doi:10.1007/s10615-016-0576-3 (Downloaded)


