Program mission—Creighton University, Department of Social Work's mission is the formation of competent, effective, professional social worker practitioners, informed by Ignatian ideals, social work knowledge, values and skills, social work history and purpose, EPAS (2008), and a dynamic relationship with the community. In preparing entry level generalist practitioners, the Social Work program is committed to the advancement of social work knowledge, well-being of self and others through best social work practices, social justice, human rights, and the furthering of empowerment of vulnerable populations.

Goals of the Social Work Program—Students will be able to:

1. Prepare undergraduate generalist social work practitioners grounded in evidence-informed practice, to work with individuals, families, groups, organizations and communities including an understanding and applicability of the global perspective for practice.
3. Prepare social work leaders committed to advancing social and economic justice and human rights along with reducing social and economic inequities in society.

Course Description:
Overview of Course: This certified writing course examines the dynamics of human behavior and provides students with a basic knowledge of the contributions of the biological, psychological, and sociological sciences that influence the interactions of individuals and families with society. This course will emphasize systems theory, theories of development, and integrate theoretical application. Underlying the course will be an appreciation for human diversity.
2. **Co-requisites/Prerequisites:**
   SWK 261; BIO 149, PSY 111, SOC 101, or instructor consent

3. **Course Materials:**
   **Required:**
   Other readings as assigned.
   **Recommended:**

4. **Professional Social Work Competencies, Practice Behaviors and Course Objectives**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practice Behavior</th>
<th>Course Objectives—Students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as professional social worker and conduct oneself accordingly</td>
<td>√ Attend to professional roles and boundaries</td>
<td>1. Describe and use professional roles when working with the aging population</td>
</tr>
</tbody>
</table>
| 2.1.2 Apply social work ethical principles to guide professional practice | √ Make ethical decisions by applying NASW code of ethics and, as applicable, IFSW/IASSW ethical principles  
√ Recognize and manage personal values in a way that allows professional values to guide practice | 2. Identify and describe the divergence between theoretical approaches and the code of ethics while working with diverse population  
3. identify and compare personal values and professional values while working with adults |
| 2.1.3 Apply critical thinking to inform and communicate professional judgments | √ Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
√ Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues  
√ Analyze models of assessment, prevention, intervention, and evaluation | 4. identify and compare selected theories of human growth  
5. describe and categorize cognitive theories and their impact on human behavior  
6. describe and plan for conducting interviews with selected population |
### 2.1.4 engage diversity and difference in practice

- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences

### 2.1.6 engage in research-informed practice and practice-informed research

- Use research evidence to inform practice

### 2.1.7 Apply knowledge of human behavior and the social environment

- Utilize conceptual frameworks to guide the process of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

### Course Objectives:

**Knowledge:**

1. Knowledge for application in practice of theories emerging from both traditional and alternative paradigms, about the development, behavior, and environmental contexts of individuals and families;
2. Application of social systems, life course, assets, and resiliency approaches to understanding of human behavior in individual and family environments.
3. Integration of knowledge, critical thinking skills, and values from the liberal arts and sciences and application of this knowledge through creative problem solving for effective social work practice.
5. Awareness of the ways individual and family systems promote or deter people in maintaining or achieving health and well-being.

**Skills:**

1. Develop beginning ability to describe and assess individual human behavior, families, and small groups using a theoretical base.
2. Develop beginning ability to describe the interactions of social systems using a theoretical base.

3. Social workers are knowledgeable about human behavior across the life course;
   • 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.
   • Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Values:
1. Develop an appreciation of cultural and lifestyle diversity with an emphasis on racism, ethnocentrism, gender roles, ageism, disabilities, sexism, and sexual preference.
2. Develop an understanding of the influence of personal and professional values and ethics on professional practice and the potential for value conflicts.

6. Course Requirements:
   a. Attendance is required. Three classes may be missed without any consequence. For each class missed after three, five (5) points will be deducted from your final grade. Students involved in sports will not be negatively affected by missing class if a letter noting game dates is received from the coach. More than 5 unexcused absences will result in an “F” grade.

   In the event of disruption of normal classroom activities due to a disease or other medical outbreak, a natural disaster, or other emergency, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version.

   b. Two Assignments, Two exams will be given. 1 mid-term, 1 final.
   c. This is a CERTIFIED WRITING course. You will satisfy the writing requirements by writing papers on two different topics (100 points each) including rough drafts for those papers. The paper involves integrating class material, independent research, collaborative discussion and problem solving, and written and oral presentation. See handout for detailed description of the paper. Please do not skip class if you have not completed the assigned section. Papers will be downgraded (3 points for each day) if they are late, unless there has been prior discussion with me.

7. Grading:
   
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term</td>
<td>50</td>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>Final</td>
<td>50</td>
<td>87-92</td>
<td>B+</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>50</td>
<td>83-86</td>
<td>B</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>50</td>
<td>77-82</td>
<td>C+</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>50</td>
<td>73-76</td>
<td>C</td>
</tr>
<tr>
<td>TOTAL</td>
<td>250</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   TOTAL = 250 points
### Student Performance Rubric:
This rubric is intended for overall grading standard for the department of social work. Individual courses may have specific criteria as specified by the instructor.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;=100-93%</td>
<td><strong>excellent.</strong> The work is submitted on time, written well with content that demonstrates high quality critical thinking. The student is respectful and fully participates in class discussion and demonstrates leadership. All paperwork is handed in on time. Outstanding piece of writing with no grammatical, spelling, punctuation, and usage errors.</td>
</tr>
<tr>
<td>B+</td>
<td>&gt;=92-87%</td>
<td>Performance at this level is <strong>competent</strong> or solid. Work is handed in on time and has strong content but insufficient critical thinking. Students participate in class and show leadership in class. Paperwork is submitted on time. Overall good piece of writing but with few grammatical, spelling, and usage errors. Shows good conceptual, organizational, and methodical developments in the paper.</td>
</tr>
<tr>
<td>B</td>
<td>&gt;=86-83%</td>
<td>Performance is <strong>fairly competent.</strong> Student is generally consistent in class and shows signs of improvement. The student demonstrates a beginning level of professional demeanor and behaviors. Paper does not show a full picture of the nature and scope of the problem. It is less developed conceptually, methodologically, and organizationally.</td>
</tr>
<tr>
<td>C+</td>
<td>&gt;=82-77%</td>
<td>Performance is <strong>adequate</strong> with some unevenness and limitations observed; student needs to continue to work in this area. Students demonstrate limited participation in class. Paper addresses the objectives but does not have sufficient depth or content. The student does not demonstrate professional demeanor and behavior consistent with the profession.</td>
</tr>
<tr>
<td>C</td>
<td>&gt;=76-73%</td>
<td>Performance is <strong>minimally acceptable;</strong> problems are evident and consultation with the professor is required. Paperwork is late. Assignments are late with minimal quality. Paper is in control of the subject but not in a comprehensive manner. Shows quite a few grammatical, spelling, and usage errors. Lacks critical thinking. The student does not demonstrate professional demeanor and behavior consistent with the profession.</td>
</tr>
<tr>
<td>D</td>
<td>&gt;=72-63</td>
<td>Performance <strong>unsatisfactory</strong> and definite problems exist in this area. The work is of poor quality. Is not involved in any class discussion or activities. The student does not demonstrate professional demeanor and behavior consistent with the profession. The paper avoids requirements of the assignment. It is characterized by unsubstantiated and general statements. Grammar, spelling, and punctuation make the narrative difficult to read.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;63</td>
<td>Lack of participation, poor attendance, is not actively involved in class discussions, repeatedly turns in papers and assignments late. The paper has significant grammatical, spelling and punctuation errors. It does not address the objectives of the assignment and minimally deals with the topic. A cogent, analytical position on the topic was not taken. Outside references are absent. The student does not demonstrate professional demeanor and behavior consistent with the profession.</td>
</tr>
</tbody>
</table>
9. **Academic Honesty:**
   This course adheres to the University’s Policy on Academic Honesty and the College’s procedures as found on: [http://www2.creighton.edu/fileadmin/user/CCAS/docs/acadhonesty.html](http://www2.creighton.edu/fileadmin/user/CCAS/docs/acadhonesty.html).
   Appropriate penalties will be imposed as allowed by the University’s Policy for failure to participate within the expectations of academic honesty in all requirements of this course.

10. **Writing:**
    The papers of this course will follow the APA (American Psychological Association) style: (a) typing instructions, (b) citation format, (c) references list, and (d) writing style. An abbreviated version of this written by Professors Nancy Perry, Mark Ware, and Elizabeth Dahl will be on reserve in the University Library.

11. **Guest Speakers:** When it can be arranged, we will have guest speakers to talk about specific aspects of development. These are always subject to change based on their availability and schedule conflicts.

12. **Listserve:**
    Students who haven't done so are strongly urged to join the departmental listserv. The address is cu_socwork@creighton.edu. Here are the instructions for joining: Request an e-mail account from the computer center. To subscribe to the listserv, type the following in the "To" section of the e-mail program, majordomo@creighton.edu. Then type the following in the body or message part of the program: Subscribe cu_socwork@creighton.edu. Now you should receive messages. This listserv will provide you with information about departmental and SOS events, job and volunteer opportunities, etc. It's a great way to get connected to social work!

13. **Technology in the classroom:**
    Use of laptops or cell phones in the classroom is prohibited in all Social work classes, unless approved by the instructor.

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapters</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 26</td>
<td></td>
<td>Introduction to course: Requirements and Expectations, Getting to know you</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theoretical Perspectives on Human Behavior in the Social Environment;</td>
<td></td>
</tr>
<tr>
<td>Aug. 31</td>
<td>Sep. 2</td>
<td>1 HBSE &amp; Paradigms</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prenatal Development – A life in the making</td>
<td></td>
</tr>
<tr>
<td>Sep. 7</td>
<td></td>
<td>2 Traditional and Alternative</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Sep. 9</td>
<td>Documentary: Infancy and Early Childhood: Examines infancy and the influence on infants of the biological, social, and psychological clock.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 14</td>
<td>Human Biology - handout</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 16</td>
<td>Documentary – Secret Life of the Brain – part 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 21</td>
<td>3  Paradigm Thinking for Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 23</td>
<td>4  Perspectives on individuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep. 28</td>
<td>5  Alternative Perspectives on Indls.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 5</td>
<td>6  Perspectives on Families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 7</td>
<td>7  Perspectives on Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 12</td>
<td>8  Perspectives on Organizations</td>
<td>Assignment 1</td>
<td></td>
</tr>
<tr>
<td>Oct. 14</td>
<td>Ch. 5 contd.</td>
<td>MID-TERM – OCT. 14</td>
<td></td>
</tr>
<tr>
<td>Oct. 15 to Oct. 25</td>
<td>FALL BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 26</td>
<td>9  Perspectives on Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct. 28</td>
<td>10 Global Perspectives and Theories</td>
<td>Thanksgiving Break. Nov. 25, 5.00 p.m. to Dec. 1.</td>
<td></td>
</tr>
<tr>
<td>Nov. 2</td>
<td>11 Introduction to DSM IV – <em>Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)</em> Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 4</td>
<td>12 Presentations Continued</td>
<td>Assignment 3</td>
<td></td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Final Comments, Unanswered questions, Final Exam discussion, &amp; Course Evaluations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Final exam on Tuesday Dec. 14 – 1 – 2.40 p.m.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov. 23</td>
<td>13 - 17 Final exam on Tuesday Dec. 14 – 1 – 2.40 p.m.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASSIGNMENT 1 – YOU’R DEVELOPMENTAL AND ENVIRONMENTAL INFLUENCES

This assignment is intended to allow you to address the impact on your personal and professional development of various issues related to human behavior and the social environment. To complete the assignment, write a 4 to 5page double spaced paper that includes at least the following elements.

1. A general description of yourself as a bio-psycho-socio-cultural-spiritual being. Be sure and address each part of that hyphenated description! State how the overall combination of these characteristics influenced the opportunities and barriers that you have experienced so far in your life.

2. Using one of the theories or models of individual development or identity formation presented in class and/or the text, describe your progress through the life course to this point in time. That is, where are you now, and what phases have you passed through?

3. A brief discussion of the values you bring with you as you progress through the phases of your life course that remain.

4. Designate your family as the focal system. Sketch the significant subsystems that make up the family and show the linkage to the family of influential elements of the suprasystem.

5. Identify at least 2 groups and 2 organizations in the larger environment that have been influential in your life. (This does not include your family or individual friends.) For each one, briefly describe how it has affected your personal or professional view of the world.

6. Identify and briefly describe at least 3 major events or factors in the larger environment, such as political or social movements or national problems that have influenced you. For each one, briefly describe how your development and worldview were affected.

7. Diversity, discrimination, and oppression affect everyone, whether they are part of the dominant group or a subordinated group. Describe the impact of diversity, discrimination and oppression on your development and worldview (personal and professional)

8. Taking into consideration the experiences and influences that you have discussed above, discuss briefly the strengths and limitations that they will bring to your professional development as a social worker. Outline a plan for addressing limitations.

Total Points Possible: 50 points

RELATED COMPETENCIES

- Apply knowledge of human behavior and the social environment.
- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principles to guide professional practice.
- Apply critical thinking to inform and communicate professional judgments.
- Engage diversity and difference in practice.
- Advance human rights and social and economic justice.
- Respond to contexts that shape practice.

Practice Behaviors demonstrated through Assignment

- critique and apply knowledge to understand person and environment.
- practice personal reflection and self-correction to assure continual professional development;
• recognize and manage personal values in a way that allows professional values to guide practice
• demonstrate effective oral and written communication in working with groups, organizations, communities, and colleagues
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate understanding of the importance of difference in shaping life experiences.
• understand the forms and mechanisms of oppression and discrimination;
• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services

ASSIGNMENT 2: RESEARCH ARTICLE SUMMARY/ANALYSIS
Each student will be responsible during the semester for choosing a recent research article that addresses a variety of issues related to human behavior and the social environment, and writing a summary/analysis of that article. The instructor will provide a bibliography of recent research literature from which to choose. Additionally, the student will make a brief, informal presentation of the article in class and be prepared to facilitate discussion regarding issues it raises.

The summary/analysis is to be 4-5 typed double spaced pages in length and is to be done according to the outline below:
1. Give a full citation for the article according to the format used by the American Psychological Association.
Example:
2. Summarize the main issues and findings reported in the article.
3. Describe the implications of the research for human diversity, either in terms of how diversity was or was not addressed in the research.
4. How was the reading consistent with traditional and/or alternative paradigm thinking? State which type of thinking you believe the author prefers, and explain your reason for your choice.
5. What do you think were the strengths and weaknesses of the research reported on or used in the reading?
6. What theory or theories about human behavior and the social environment are reflected in the reading?
7. How is the reading relevant to social work practice? If you were a social worker, how would this information change or influence how you would work?
8. Describe one possible implication for social policies or services of the research reported on in the reading. That is, what kinds of policies should there be, or what kinds of services should agencies provide, based on this article?

Total points possible: 50 (40 for the paper and 10 for presentation)
RELATED COMPETENCIES
• Apply knowledge of human behavior and the social environment.
• Identify as a professional social worker and conduct oneself accordingly
• Apply critical thinking to inform and communicate professional judgments.
• Engage diversity and difference in practice.
• Engage in research-informed practice and practice-informed research.

Practice Behaviors demonstrated through Assignment
• critique and apply knowledge to understand person and environment.
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge
• demonstrate professional demeanor in behavior, appearance, and communication;
• engage in career-long learning;
• demonstrate effective oral and written communication in working with groups, organizations, communities, and colleagues
• recognize and communicate understanding of the importance of difference in shaping life experiences.
• use research evidence to inform practice

ASSIGNMENT 3: ORGANIZATIONAL ANALYSIS PROJECT (3-5 pages)
A. Using the information gained from class and from readings, choose a formal organization and address the following items:
   • Is the organization mostly traditional or mostly alternative? In what ways?
     Provide evidence of your assessment. Is the organization a bureaucracy? Why or Why not?
     • In your analysis, which of the management theories or models discussed in class and/or the text is/are most consistent with practices in this organization? Why?
     • Describe the processes used by the organization in goal formulation and change.
B. Using what you know about formal organizations and this specific organization, describe how you would proceed in problem solving through the organization, for yourself or for a group you might represent.
   • Discuss briefly how your personality, values, philosophy, needs, and motivations might serve as assets or limitations in working to solve problems through the organization.
   • Discuss briefly ways the organization is currently (or has been in the past) part of the problem or part of the solution in providing equal treatment to its members or to the consumers of its services who are also members of diverse groups including groups distinguished by age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.

Total points possible: 50

RELATED COMPETENCIES
• Apply knowledge of human behavior and the social environment.
• Apply critical thinking to inform and communicate professional judgments.
• Apply social work ethical principles to guide professional practice.
• Engage diversity and difference in practice.
• Advance human rights and social and economic justice.
• Engage in research-informed practice and practice-informed research.
• Respond to contexts that shape practice.
• Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Behaviors demonstrated through Assignment**
• utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
• critique and apply knowledge to understand person and environment.
• practice personal reflection and self-correction to assure continual professional development;
• recognize and manage personal values in a way that allows professional values to guide practice;
• distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge
• analyze models of assessment
• demonstrate effective oral and written communication in working with groups, organizations, communities, and colleagues
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
• recognize and communicate understanding of the importance of difference in shaping life experiences.
• recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
• recognize and communicate understanding of the importance of difference in shaping life experiences.
• understand the forms and mechanisms of oppression and discrimination;
• use research evidence to inform practice
• Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

**Assessment**
• collect, organize, and interpret client data
• assess client strengths and limitations
REFERENCES


