

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
Social Work 276
Spring 2009

Instructor : Francis X.R. Origanti, Ph.D.
Office : 437A Administration Bldg.
Telephone : 280-2302; 280-2079 (Rhonda Kodad, Administrative Asst.)
e-mail : origanti@creighton.edu
Office Hours : Tu-Th. 2:30-4:30; M/W/F by appointment

1. COURSE DESCRIPTION

Overview of Course: This course is the second in a two-semester sequence in which students examine the dynamic interaction between individuals and their environments, focusing on small groups, organizations, and communities. The course utilizes a critical perspective to assess the application of social systems theory, theories of social interaction, and other theories used in macro social work practice. Infused throughout the course is an appreciation of human diversity.

2. CO-REQUISITES/PREREQUISITES

SWK 275, 261; BIO 149, PSY 111, SOC 101, or instructor consent

3. COURSE MATERIALS

Kirst-Ashman, K.K. (2008). *Human Behavior, communities, organizations, and groups in the macro social environment*. Belmont, CA: Brooks/Cole.

Miriam McNown Johnson & Rita Rhodes (2005). *Human Behavior and the Larger Social Environment: A new synthesis*. Pearson Education, Inc.

4. PROGRAM OBJECTIVES

1. Understand and relate the historical antecedents of the social work profession with contemporary issues and future trends.
2. Apply the problem-solving and systems perspectives when intervening with individuals, families, small groups, organizations and communities.
3. Understand and apply social work values and ethics in the context of professional practice.
4. Appreciate and exhibit professional use of self in generalist practice and the appropriate use of supervision.
5. Understand/assess/employ appropriate social and organizational change within a social work organization, and social work delivery system.
6. Analyze social policies and services effecting clients, social workers, and social agencies.
7. Apply principles, concepts and theories of evaluation to undergraduate generalist social work practice.
8. Employ social work interventions sensitive to diverse, oppressed and disenfranchised populations.

9. Apply the strengths perspective when working with individuals, families, small groups, organizations, and communities.
10. Apply critical thinking skills when working with individuals, families, small groups, organizations and communities.

5. COURSE OBJECTIVES

Knowledge:

1. Develop an understanding of human behavior and development throughout the life cycle via specific theoretical constructs.
2. Develop an understanding of the following social systems: individual, small groups, and families.
3. Develop an understanding of eco-systems theory as related to the individual and small group (including families), and the respective environment.
4. Develop an understanding of the process of assessment for individuals, families, and small groups.
5. Develop an understanding of the influence of human diversity on the functioning of individuals, families, and small groups.
6. Develop an understanding of the role of research in generalist social work practice.
7. Develop an understanding of the influences of human development on problem solving.

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.

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 Policy:*** Attendance is taken, so plan to attend all classes and on time. Students who are late by 10 minutes to class will be marked as absent. Five points will be deducted from the total points for each class in which you are tardy or absent after two classes. When known, it is your responsibility to notify the instructor if you will be absent – notification does not indicate an excused absence. More than 6 unexcused absences during the semester will result in an “F” grade. Documentation is needed for medical or sport absences.

- b. Assignments are due at the beginning of the class on the date determined in the course schedule. Your assignments/paper will be evaluated not only for depth and content, but also for sentence structure, clarity of thought, paragraph cohesion, spelling and grammar. Always proofread and make a copy of your papers. Please refer to the Assignment section on your left menu for a description of the paper.
- c. Two exams will be given. **1 Mid-term, 1 Final**. Your Mid-term will be held on **Mar. 5** and Final on **May 5 (1 – 2.40 p.m.)**. Both exams will be in class.
- d. **One 10 page paper** (100 points) is required for the class. The purpose of the paper is to develop a community description and problem analysis. To complete the paper, choose a community (usually your hometown/or the community you are in) you wish to explore (you must get the instructor's approval for your choice). There are two sections of this paper. You will turn in **section one** on **March 5** and **section two** on **April 30**. When writing your paper please include the following elements (refer to chapter 9 of Kirst -Ashman for description of these items):
- Section 1:**
- A. Explore the various dimensions of the community (please analyze your community in terms of the 14 criteria)
- Section 2:**
- B. Identify your community's primary problems that need immediate attention and using "mapping assets" how would you build the community.

Both sections will be graded for content, depth of analysis, and technical writing ability. Please use APA format. You need to have a **minimum of 8 references**, 3 of which need to be books (other than your text books), 3 must be articles from peer reviewed journals, and the rest can be from online sources. You will also present your community analysis in class for 50 points.

- e. **Group discussion:** There will be 5 discussion questions posted for the entire semester. Each discussion will be worth 10 points for a total of 50 points for the semester. The due dates are posted in the discussion board. Each student needs to post their discussion for the question and then reply to one or more of the discussion threads posted by other students. The grading will be based on:
1. Minimum of 250 words for each discussion.
 2. Critical thinking ability
 3. Integrating concepts from the presentations and from readings.
 4. The discussion review turned in on the due date.
 5. Your discussion will also be evaluated for content, depth, syntax, and grammar.

7. Grading Policy

Mid-Term	100	418 – 450	A	93 – 100 %
Final	100	391 – 417	B+	87 – 92 %
10 Page Paper	100	373 – 390	B	83 – 86 %
Discussion questions	50	346 – 372	C+	77 – 82 %
Paper Presentation	50	328 – 345	C	73 – 76 %
Class Participation	50	283 – 327	D	63 – 72 %
	450	Below 282	F	<62 %

8. 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>.

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.

9. 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.

10. LISTSERV.

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!

Discussion Questions due by.

- Jan. 29 Do you think more emphasis on diversity or more emphasis on common values and needs are helpful in today's world?
- Feb. 26 What is your image of an ideal community? How has that been shaped by your own experience of a community?
- Mar. 19 Can the process of McDonaldization take place in Social Service agencies? Would it work? Why or Why not?
- Apr. 9 Do you believe the United States should provide universal access to health

Apr. 30 care services? Why or Why not?
Can group interventions in social work be effective to individual clients in spite of the intervention based on the needs of third-party funders? Why and why not?

Class Schedule:

Januray 15 Orientation to Course

January 20, 22

Topics covered Introduction to Human Behavior in the macro Social Environment

Reading Material Karen K. Ashman Ch. 1
Johnson A. Rhodes Ch. 1

January 27, 29

Topics covered Communities – Theories and Concepts

Reading material Karen K. Ashman Ch. 8
Johnson A. Rhodes Ch. 8

February 3, 5

Topics covered Locational communities, Assessment of geographic communities, Empowerment

Reading: Karen K. Ashman Ch. 9
Johnson A. Rhodes Ch. 8 contd.

February 10, 12

Topics covered Organizations – Knowledge, theories,
Reading material Karen K. Ashman Ch. 4
Johnson A. Rhodes Ch. 9

February 17, 19

Topics covered Human Behavior and Empowerment in Organizations,
Reading material Karen K. Ashman Ch. 6, 7

Feb. 24, 26

Topics covered Neighborhoods, Neighborhood Empowerment

Reading material Karen K. Ashman Ch. 10

Field trip to South Omaha

March 3

March 5

MID-TERM

Karen K. Ashman

Chapters 1,4,6,7,8 &9

Johnson A. Rhodes

Chapters 1,8,9

This is an in-class exam.

MARCH 6 to MARCH 16 SPRING BREAK

March 17, 19

Topics covered Empowerment of People with Developmental Disabilities

Reading material Karen K. Ashman Ch. 11 (pg. 336)

Johnson A. Rhodes

Ch. 7 (disability)

Movie - I am Sam

March 24, 26

Topics covered Social Institutions – Government and non-government, organizational settings, goals

Reading material Johnson A. Rhodes Ch. 3, 4

Karen K. Ashman Ch. 5

March 31

Topics covered Groups: Types, Theories and Dynamics

Reading material Karen K. Ashman Ch. 2, 3

Johnson A. Rhodes Ch. 11

April 2

(NO CLASS) National Association of Social Workers Legislative Day (Lobby Day) in Lincoln – 9 to 5. **No class on this day, BUT ATTENDANCE TO THE EVENT IS A MUST for all social work majors.** We will be taking a van to the event in Lincoln and there is a \$15 fee for registration and food. To register please log onto www.naswne.org or click the following link [Lobby Day](#)

April 7, 9	Groups contd.	
Topics covered	Diversity, Populations at Risk	
Reading material	Karen K. Ashman	Ch. 11
	Johnson A. Rhodes	Ch. 7 (social status, gender, discrimination)

Easter Break begins at 5 p.m. on April 9. Classes resume 5 p.m. April 13.

April 14, 16

Topics covered	Social Stratification, American society and cultural diversity, social justice and global community	
Reading material	Johnson A. Rhodes	Ch. 5, 6
	Karen K. Ashman	Ch. 12

April 21, 23

Presentations begin

April 28, 30

Presentations contd. Course Feedback and Evaluations

May 5

FINAL EXAM

1 to 2.40 p.m.

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
SOCIAL WORK 276
BIBLIOGRAPHY

- Amott, T.L., & Matthaei, J. (1991). Race, gender, and work: A multicultural economic history of women in the United States. Boston, MA: South End Press.
- Aschenbrenner, J. (1973). Extended families among black Americans. Journal of Comparative Studies, 4, 257-268.
- Bartlett, H. (1970). The common base of social work practice. New York: NASW.
- Bepko, C., & Krestan, J. A. (1990). Too good for her own good: Breaking free from the burden of female responsibility (1st ed.). New York: Harper & Row.
- Bloom, M., & Klein, W. C. (Eds.). (1997). Controversial issues in human behavior in the social environment. Boston: Allyn & Bacon.
- Botterweck, M. (1992). Issues: Exercises in political and social decision-making. Wheaton, IL: Gregory Publishing.
- Brill, N. (1990). Working with people: The helping process (2nd ed.). New York: J. B. Lippincott Co.
- Brody, E. M. (1990). Women in the middle: Their parent-care years. New York: Springer Publishing.
- Child Welfare League of America. (1991). Serving gay and lesbian youths: The role of child welfare agencies. Washington, D.C.: Child Welfare League of America.
- Cohen Mansfield, J. (1990, December). Perceived control, reinforcement, satisfaction, and depression in community elderly. Journal of Applied Gerontology, 9 (4), 492-503.
- Davis, L. E., & Proctor, E. K. (1989). Race, gender & class. New Jersey: Prentice Hall.
- Furstenberg, F. F., & Cherlin, A. J. (1991). Divided families: What happens to children when parents part. Cambridge, MA: Harvard University Press.
- Gilligan, C. (1983). In a different voice: Psychological theory and women's development. Cambridge, MA: Harvard University Press.
- Greene & Ephross (1991). Human behavior theory and social work practice. New York: Aldine de Gruyter.
- Gustafson, S. B., & Magnusson, D. (1991). Female life careers: A pattern approach. Hillsdale, NJ: L. Erlbaum.

- Hidalgo, T. L. & Woodman Peterson, N. J. (1985). Lesbian and gay issues: A resource manual for social workers. Silver Spring, MD: National Association of Social Workers.
- Hutchison, E. D. (1999). Dimensions of human behavior: The changing life course. Thousand Oaks, CA: Pine Forge Press.
- Hutchison, E. D. (1999). Dimensions of human behavior: Person and environment. Thousand Oaks, CA: Pine Forge Press.
- Kirst-Ashman, K. K. (2000). Human behavior, communities organizations, and groups in the macro social environment: An empowerment approach. Belmont, CA: Brooks/Cole.
- Kohlberg, L. (1969). Stages in the development of moral thought and action. New York: Holt, Rhinehart & Winston.
- Kurdek, L. A. (1994). Social services for gay and lesbian couples. New York: Haworth Press.
- Levinson, D. J. (1978). The seasons of a man's life. New York: Knopf.
- Levitan, S. A., & Belous, R. (1981). What's happening to the American family. Baltimore, MD: John Hopkins University Press.
- Logan, S. L., Freeman, E. M., & Mc Roy, R. G. (Eds.). (1990). Social work practice with black families: A culturally specific perspective. New York: Longman.
- Long, D. D., & Holle, M. C. (1997). Macro systems in the social environment. Itasca, IL: F.E. Peacock.
- Longres, J. (2000). Human behavior in the social environment (3rd ed.). Itasca, IL: F. E. Peacock.
- Maslow, A. H. (1968). Toward a psychology of being (2nd ed.).
- McAdoo, H. P. (1988). Black families. London: Loge.
- McCreary, D. R. (1990). Self perceptions of life-span gender-role development. International Journal of Aging and Human Development, 31 (2), 135-146.
- Norlin, J. M., & Chess, W. A. (1997). Human behavior and the social environment: Social systems theory. (3rd ed.) Boston: Allyn & Bacon.
- Queralt, M. (1996). The social environment and human behavior: A diversity perspective. Boston: Allyn & Bacon.

Pillari, V. (1998). Human behavior in the social environment: The developing person in a holistic context. Pacific Grove, CA: Brooks/Cole.

Pillari, V., & Newsome, M., Jr. (1998). Human behavior in the social environment: Families, groups, organizations, and communities. Pacific Grove, CA: Brooks/Cole.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (1998). Contemporary human behavior theory: A critical perspective for social work. Boston: Allyn & Bacon.

Rodriguez, P., & Meyer, A. S. (1990, December). Minority adoption and agency practices. Social Work, 35 (6), 528-531.

Rosenman, M., & Stein, M. L. (1990). Homeless children: A new vulnerability. Child and Youth Services, 14 (1), 89-109.

Schrivier, J. M. (1995). Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice. Boston: Allyn & Bacon.

Solomon, B. B. (1991). Social work with Afro-Americans. In A. Morales and B. W.

Sheafor (Eds.), Social work: A profession of many faces (4th ed.), pp. 414-436, Boston: Allyn and Bacon.

Walker, L. E. (1979). The battered woman. New York: Harper & Row.

Zastrow, C. (1981). The practice of social work. Homewood, IL: Dorsey Press.
