



School of Social Work

SWK 322: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II Fall 2016

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

Instructor: Chuck Nash, LMSW-LCSW Supervisor

Office Location: Henderson # 320

Office Hours: M-1:00 – 3:00; Tue-2:30 – 3:30 & Th-2:30- 3:30

Contact Information: Chuck.nash@taumc.edu – (903)-468-3040

Overview of Course

COURSE DESCRIPTION:

This course examines the theoretical basis for understanding groups, organizations, and communities. Emphasis is placed on providing students with theoretical knowledge which can then be applied to assessing and intervening with mezzo and macro client systems. Systems theory is utilized as a framework for understanding interactions between and among social units. Prerequisites: SWK 225, 250, 275, and Soc 111. Concurrent enrollment in SWK 328, 329, and 370 required; ANTH 114 may be taken prior to or concurrently with this course. This course is restricted to social work majors and social welfare minors.

COURSE OBJECTIVE(S):

1. To reintroduce students to a systems paradigm for incorporating knowledge, theories, and methodologies for practice with groups, organizations, and communities.
2. To present an overview of major theories related to groups, organizations, and communities to support macro practice.
3. To assist students in synthesizing their understanding of social interactions within groups, organizations, and communities.
4. To emphasize the impact of age, race, ethnicity, socioeconomic class, gender roles, and sexual orientation on interactions within and between groups, organizations, and communities.
5. To enhance students' awareness of social work principles, values, and ethics in relation to assessment and intervention strategies with diverse, disadvantaged, and oppressed populations in groups, organizations, and communities.
6. To assist students in analyzing the research base of theories and knowledge presented in the course content to enhance their critical thinking skills.
7. To encourage students' awareness of their own attitudes and behaviors within their personal and professional environments.
8. To promote knowledge of current human resource systems that is integral to the delivery of human services.

RELATIONSHIP TO OTHER COURSES:

This course, Human Behavior in the Social Environment II, requires concurrent enrollment in SWK 328, Social Welfare Policy; and other related SWK courses. This course provides the student with a theoretical framework to practice in the MACRO level of practice. It provides an understanding of how macro social work fits into the total delivery of social work services to clients and the profession of social work practice.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Course content and assessment reflects the following practice behaviors:

2.1.4.4 Views herself or himself as a learner and engages those he or she works with as informants

2.1.9.1 Is skilled at continuously discovering, appraising and attending to changing locales, populations, scientific and technological developments and emerging societal trends in order to provide relevant services.

2.1.10[c].1 Initiate actions to achieve organizational goals

Course Structure

Texts and Associated Materials

Required Texts:

Kirst-Ashman, K. (2014). *Human Behavior, In the Macro Social Environment: An Empowerment Approach to Understanding Communities, Organizations and Groups* (4th Ed.). Belmont, CA: Brooks/Cole. Student addition ISBN - 13: 978-1-285-07549-5

Overview of Course Assignments:

Please note: I DO NOT ACCEPT LATE WORK. Please make plans to have assignments turned in on time **EVEN IF YOU ARE OUT THE DAY AN ASSIGNMENT IS DUE. NO EXCEPTIONS. As well, there will be **NO MAKE UP EXAMS.****

Social Problem Paper: (200 points) **DUE DATE: November, 29, 2016, 5pm. NO LATE PAPERS ACCEPTED. NO EXCEPTIONS.** This paper (8 – 10 pages) will address a specific social problem that impacts human development and/or social functioning and includes a major macro component. The paper is due . Possible topics include:

Unemployment
AIDS
Teenage pregnancy
Working poor
Homeless families or general homelessness
Poverty
Domestic violence
Sexing
Addictions
Texting
Gender Transitioning (male and female)
Racism
Ageism

Once you have decided on a topic and received instructor permission; use the following as a guide to completing the paper:

Using statistical data and scholarly literature, define the nature and parameters of the social problem and the populations most impacted by the problem, including information about the nature of the any consequences.

Using a theoretical approach (using any theory discussed in class, i.e. systems theory), explain how the specific social problem is created and/or maintained by the social, economic, political, media, religious and any other macro level institutions or social arrangements in our society.

Explain the social injustices and the oppressive forces that are implicated in the problem.

Suggest some social work strategies for prevention of and intervention with the problem at the macro level including family, community and institutional levels.

Papers should include at least 5 appropriate sources. Sources can include one website; the other sources must be scholarly books, chapters in books, or articles from academic journals.

If possible, you should attend a community event/activity related to your topic. Your experience at the community event and information gleaned from the event should be included in your paper.

You can include handouts or information from the community event in an appendix.

Community Organization Group Presentation: (200 Points): NO LATE PAPERS/PRESENTATION WILL BE ACCEPTED. NO EXCEPTIONS. THE GROUP WILL NEED TO ALL BE IN ATTENDANCE ON THE DAY YOU ARE SCHEDULED TO PRESENT.

Students will be assigned to groups of 3 or 4, and provide class presentations regarding a specific non-place community, agency, business, or organization they have visited/ interviewed, and that provides service(s) to a vulnerable population. This can encompass commercial and retail businesses, social service agencies, non-place communities, or groups that provide a service to a specific vulnerable or exposed population that the group has identified. This organization, agency, business or non-place community MUST BE APPROVED by the instructor. Examples of types of group projects will be discussed in class to ensure that students are on track for the assignment. Group members are to work collaboratively to thoroughly assess the non-place community, business or organization; including strengths, services offered, and areas of possible improvement. **Students will be graded on their individual contribution to the final group product as well as the quality of the completed project.** Individual group members who do not participate in the project will incur a lowered project grade. Students must be present during all the class presentations to receive the points from the Group Presentation. Presentation dates are:

Each member of the group will cover a specific element within the non-place community, agency, business or organization. Group members should provide the instructor with a typed outline that includes information to be presented by each group member. Be sure to cite sources of information presented. Group members are encouraged to include the following information in all presentations: Contact with the organization will be verified. Please provide a contact phone no. on your outline.

Introduction. Include a detailed description of the community, organization, agency, or business.

Assessment. Present a detailed assessment of strengths and areas in need of improvement.

Capacity Building. Focus should be placed on how to increase the leadership and organizational skills of people for the purpose of strengthening the community or organization. Give a brief summary of the community's or organization's assets. What outside assets are available? What individual and group capacities exist?

Implications for Social Work Practice. Discuss a viable plan and implementation strategy that will enhance individual capacity and empower the non-place community, business or organization. Does the non-place community, business or organization empowerment include policy changes? How would a social worker form new alliances

and cooperation between existing groups within the non-place community, business, organization or agencies within the bigger community? How would social workers educate the non-place community, business, or organization members about the plan? How will the plan be evaluated? In other words, how will the social worker empower the non-place community, business, or organization to make changes for the better?

Written Assignments:

All written assignments must demonstrate acceptable writing style, American Psychological Association (APA, 6th ed.). Part of the grading process will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must follow the APA 6th ed. Guidelines. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. All assignments must be turned in on hard copy, no electronic papers; either e-mail or flash drives will be accepted. At the discretion of the instructor, it may be required to submit written assignments via "turn-it in", a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned. Below is a partial list of factors that are addressed in the grading process:

Any error in APA reference or citation format from the 6th edition

Lack of quotation marks at the beginning and end of all direct quotes

Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)

Incomplete sentences (i.e., sentences without a verb)

Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)

Incorrect spelling

Inappropriate and inconsistent verb tense

Lack of noun-verb agreement

Incorrect use of capitalization (e.g., social work is generally not capitalized)

Incorrect use of possessives (examples of correct use are Shawn's book, the parents' child)

Any contractions (e.g., I'm, can't, won't), except in direct quotes from another source)

Lack of neatness (e.g., hand written corrections, uneven indentions)

Papers that are not typewritten will not be accepted

Use of a size other than #12 fonts

Lines not double spaced

Margins that are less than or wider than 1 inch

Failure to indent the first line of a paragraph

Incoherent sentences

Test: (100 Points)

A comprehensive test will be given which reflects content from the covered course material. The format may include multiple choice, true/false, short answer and essay questions. Questions may also come from any weekly reading quizzes. The date of the exam is: **December 6, 2016.at regular scheduled time and room. NO MAKE UP EXAMS WILL BE GIVEN. YOU WILL NEED TO BE IN CLASS ON THE DAY THE EXAM IS GIVEN. NO EXCEPTIONS.**

Grading Scale

Evaluation of course grades will be assessed according to the following:

Social Problem Paper 200 points

Community Group Presentation 200 points

Test 100 points

Total: 500 points Grades will be determined based on the following point distribution:

A= 450 – 500 points

B= 400 – 449 points

C= 350 - 399 points

D= 300 -349 points

F= Below 300 points

Grading criteria for written work include thoroughness, logical development of statements, clarity of writing, and application of readings from the course.

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Lbaray - Room 132
Phone (903)886-5150 or (903) 886-5853
Fax 9903) 468-8148

StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.
- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.
- The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

<u>Weekly</u> <u>(class meets</u> <u>1X week)</u>	<u>Up to 2</u> <u>absences: No</u> <u>Penalty</u>	<u>3 absences: 1</u> <u>letter grade</u> <u>drop</u>	<u>4 absences: Class grade of</u> <u>"F"</u>
<i>Bi-Weekly</i> <i>(class meets</i> <i>2X week)</i>	<i>Up to 3</i> <i>absences: No</i> <i>Penalty</i>	<i>4 absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>5 absences: 1</i> <i>6 absences:</i> <i>Letter grade</i> <i>Class grade</i> <i>drop</i> <i>of "F"</i>
<i>Summer 10-week</i>	<i>Up to 1</i> <i>absence: No</i> <i>Penalty</i>	<i>2 Absences: 1</i> <i>Letter grade</i> <i>drop</i>	<i>3 absences: Class grade of</i> <i>"F"</i>

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent

of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics.*

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is

essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.03 Undergraduate Academic Dishonesty

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION.

You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.

- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check
http://help.college.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio

<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site <http://247support.custhelp.com/>

The student help desk may be reached in the following ways:

- Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk

at 1-866-656-5511.

2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo.

<https://leo.tamuc.edu>

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The Academic Success Center provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE MobilE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lspHONE

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

Class Schedule

Dates of Class	Readings/Assignment * prior to class meeting	Explanation of Assignments or examinations
Aug. 30	Introductions	Group Assignments/Clarifications
Sep 1/6	Chapter 1 - *	What is the Macro Social Environment
Sep 8	Chapter 2 - *	Values & Principles
Sep 13/15	Chapter 3 - *	HBSE – in Groups
Sep 20/22	Chapter 4 - *	Types of Groups
Sep 27/29	Chapter 5 - *	Knowledge/Theories on Organizations
Oct 4	Chapter 6 - *	Social Services Organizational Settings/goals/contexts
Oct 6	Chapter 7 - *	Organizational Structure
Oct 11	Chapter 8 - *	HBSE Management and empowerment in Organizations
Oct 13/18	Chapter 9 - *	Theories/Concepts of Communities
Oct 20/25	Chapter 10 - *	Assessments of Communities
Oct 27/Nov 1	Chapter 11 - *	Neighborhoods
Nov 3/8	Chapter 12 - *	Diversity, Populations-at- Risk/Empowerment in HBSE
Nov10	Chapter 13 - *	Social Justice and the Global Community

Nov 15	Group Presentations	Group # 3
Nov 17	Group Presentations	Group # 1
Nov 22	Group Presentations	Group # 4
Nov 29	<u>Social Paper Due</u> Group Presentations	Group # 5
Dec 1	Review	
Dec 6	Final Exam	

Bibliography

Beckett, J., & Johnson, H. Human development. In *Encyclopedia of Social Work*, 19th edition, vol. 3, pp. 1385-1405. Washington: National Association of Social Workers.

Chaskin, R. (1997). Perspectives on Neighborhood and Community: A Review of the Literature.

Social Service Review, 71(4), 521-548.

Coulton, C.J. (2003). Metropolitan Inequities and the Ecology of Work: Implications for Welfare Reform. *Social Service Review*, 159-190.

Cowger, C. & Snively, C. (2002). Assessing client strengths: Individual, family, and community empowerment. In D. Saleeby, (Ed.), *The strengths perspective in social workpractice*. New York: Longman Press, Ch. 7.

Fellin, P. (2001). *The Community and the Social Worker* (3rd Ed.).

Itasca, IL: Peacock. Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. NewYork: Little, Brown. Ch. 1.

Graham, E., & Boyce, J. (1995). A south Bronx street rises through the toil of poor homesteaders. In P. Fellin (Ed.), *The Community and the Social Worker* (2nd Ed.) (pp. 91-95). Itasca, IL: Peacock Publishers.

- Hardina, D. (2003). Linking citizen participation to empowerment practice: A historical overview. *Journal of Community Practice, 11*(4), 11-38.
- Halpern, R. (1995). Neighborhood-based services in low-income neighborhoods: A brief history. In P. Adams & K. Nelson (Eds.), *Reinventing Human Services: Community and Family-Centered Practice*. New York: Aldine de Gruyter, 19-40.
- Hills, D. (1998). Engaging new social movements. *Human Relations, 51*, 1457-1475.
- Hutchison, E. D. (2003). Social movements. In Hutchison, E. D. (Ed.), *Dimensions of human behavior, 2nd ed.*, pp. 542-571. Thousand Oaks, CA: Sage Publications.
- Jasper, J. M. (1997). *The art of moral protest: Culture, biography, and creativity in social movements*. Chicago: University of Chicago Press., ch. 2: The classical paradigms.
- McPherson, M., Smith-Lovin, L., & Cook, J.M. (2001). Birds of a feather: Homophily in social networks. *Annual Review of Psychology, 27*, 415-444.
- Miller, J.M., & Schamess, G. (2000). The discourse of denigration and the creation of "other." *Journal of Sociology and Social Welfare, 27*, 39-62.
- Mills, C. W. (1956). *The power elite*. New York: Oxford. Ch 12: The power elite.
- Mullaly, R. (1997). *Structural Social Work: Ideology, Theory, and Practice* (2nd Ed.). Toronto: Oxford University Press. Ch. 8.
- O'Melia, M. and Miley, K.K. (2002). *Pathways to Power: Readings in Contextual Social Work Practice*. Boston: Allyn & Bacon.
- Penner, L. A., Dovidio, J. F., Piliavin, J. A., & Schroeder, D. A. (2005). Prosocial behavior: Multilevel perspectives. *Annual Review of Psychology, 56*(1), 365-393
- Putnam, R. (2000). *Bowling alone: The collapse and revival of American community*. New York: Simon & Schuster. Chs. 1, 15, and 24.

- Rank, M. G. & Hutchison, W. S. (2000). An analysis of leadership within the social work profession. *Journal of Social Work Education*, 36, 487-502.
- Rivera, F. G. and J. L. Erlich. 1995. Organizing with People of Color: A Perspective. In J. Tropman, et al., *Tactics and Techniques of Community Intervention* (3rd ed.). Itasca, IL: Peacock, 198-214.
- Rubin, H.J. & Rubin, I.S. (2001). *Community Organizing & Development*. Boston: Allyn & Bacon.
- Specht, H. & Courtney, M. (1994). *Unfaithful angels: How social work has abandoned its mission*. New York: The Free Press.
- Venkatesh, S.A. (1997). The three-tier model: How helping occurs in urban, poor communities. *Social Service Review*, 574-606.
- Wakefield, J.C. (1996). Does social work need the eco-systems perspective: Part 2. Does the perspective save social work from incoherence? *Social Service Review*, 70, 183-213.
- Warren, K., Franklin, C., & Streeter, C. L. (1998). New directions in systems theory: Chaos and complexity. *Social Work*, 43, 357-372.
- Wellman, B. & Wortley, S. (1990). Different Strokes from Different Folks: Community Ties and Social Support. *American Journal of Sociology*, 96(3), 558-588.