



School of Social Work

SWK 322: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II MONDAYS, 1:00 – 4:00 P.M.

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: Dawn Nelson, LCSW-S, ACSW, SAP, CART

Office Location: Mesquite Metroplex Room 129

Office Hours: Mondays, 12:00-1:00 p.m.; 4:00-6:00 p.m.

Tuesdays, 2:00-5:00 p.m.

And by appointment

Contact Information: dawn.nelson@tamuc.edu

972-882-7472

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 achieve programmatic goals listed above through demonstration the following ten 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 ten 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[b].4 Select appropriate intervention strategies.

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

POLICY ON DUE DATES:

All assignments are due AT THE BEGINNING OF CLASS. No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations.

Social Problem Paper: (200 points)

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.

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)

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.

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. Contact with the organization will be verified. Please provide a contact phone number on your outline. Group members are encouraged to include the following information in all presentations:

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. All assignments must be turned in on Brightspace D2L; neither 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. 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

Tests: (50 Points Each)

Two tests 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.

Grading Scale

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

Social Problem Paper 200 points

Community Group Presentation 200 points

Tests (Two, 50 points each) 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 Library - Room 162
Phone (903)886-5150 or (903) 886-5853
Fax (903) 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> (class meets 1X week)	<u>Up to 2</u> absences: No Penalty	<u>3 absences: 1</u> letter grade drop	<u>4 absences: Class grade of "F"</u>	
<i>Bi-Weekly</i> (class meets 2X week)	<i>Up to 3</i> absences: No Penalty	<i>4 absences: 1</i> Letter grade drop	<i>5 absences: 1</i> Letter grade drop	<i>6 absences:</i> Class grade of "F"
<i>Summer 10- week</i>	<i>Up to 1</i> absence: No Penalty	<i>2 Absences: 1</i> Letter grade drop	<i>3 absences: Class grade of "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 offenses may 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 who 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 REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of

supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	<p>The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.</p> <p>Chrome: Latest version for the iOS browser.</p>
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- 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
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- 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](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

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/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (*version 17 or later*) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <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.

ACCESS AND NAVIGATION

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: 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.

COMMUNICATION AND SUPPORT

Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Bibliography available upon request.

COURSE SCHEDULE

WEEK	CONTENT	CHAPTER/ASSIGNMENTS DUE
#1	Introductions Building Orientation Group Assignment	
#2	LABOR DAY HOLIDAY	HOLIDAY, RELAX!
#3	Values & Principles HBSE in	Chapter 1 & 2

	the Macro Environment NASW Code of Ethics.	& NASW Code of Ethics
#4	HBSE in Groups & Types of Groups/Theories	Chapter 3 & 4
#5		TEST!
#6	Organizations Social Service Settings & Theories and Organizations Social Service Settings	Chapter 5 & 6 Building a diagram of an agency in class
#7	Organizational Structure	Chapter 7
#8	Management and Empowerment	Chapter 8
#9	Communities and Geographic Communities	Chapter 9 & 10 Paper Due Next Week
#10	Neighborhood Empowerment; Diversity, Populations-at- Risk, and Empowerment; Global Social Justice	Chapter 11 & 12 SOCIAL PROBLEM PAPER DUE
#11	Test	TEST! STUDY!
#12	Group Presentations	
#13	Group Presentations	
#14	Group Presentations	
#15	Group Presentations	
#16	FINAL WRAP-UP	

