



School of Social Work

SWK 2362 Social Welfare

Web-Based

Tuesday/Thursday 6:00- 8:00 PM

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: Nikki Barnett, LMSW

Classroom: Online through YouSeeU on D2L

Office Location: Online through YouSeeU on D2L

Office Hours: By Appointment

Contact Information: Nikki.Barnett@tamuc.edu

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. 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:

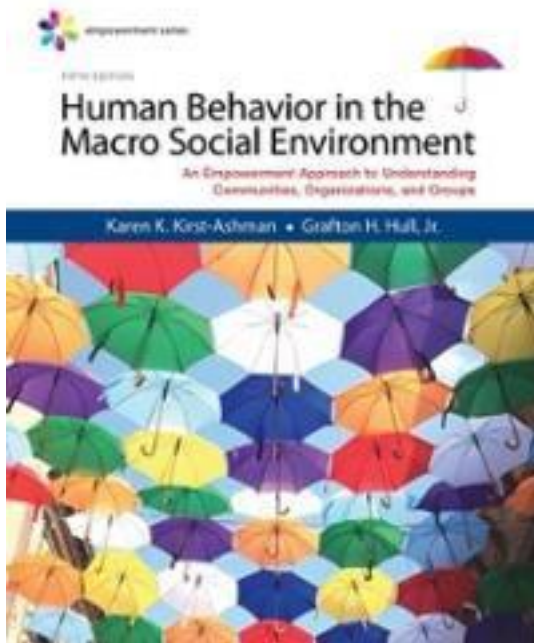
2.1.4.4 Views herself or himself as a learner and engages those he or she works with as informants

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.

Texts and Associated Materials

Required Texts:



- ISBN:
1305389506
- ISBN-13:
9781305389502
- Authors:

[Karen K Kirst-Ashman, Jr Hull, Grafton H Hull Jr](#)

Overview of Course Assignments

POLICY ON DUE DATES:

All assignments are due, uploaded to the appropriate submission folder on D2L Brightspace. No late work will be accepted, unless exigent circumstances exist. I decide what qualifies as an exigent circumstance. Valid proof of medical emergencies, etc. will

be requested. Wi-fi and computer troubles have nothing to do with this course. There are plenty of other options available to prevent those or overcome those. Please do email me to tell me you are having computer troubles, so we can troubleshoot, however please make sure you are timely in keeping me informed. Let's keep ahead of the challenges. Don't let it go until the problem is too late to address. Assignments are to be submitted through D2L platform, before or at the beginning of the class time when it is due, otherwise it is considered late.

There will be **NO MAKE-UP EXAMS** offered without a valid reason for missing the exam. You will need to be in class on the day of examinations.

READING AND WORKSHEETS- 65 points (13 assignments at 5 points each for a total of 65 Points).

You are expected to read each chapter in this book. Each chapter of this book will have an assigned worksheet. Each worksheet is due, uploaded to its appropriate submission folder on Brightspace at the beginning of class, prior to that chapter being discussed (see syllabus). I will not accept a hard copy, so please do not bring it to class. The purpose of the worksheet is to prepare you to participate in the discussion and to serve as a study guide for your midterm and final. **Human Behavior in the Macro Environment** is something that ALL social workers need to be familiar with and know before they go out into the field. It must be taken seriously. You will use what you learn in this class throughout your whole career.

Social Problem Paper: 200 points (100 points for final paper)

Social Problem Rough Draft (4 sections at 25 points each for a total of 100 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.

Thesis is due 6/16/2020.

Rough Draft of the **Description Section II** is due 6/25/2020.

Rough Draft of the **Historical Background Section III** is due 7/2/2020.

Rough Draft of the **Problem Analysis Section IV** is due 7/9/2020.

Rough Draft of the **Introduction I & Conclusion Section V** are due 7/16/2020.

Final paper is due 7/21/2020.

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 complete 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. You 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.

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., handwritten 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

Format: The paper will follow **APA guidelines, 6th edition.**

Use the headings provided below:

I. **Introduction** of thesis (What is it the point that you are aiming to prove? What Macro component continues the ongoing oppression of which population at risk?)

II. **Description** of social problem that impacts human development and/or social functioning that is affected by a major macro component. (This answer WHO is being affected, and WHAT is in power to maintain that the condition continues?)

III. **Historical Background** of the population at risk (This is about WHEN and HOW this all began)

IV. **Analysis** of how the Macro organization/system maintains keeping the oppressed population (This answer WHY and HOW it continues to be maintained and WHAT efforts are currently taking place to effect change?)

V. **Conclusion**- What are the recommendations for change? Suggest some social work strategies for prevention of and intervention with the problem at the macro level including family, community and institutional levels.

(This takes information from the prior I-IV sections, as well as additional research. It reemphasizes your thesis -what you are trying to prove- and then takes your major points from the previous paragraphs to show that you were able to support your argument with actual facts and what recommendations exist in the research for change.- Not your opinion...professional resources that support recommendations that are in agreement with how you would like the world to address this problem- write in 3rd person)

*Address the questions in a narrative format (not outline form).

Sections	Poor <69%	Fair 70-79%	Good 80-89%	Excellent 90%+	TOTAL
I. Introduction – (5 points) <i>Briefly</i> discuss the purpose of the paper including the specific population being oppressed and the macro enforcer that maintains the status quo					
II. Description of social problem that impacts human development and/or social functioning that is affected by a major macro component. (15 points) <ul style="list-style-type: none"> • Which population is being affected? • How many people are in that population? • How are they being affected (rules, laws, behaviors, attitudes, freedom?) • Who/what systematically is affecting them and how? • What maintains the problem? 					
III. Historical Background of the problem (15 points) <ul style="list-style-type: none"> • What historical problems led to the creation of the oppression? • How impactful/oppressive have these problems been historically? • How was life for this population prior to the oppression? • What is the historical background since the oppression began? • How has the oppression changed over time (both in the population and by the macro component)? 					
IV. Analysis of how the macro organization/system maintains					

keeping the oppressed population in current status. (30 points)

- Give an overview of the major macro components.
- How does the macro component work?
- What reinforces the macro component to maintain current policies/behaviors?
- Who is affected by these macro component practices?
- How does the macro component implement current maintenance of oppression?
- What are the short- and long-term goals and outcomes of the macro component?
- What administrative auspices, overlook the macro component?
- What is the funding mechanism that maintains the macro component?
- How effective is the macro component and marginalizing and oppressing?
- What is the social awareness and understanding of both the oppression and the power of the macro component to maintain the oppression?
- What are some social work strategies for prevention of and intervention with the problem at the macro level including family, community, and institution levels?
- What are the recommendations for change with regards to minimizing the oppressive power of the macro component?
- How do the goals of reducing oppression and increasing cultural diversity contribute to greater social equality and reduction of this problem?
- How does addressing the macro component's current policies/ behaviors/ attitudes positively affect the redistribution of income, resources, rights,

entitlements, rewards, opportunities and status? <ul style="list-style-type: none"> • How do these recommendations/goals contribute to a better quality of life for the target population? • How do the recommendations contribute to positive social relations between the target population and the overall society? 					
VI. Conclusion (10 points) – <i>Briefly</i> summarize points reached as part of the paper. Based on the analysis, what is the perceived future of the oppression. What are the recommendations for change? Suggest some social work strategies for prevention of and intervention with the problem at the macro level including family, community and institutional levels.					
Correct overall APA format (use of headings, margins, cover page, etc.) (5 points)					
Proper in-text citations (5 points)					
Number/appropriateness of references (5 points)					
Grammar, punctuation, clear writing (10 points)					
TOTAL POINTS					/100

References: You will need to use a minimum of six references. Of these, five must be scholarly references or government documents. It is important to demonstrate your ability to do research at the library, to critically analyze various positions, comparing and contrasting strengths and weaknesses, and presenting facts in a manner persuading the reader to his/her own conclusions. DO NOT USE internet articles or new stories as a reference. You will not get credit for any material using these sources as part of your six required references. Papers should include at least 5 appropriate sources. Sources can include one website; the other 5 sources must be scholarly books, chapters in books, or articles from academic journals.

You may only use your textbook as a source for identifying relevant sources, but **NOT** as a direct source or citation.

Citing your References: Proper in-text citation under APA guidelines is expected and required. **Work that is not cited properly will be deemed conjecture and will not receive any credit.** In conducting scholarly research, sources included should cover legislation and/or public documents, books and journal articles.

FOLLOW THE RUBRIC, FOLLOW THE RUBRIC, FOLLOW THE RUBRIC

Policy Paper Is Due July 21, 2020.-Uploaded to Appropriate Submission Folder on D2L Brightspace.

RUBRIC

Community Organization Group Presentation: 100 Points

Community Organization Group Evaluation: 35 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. Presentation due date: **August 4th, 2020.**

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?

Implications for the Future. Please include how agencies have adjusted to the COVID-19 limitations in order to continue to provide services to this vulnerable population. Discuss how agency is responding to the changing needs related to COVID-19. What new challenges have they faced? How have they responded in reaching out to clients? How are they able to provide safety (both physically and emotionally) for employees and volunteers? How has funding adjusted to meet the new needs of the agency? What have they been able to accomplish because of COVID-19? What are they no longer able to accomplish due to the COVID19?

Rubric- Group Presentation SWK 2362

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 or PP 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:

Name of Presenters (5 points)	
Name of Agency (5 points)	
Contact with the organization will be verified. Please provide a contact phone no. on your outline. (5 points)	
Introduction. Include a detailed description of the community, organization, agency, or business. (10 points)	
Assessment. Present a detailed assessment of strengths and areas in need of improvement. (10 points)	
Capacity Building: (10 points)	
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 (10 points)	
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?	
Adjustment to Change: (10 points)	
Please include how agencies have adjusted to the COVID-19 limitations in order to continue to provide services to this vulnerable population. Discuss how agency is responding to the changing needs related to COVID-19	
What new challenges have they faced? How have they responded in reaching out to clients? How are they able to provide safety (both physically and emotionally) for employees and volunteers?	
How has funding adjusted to meet the new needs of the agency?	
What have they been able to accomplish because of COVID-19?	
What are they no longer able to accomplish due to the COVID19?	

Presentation: (35 points)	
Presenters Appeared Professional, Knowledgeable, and Prepared to Educate on Agency and Population. Presenters are articulate, good eye contact, and able to engage with audience.	
Product presented is edited, with proper grammar, capitals, free of spelling errors, and visually appealing to audience.	

Evaluation Form Human Behavior in Group Setting

SWK 2362- **35 points**

How did the overall group process work?

Who is in your group? (Please compose a small evaluation on how each individual within your group participated.)

	SELF (Name)	Member 1: (Name)	Member 2: (Name)	Member 3: (Name)
On a scale of 1-10, 10 being high, what was the overall effort, reliability, and productivity of each member in the group?				
What could each member do to				

improve their quality of work for future group projects?				
What did each member due to contribute to the group project?				

If problems occurred, how did you work or not work to resolve them? (Problems may not have been related to the individual, but your team might have experienced challenges, such as transportation or time constraint issues. How were those problems handled?)

Were they successfully resolved or addressed?

Discuss what leadership style was evident in your group, as well as if you noticed any successful leadership characteristics of any of the members in your group. (CHAP 3):

Please note any basic concepts in interpersonal dynamics that you noticed within your group (CHAP 3). You may want to discuss roles and cohesiveness.

Discuss your group's progression through the stages of task group development.

(Chap 4) Identify what kind of a task group your group was.

This is due no later than the beginning of class on the day of the presentation, August 4, 2020 and is worth 35 points of your overall grade.

Exams: 300 Points (3 Exams at 100 Points Each for a Total of 300 Points)

There will be three tests each worth 100 points, 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 readings and class lectures. Exams are open book and online and will take place during the 3rd, 7th, and 10th Weeks of Class.

Grading Scale

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

Social Problem Paper **100** points

4 sections-SP Paper Rough Draft **100** points

Community Group Presentation **100** points

Community Group Evaluation **35** points

3 Exams **300** points

Chapter Worksheets **65** points

TOTAL 700 points

Grades will be determined based on the following point distribution:

A= 630 – 700 points

B= 560 – 629 points

C= 490 - 559 points

D= 420 -489 points

F= Below 420 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 132
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> <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</u> <u>absences:</u> <u>Class</u> <u>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</i> <i>absences:</i> <i>1 Letter</i> <i>grade</i> <i>drop</i>	<i>6</i> <i>absences:</i> <i>Class</i> <i>grade of</i> <i>"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</i> <i>absences:</i> <i>Class</i> <i>grade of</i> <i>"F"</i>	

Class Schedule- SWK 2362

Summer 2020

Social Welfare: Human Behavior in Macro Environment

Week	Date	Course Events	Chapter	Notes
1	June 2	Introduction to Class	Preface	
	June 4	Introduction to Human Behavior in the Macro Social Environment	1	Chapter 1 wkst due
2	June 9	Values and Principals That Guide Generalist Practice in the Macro Social Environment	2	Chapter 2 wkst due
	June 11	Human Behavior in Groups: Theories and Dynamics	3	Chapter 3 wkst due
3	June 16	Review for exam Writing Workshop for Paper THESIS For Social Problem Paper DUE		
	June 18	Exam #1		<u>Exam #1 Chs. 1-3</u>
4	June 23	Types of Groups in the Macro Social Environment	4	Chapter 4 wkst due
	June 25	Knowledge and Theories about Organizations Section II Rough Draft Due	5	Chapter 5 wkst due
5	June 30	Social Service Organization Settings, Goals, and Environmental Contexts	6	Chapter 6 wkst due

	July 2	Organizational Structure and Dynamics Section III Rough Draft Due	7	Chapter 7 wkst due
6	July 7	Human Behavior, Management, and Empowerment in Organizations	8	Chapter 8 wkst due
	July 9	Section IV Rough Draft Due Review for exam		
7	July 14	Exam #2		<u>Exam #2</u> <u>Chs. 4-8</u>
	July 16	Communities in the Macro Social Environment: Theories and Concepts Section I & V Rough Draft Due	9	Chapter 9 wkst due
8	July 21	Assessment of Geographic Communities and Empowerment Social Problem Paper Due	10	Chapter 10 wkst due
	July 23	Neighborhood Empowerment <i>Assigning of groups and dates for Community Organization Presentation</i> Planning Session for Group Presentations	11	Chapter 11 wkst due
9	July 28	Diversity, Populations-at-Risk, and Empowerment in the Macro Social Environment	12	Chapter 12 wkst due
	July 30	Social Justice and the Global Community	13	Chapter 13 wkst due

10	Aug 4	<p>Review for Exam</p> <p>Group Presentations Due</p> <p>Group Evaluations Due</p>		
	Aug 6	Exam #3		Exam #3 Chs. 9-13