Description of Course:  Study of the patterns and dynamics of families, groups, organizations, and communities from a social work and a systems perspective.

Theoretical perspectives on social behavior are analyzed critically in relation to strengths, prevention, and empowerment at the micro, mezzo, and macro levels. The course also explores the unique social work framework, values and theories as it pertains to human behavior in the context of human systems.

Course Objectives: By the conclusion of SOW 5106, master students will demonstrate ability to:
1. Use systems concepts in professional assessments of families, small groups, organizations, and communities.
2. Apply a generalist perspective and problem solving procedures of systematic problem identification and data collection to human system assessments.
3. Analyze the transaction between people in families, groups, organizations and communities and the contextual environment within a systemic conceptual framework to prepare them for community based clinical social work practice.
4. Identify and understand interactions between personal, political, and socio-cultural influences on families, group, organizational, and community behavior.
5. Assess the impact of discrimination and oppression on human behavior at the micro, mezzo, macro levels.
6. Identify implications of human behavior theories for utilization of strengths and resources of families, groups, organizations, and communities to promote well being, social justice and prevention in accordance with social work values and ethics.
7. Critically analyze family, group, organizational, and community behavior, including consideration of the themes of client strengths, oppression and justice, critical reflection, and relevance to community based social work practice.
8. Understand, compare, and evaluate critically various theoretical perspectives on human functioning, change and development in families, groups, organizations, and communities.
9. Analyze and assess specific families, groups, organizations and communities in terms of their structure, functions, socialization and social control activities, adaptiveness to change, and responsiveness to diverse populations.
10. Determine the practice implications of micro, mezzo and macro theories for ethical, professional social work practice.

Teaching Methods: This course will incorporate a variety of teaching methods. These methods may consist of lecture, discussion, audiovisual materials, small group exercises, and guest speakers. A variety of case examples will be used to exemplify theories and developmental stages discussed. Students are expected to be active in the learning process. This implies substantive class participation, quality of participation will be judged over quantity. Not all readings will be reviewed directly in class. Students are expected to demonstrate their mastery of course content, including reading material, through class discussion, written assignments, and examinations.
Textbooks:
2. Reserve readings in the library and electronically scanned. Reserve readings are from NASW Social Work Journals and are current research and practice issues in the field of social work.

Evaluation of Learning and Grading: Achievement of learning objectives will be measured as described below: Maximum earned points, and achievement of learning objectives will be measured as described below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignment Description</th>
<th>Date</th>
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<tbody>
<tr>
<td>15</td>
<td>Family Interview with Genogram</td>
<td>February 10, 2005</td>
</tr>
<tr>
<td>25</td>
<td>Mid-term Examination</td>
<td>March 3, 2005</td>
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<tr>
<td>25</td>
<td>Civic/Organizational/Community Meeting and Paper</td>
<td>April 14, 2005</td>
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<tr>
<td>25</td>
<td>Final Examination</td>
<td>April 21, 2005</td>
</tr>
<tr>
<td>10</td>
<td>Attendance/Participation</td>
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Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
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<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
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<td>74-76</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<td>D+</td>
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<td>60-63</td>
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<tr>
<td>F</td>
<td>59 or less</td>
<td>0.00</td>
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Course and Classroom Policies: In addition to the information below, please see the School of Work Student Handbook and The Golden Rule Handbook for UCF Students for policies for all Social Work classes.

Attendance and Participation: Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments prior to class); it is also expected that students will be attentive and respectful in class (e.g., no off-task behavior, no talking among themselves). Prompt attendance, participation, and classroom behavior will all be taken into consideration in determining the student’s score for Attendance/Class Participation (see Evaluation of Learning and Grading). Furthermore, make-up exams will be given ONLY in extreme circumstances. Any student with more than three absences during the semester will have their final grade dropped by one letter grade.

Written Assignments: Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments. All written assignments must be typed in a 12-font print, and left, top and bottom margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned upgraded. All references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached Monday-Thursday 9am-4pm, Friday 8am-3pm and Sunday 2-6pm at (407) 823-2197 or http://www.uwc.ucf.edu/.

Late Assignments: All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor’s mailbox (take to the office) before class starts on the due date. It is the student's responsibility to see to it that her or his assignment is stamped with the date by the
social work staff member who then places the assignment in the instructor’s mailbox. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. 5 points may be deducted from the students’ final grade for each assignment submitted late unless prior arrangements have been made with the instructor. No assignment will be accepted after the last day of class. It is the student’s responsibility to make arrangements with the instructor regarding late assignments.

Incomplete Grades: In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity: Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, including not acknowledging sources of information appropriately and in accordance with APA guidelines, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment and may also receive a failing grade for the course. Students who observe others violate this policy are expected to report this to the instructor.

Student Disability Services: UCF and the School of Social Work are committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, (407) 823-2371, TTY/TDD only (407) 823-2116, before requesting accommodations from the instructor.

Course Outline and Schedule

Week 1. January 13
Discussion of course expectations, syllabus, and assignments.
Introduction to Strengths Perspective, Empowerment Approach, Ecological Approach, Systems Theory
Textbook Readings:
1. Kirst-Ashman, Chapter 1.
Reserve Reading:

Week 2. January 20 Theories and Approaches cont.
Textbook Readings:
Reserve Reading:
WEEK 3 January 27  Assessing Family Systems with Emphasis Upon Family Diversity
Textbook Readings:
Reserve Readings:

WEEK 4
February 03 Assessing Family Systems with Emphasis upon Family Diversity
Readings:

WEEK 5 February 10 Assessing Family Systems with Emphasis upon Family Diversity
Reserve Readings:

WEEK 6 February 17 Assessing Groups as Systems
Genogram Assignment Due, February 12, 2004
Textbook Readings:
Reserve:

WEEK 7 February 24 Assessing Groups as Systems
Textbook Readings:
1. Kirst-Ashman, Chapter 11.
Reserve Reading:

WEEK 8 March 03 Assessing Groups as Systems
Textbook Readings:
Reserve Reading:

WEEK 9 March 10 Assessing Organizational Systems
Mid-Term Exam
Textbook Reading:
1. Kirst-Ashman, Chapter 5 and 12.
Reserve:

WEEK 10  March 14-18---Spring Break---No Classes
Lobby Day in Tallahassee

WEEK 11  March 24  Assessing Organizational Systems
Textbook Readings:
Reserve Reading:

WEEK 12  March 31  Assessing Organizational Systems
Textbook Reading:
1. Kirst-Ashman, Chapter 7 and 8.
Reserve Reading:

WEEK 13  April 7  Assessing Community Systems
Textbook Readings:
1. Kirst-Ashman, Chapter 3.
Reserve Reading:

WEEK 14  April 14  Assessing Community Systems
Civic/Organizational/Community Meeting Paper is due
Textbook Reading:
1. Kirst-Ashman, Chapter 4.
Reserve:

WEEK 15  April 21  Assessing Community Systems
Reserve Reading:

Final Exam during Final Exam Week----April 28, 2004
Human Behavior II Assignments

1. **Examinations: Mid-term and Final exam, worth 25 points each.** These exams may contain true/false, multiple choice, fill-in-blank, matching, and short answer questions. The **mid-term** will cover lectures, material, and all readings in the first nine (9) weeks of the semester. The **final exam** will cover lectures, material, and all readings for the last seven (7) weeks of the semester.

2. **Family Interview and Genogram, worth 15 points, due** The student will interview a person from a diverse background, and one that is different from the student’s. The student will ask this person questions about their family. Examples of diversity are an African American family, a Latino/Latina family, an Asian American family, a Gay/Lesbian family, a family with a member with a disability or physical or mental illness, a foster family, a single parent household family, etc. The student will complete a three generational genogram (minimal) on the family. Additional generations can be added if desired or if it gives a better picture of immigration, etc. The following questions must be answered in the **5-8 page narrative** portion of this assignment: *(You must cite references from both your textbook and two other sources in APA format to support your answers and discussion.)*
   a. Who are the family members, include first names (first names only please for confidentiality), age, and relationships, and identify who is living in the same household.
   b. What are the strengths of the family, and why do you identify these as strengths?
   c. Describe the cultural, ethnic, racial, or other characteristics that signify this as a diverse family system. How does this racial, ethnic, etc. diversity impact how the members view and interact with one another and others outside of the family, including social institutions?
   d. Describe how holidays and other significant events are celebrated in the family. Are these linked to their culture, ethnicity, religion, etc, and how?
   e. Summarize by stating what you learned about this family, their diversity issues, their culture, race, ethnicity, and other pertinent facts. Describe if your views about this specific diverse population/family were changed in any way.

3. **Civic/Organizational/Community meeting and paper, worth 25 points.** The student will attend a civic or community based meeting that is addressing a community problem, need, concern, or is addressing legislation/law/codes/regulations that impact individuals and families within the community. An example would be a school board meeting, a meeting on homelessness, a city council meeting, etc. The student is to write a 10-page paper that is type written, double-spaced, using 12 point font. With Title page and page numbers. *You must cite 8 references utilizing APA format.* The paper must cover these areas:
   a. Describe the meeting, its purpose, location, time, and approximate number in attendance and other pertinent details.
   b. Describe the civic organization, government office, or agency conducting or sponsoring the meeting.
   c. Describe in detail the problem being addressed, or the focus of the meeting.
   d. Discuss who facilitated the meeting----the person’s title, position in the community or organization. What were your impressions on how she/he facilitated the meeting and what would you have done differently if anything?
   e. Discuss the patterns of communication during the meeting. Identify individuals who might have dominated the discussion, and questions that were raised and by whom.
   f. Summarize the outcome of the meeting, including any accomplishments, any unfinished business, any future meeting dates, etc.
   g. Describe your gut reactions to the meeting, including your thoughts about the direction the meeting took, discussion, arguments, etc. Did you learn anything about a particular social issue
or problem, and if so what? Did you learn anything about organizational and/or community behavior, and if so, what?

Suggested Reading


