Course Description:
Development of skills in assessing families, groups, organizations, and communities, their impact on human functioning, and their potential for providing social support.

As human systems range from micro, mezzo, to macro, a multidimensional perspective will be presented. This perspective will encompass issues related to economic and social justice, spirituality, diversity, and resilience.

Course Objectives:
By the end of the term, the student will be able to:
1. Use a systems model employing critical thinking to assess families, small groups, organizations, and communities.
2. Demonstrate the ability to analyze the interconnections between social systems, i.e. families, small groups, organizations, and communities.
3. Identify and understand the interactions between personal, political, and socio-cultural influences on micro, mezzo, and macro systems.
4. Apply problem-solving procedures of systematic problem identification and data collection to social systems assessments.
5. Discuss how social system conditions impact behavior from micro, mezzo, and macro entities based on ethnicity, culture, sexual orientation, disability, and other forms of diversity.
6. Demonstrate professionalism, including accountability, self-awareness, and self-discipline in the assessment of social systems.
7. Identity and work toward the elimination of the effects of social inequalities such as racism, ageism, and sexism on social systems.

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.

Texts:
2. Reserve readings are from NASW Social Work Journal, and reflect current research and practice issues in the field of social work. These readings are available in a binder at the library reserve desk, and have been electronically scanned.
Evaluation of Learning and Grading
Achievement of learning objectives will be measured as described below:
1. Genogram: 25 points, due February 9 (SOW3111.1) and February 10 (SOW3111.3), 2005
2. Mid-term Examination: 25 points, March 9 (SOW3111.1) and March 10 (SOW3111.3), 2005
3. Community/Civic/Organizational Meeting and paper: 25 points, due April 6 (SOW3111.1) and April 7 (SOW3111.3), 2005
4. Final Examination: 25 points, April 27 (SOW3111.1, Time 1-3:50) and April 28 (SOW3111.3, Time 7am to 9:50am), 2004.
5. Attendance/Participation/Professional Behavior. Participation includes class discussion, participation in group activities, attendance, and professional behavior. Attendance will be taken each class meeting. Any student who is not present 30 minutes after class begins will be categorized as absent that day. Any student with more than three absences during the semester will have their final grade dropped by one letter grade. Any student with more than six absences will have their final grade dropped by two letter grades. Side conversations and other disruptive behavior will not be tolerated.

Grades
A = 95-100 (4.0) B- = 80-83 (2.75) D+ = 67-69 (1.25)
A- = 90-94 (3.75) C+ = 77-79 (2.25) D = 64-66 (1.00)
B+ = 87-89 (3.25) C = 74-76 (2.00) D- = 60-63 (0.75)
B = 84-86 (3.00) C- = 70-73 (1.75) F = 59 or less (0.00)

1. Students are expected to be punctual both in attendance and in meeting deadlines. Attendance will be taken each class meeting. Any student who is not present 30 minutes after class begins will be categorized as absent that day. Any student with more than three absences during the semester will have their final grade dropped by one letter grade. Any student with more than six absences will have their final grade dropped by two letter grades. Students who experience chronic medical or personal problems which prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies. Side conversations and other disruptive behavior will not be tolerated.
2. Written assignments are due during class on the date listed in the syllabus. Any student unable to attend class on the date an assignment is due may turn their assignment in prior to the due date. Late assignments will be docked 5 points for each calendar day that they are late. Faxed and/or electronic transmitted (e-mail) papers will not be accepted.
3. It is important that the social worker be able to demonstrate effectiveness and competence through the written word. For this reason, each paper will be graded for both clarity and content. All written work must follow the APA format-without exception.
4. All written assignments must be typed (word processed) in 12 font print, doubled-spaced, and posses appropriate cites. The American Psychological Association (APA) manual must be used when writing papers. Margins must be 1 inch around. That is, 1 inch top, bottom, left, and right. Handwritten papers will not be accepted. The cover page is not a page of text. If you decide to number this page, increase the number of assigned pages by one.

Course Outline and Schedule

January 12 & 13 Introduction to Strengths Perspective, Empowerment Approach, Ecological Approach, Systems Theory
Content:
1. Define Macro Social Environment
2. Identify Areas of Environmental Influence
January 19 & 20  
**Theories and Approaches cont.**

**Content:**
1. Discuss Relationship Between Human Behavior and Macro Social Systems
2. Identify, Discuss, and Apply Three Sociological Lens

**Readings:**

January 26 & 27  
**Assessing Family Systems With Emphasis Upon Family Diversity**

**Content:**
1. Define Family
2. Define and Discuss Family Diversity

**Readings:**
- Reserve:

February 2 & 3  
**Assessing Family Systems With Emphasis Upon Family Diversity**

**Content:**
1. Identify and Discuss Personal and Interpersonal Barriers to Cultural Diversity
2. Discuss Cultural Relationship Rules
3. Apply Concepts to Students’ Family

**Readings:**
- Reserve:

February 9 & 10  
**Assessing Family Systems With Emphasis Upon Family Diversity**

**Genogram assignment due**

**Content:**
1. Discuss Problem Identification
2. Discuss Typical Family Needs and Wants
3. Problem and Strength Identification According to Family or Worker

**Readings:**
- Reserve:

February 16 & 17  
**Assessing Groups as Systems**

**Content:**
1. Define Macro Groups
2. Identify Marco Groups Purpose and Goals

**Readings:**
- Text:
   Reserve:

February 23 & 24   Assessing Groups as Systems
Content:
1. Discuss Four Group Functions and Structure
2. Discuss Natural vs Secondary Groups
Readings:
Text:
1. Kirst-Ashman, Chapter 11.
Reserve:

March 2 & 3   Assessing Groups as Systems
1. Identify Social Workers Roles
2. Catch Up and Review for Test
Readings:
Reserve:

March 9 & 10   Assessing Organizational Systems
Mid-Term Exam
Content:
1. Define Organizational Systems
2. Identify, Discuss, and Apply Organizational Systems Theories to Social Service Agencies
Readings:
Text:
1. Kirst-Ashman, Chapter 5 and 12.
Reserve:

March 14-19----Spring Break----No Classes

March 23 & 24   Assessing Organizational Systems
Content:
1. Define Primary and Secondary Organizations
2. Discuss Organizational Goals
Readings:
Text:
Reserve:

March 30 & 31   Assessing Organizational Systems
Content:
1. Discuss the Impact of various Organizational Structures on Communication
2. Identify and Discuss Organizational Leadership Styles and Client Well-Being
Readings:
Text:
1. Kirst-Ashman, Chapter 7 and 8.
Reserve:

April 6 & 7 Assessing Community Systems
Civic/Community/Organizational Meeting Paper due
Content:
1. Define Communities
2. Discuss Community Power Structures
Readings:
Text:
1. Kirst-Ashman, Chapter 3.
Reserve:

April 13 & 14 Assessing Community Systems
Content:
1. Discuss Functions of Neighborhoods
2. Discuss Purpose of Community Health
3. Identify Characteristics of Healthy Communities
Readings:
Text:
1. Kirst-Ashman, Chapter 4.
Reserve:

April 20 & 21 Assessing Community Systems
Content:
1. Discuss Community Change Process
2. Identify Eleven Elements of Community Development
3. Discuss Reasons for and ways to Overcome Community Resistance to Change
Readings:
Reserve:

Final Examination: April 27 (SOW3111.01, Time 1pm to 3:50pm) &
April 28 (SOW3111.03, Time 7am to 9:50am)
Assessing II Assignments

1. **Examinations:** Mid-term and Final Exam, worth twenty-five (25) points each. These exams will be true/false, multiple-choice, fill-in-blank, matching and short answers. The mid-term will be given **March 9 (SOW3111.1) and March 10 (SOW3111.3), 2005**, and will cover lectures, handouts, reserve readings and the readings in the textbook for the first eight (8) weeks of the class. The final exam will be given **April 27 (SOW3111.1, Time 1pm to 3:50pm) and April 28 (SOW3111.3, Time 7am to 9:50pm), 2005**, and will cover lectures, handouts, reserve reading, and the readings in the textbook for the last seven (7) weeks of the class. Review sheets will be provided for each exam.

2. **Genogram, worth 25 points, due February 9 (SOW3111.1) and February 10 (SOW3111.3), 2005.** Students will complete a genogram on their own family on an 8 x 10 sheet of paper that encompasses three generations minimum. You can include additional generations if desired. The student will then write a brief narrative (3-5 pages) that describes the following:
   a. Identify the members of your family, including names, ages, and relationship to you, and identify who is living in the household.
   b. What are the strengths of your family, and why are these strengths?
   c. Describe the cultural, ethnic, and racial background of your family and how you feel this has impacted your view of yourself and others.
   d. Describe how holidays and other significant events are celebrated in your family. Are these activities linked to your culture, ethnicity, religion, etc., and how?
   e. Summarize by stating how your family of origin influenced who you are, and if their influence impacted why you chose to become a social worker.

3. **Community/Civic/Organizational/Governmental Meeting:** worth 25 points, due April 6 (SOW3111.1) and April 7 (SOW3111.3), 2004. Each student is expected to attend one civic or community based meeting that is addressing a community problem, need, concern, or is addressing legislation/laws/codes/regulations that impact individuals and families within the community. For example: a school board meeting, a meeting on homelessness, a meeting conducted by the mayor, etc. The student is then to write a 5-7 page paper that is type written, double-spaced, using 12 point font. You will need to cite at least 5 references (you can use your textbook, course readings, and other sources. Understand that if you choose to use an
Internet source, you must determine how to correctly cite this source.). You will must use a reference source for question #g. This paper must cover the following areas:

a. Describe the meeting; its purpose, location, time, and approximate number in attendance.
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.
e. Discuss the patterns of communication during the meeting. Identify individuals who might have dominated the meeting, who may have taken on the role of aggressor, peacekeeper, gatekeeper, etc., and how others within the setting responded to comments, discussion, questions that were raised.
f. Summarize the outcome of the meeting, including any accomplishments, any unfinished business, and future meeting dates, etc.
g. Describe your gut reactions to the meeting, including your thoughts about the direction the meeting took, discussions, arguments, etc. Did you learn anything about organizational or community behavior? If so, what?

4. Attendance, Participation, and Professional Behavior. It is expected that the student attend every class session, and participate in class discussion, exercises, role-plays, etc. Attendance will be taken at the beginning of each class session; therefore it is important that the student arrive on time. Any student who is not present 30 minutes after class begins will be categorized as absent that day. It is the student's responsibility to sign in for a class session. Students that miss four to five class sessions will have their grades lowered one grade level, and seven to eight sessions missed will result in a student’s grade being lowered two grade levels. Side conversations, or other disruptive behavior will not be tolerated.

Bibliography


