SOW 3111.02 Assessing II: Human Systems

Instructor: Julie Barrett  
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Term: Spring 2005  
Class Day: Tues  
Class Time: 6:30PM to 9:20PM  
Location: HPA 1 #246

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 available in bound form at the UCF library.

Evaluation of Learning and Grading
Achievement of learning objectives will be measured as described below:
1. Family system analysis (20%) Due February 15. Students will perform an analysis of a real family, applying concepts from course material. Specific requirements of this paper will be provided in class.

2. Mid-term Examination (20%) Held March 8. Mid-term examination will cover the first half of the course (Overview, family systems, and group systems) A study guide will be provided for this exam.

3. Organizational system analysis (25%) Due April 12. Students will perform an analysis of a real social service agency, applying concepts from course material. Specific requirements of this paper will be provided in class.

4. Final Examination: 25 points (25%) Final examination will cover the second half of the course (Organizational systems and community systems) A study guide will be provided for this exam.

5. Attendance and professional behavior (10%) Students are expected to attend each class, arrive on time, and remain for the duration of the class. They are also expected to actively and appropriately participate in class activities. Students are expected to behave professionally and respectfully toward the instructor and each other at all times.

Grades

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
<td>3.75</td>
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<td>B+</td>
<td>87-89</td>
<td>3.25</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<td>B-</td>
<td>80-83</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>74-76</td>
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<td>C-</td>
<td>70-73</td>
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<td>D+</td>
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1. Students are expected to be punctual both in attendance and in meeting deadlines. Attendance will be taken during the first half hour of class and repeated immediately following any breaks during class. Any student who is not present during the taking of attendance will be categorized as absent that day. Any student with more than 3 absences during the semester will receive a grade of Zero (0%) for attendance and participation. 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.

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 directly to the social work office on or before the due date. It is the student’s responsibility to see to it that their assignment is stamped with the date by the social work staff member who then places the assignment in the instructor’s mailbox. Late assignments will be docked 10% for each calendar day that they are late. Assignments will not be accepted by email or fax. Because there will be no exceptions to this policy, students are encouraged to turn in assignments early, or exchange contact information with their classmates so that assignments can be turned in on time in the event of an emergency.

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. All written assignments must be typed in a professional font style and size. Margins must be one inch. The cover page of a paper is not considered to be a page of text.

4. The syllabus is not considered to be a legal document. Typographical and other errors may be present. In addition, the instructor reserves the right to adjust reading requirements, assignment due dates, and other expectations at her discretion. Any changes in the syllabus will be announced in class.
Course Outline and Schedule

January 11 & 18  Introduction
Content:
1. Define Macro Social Environment
2. Identify Areas of Environmental Influence
3. Discuss Relationship between Human Behavior and Macro Social Systems
4. Human Diversity and Empowerment
5. Systems Theory and Ecological Perspective

Readings:
Text:
1. Kirst-Ashman, Chapter 1.
Reserve:
2. Pillari, pp. 1-31

January 25, Feb 1, Feb 8  Assessing Family Systems
Content:
1. Define the Family System
2. Apply concepts of systems theory and ecological perspective to family systems
3. Define and Discuss Family Diversity
4. Discuss functions and dynamics of families in society
5. Problem and Strength Identification According to Family or Worker

Readings:
Reserve:
1. Queralt, Ch. 8 & 9
2. Longres, Ch 10
3. Carlson & Englar, pp. 77-82
4. Crethar, Snow, & Carlson, pp. 222-229

Family Analysis paper due February 15

February 15, 22, March 1  Assessing Groups as Systems
Content:
1. Define types and functions of groups
2. Apply concepts of systems theory and ecological perspective to groups
3. Serving groups of people with shared challenges and at-risk groups
4. Explore the various group dynamics common to different types of groups

Readings:
Text:
Reserve:
2. Berman-Rossi & Gitterman, pp. 212-221
3. Jacobs, Masson, & Harvill, Ch. 1 & 2

March 8
Midterm Examination
March 22, 29, April 5 Assessing Organizational Systems

Content:
1. Define Organizational Systems
2. Identify, Discuss, and Apply Organizational Systems Theories to Social Service Agencies
3. Define External and Internal Environment of Organizations.
4. Discuss the Impact of various Organizational Structures on Communication.
5. Identify and Discuss Organizational Leadership Styles and Client Well-Being

Readings:
Text:
1. Kirst-Ashman, Chapter 5, 6, 7 & 8

Reserve:
2. Gibelman pp. 49-62
3. Rivas, pp. 171-175

Organizational Analysis paper due April 12

April 12 & 19 Assessing Community Systems

Content:
1. Define Communities
2. Theoretical Perspective on Communities
3. Discuss Community Power Structures
4. Empowerment and Communities
5. Community Strengths
6. Neighborhood Empowerment
7. Discuss Functions of Neighborhoods
8. Discuss Purpose of Community Health
9. Discuss Community Change Process
10. Discuss Reasons for and ways to Overcome Community Resistance to Change

Readings:
Text:
1. Kirst-Ashman, Chapter 2, 3, 4 & 12.

Reserve:
2. Alexander, pp. 149-156

Final Examination: April 26
Bibliography


**Reserved Readings:**

**January 11 & 18   Section 1: Introduction**


**January 25, Feb 1, Feb 8   Section 2: Family Systems**


**February 15, 22, March 1  Section 3: Group Systems**


**March 22, 29, April 5  Section 4: Organizational Systems**


**April 12 & 19  Section 5: Community Systems**


