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 an 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, and strength 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:
1. Family Interview and Genogram: worth 25 points, due February 18, 2005
2. Mid-term Examination: worth 25 points, March 11, 2005
3. Civic/Organizational/Community Meeting and Paper: worth 25 points, due April 8, 2005
4. Final Examination: worth 25 points, Final Exam Week, April 29, 2005 (Time 10-12:50, Our Classroom)
5. Attendance/Participation/Professional Behavior. Participation includes class discussion, participation in group activities, attendance, and professional behavior. Although attendance will not be taken each class session, students are expected to attend each class session. When students are absent, it will be the student’s responsibility to locate material that was presented during their absence. That is, students will be required to ask their fellow classmates for material that was distributed in class. Side conversations and other disruptive behavior will not be tolerated.

Grades

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>GPA</th>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<td>C+</td>
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<td>C-</td>
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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 full letter grade. Any student with more than six absences will have their final grade dropped by two full letter grades. 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 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 possess 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 and the reference page(s) are not a page of text. If you decide to number these pages, increase the number of assigned pages by accordingly.

Course Outline and Schedule

January 14  Introduction to Strengths Perspective, Empowerment Approach, Ecological Approach, Systems Theory
Content:
1. Define Macro Social Environment
2. Identify Areas of Environmental Influence

Textbook Readings:
1. Kirst-Ashman, Chapter 1.

Reserve Reading:

January 21 Theories and Approaches cont.
Content:
1. Discuss Relationship Between Human Behavior and Macro Social Systems
2. Identify, Discuss, and Apply Three Sociological Lens

Textbook Readings:

Reserve Reading:

January 28 Assessing Family Systems With Emphasis Upon Family Diversity
Content:
1. Define Family
2. Define and Discuss Family Diversity

Textbook Readings:

Reserve Readings:

February 4 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:

February 11 Assessing Family Systems With Emphasis Upon Family Diversity
Content:
1. Discuss Problem Identification
2. Discuss Typical Family Needs and Wants
3. Problem and Strength Identification According to Family or Worker

Reserve Readings:

February 18 Assessing Groups as Systems
Genogram Assignment Due, February 18, 2004
Content:
1. Define Marco Groups
2. Identify Macro Groups Purpose and Goals

Textbook Readings:

Reserve:

February 25 Assessing Groups as Systems
Content:
1. Discuss Four Group Functions and Structure
2. Discuss Natural vs Secondary Groups

Textbook Readings:
1. Kirst-Ashman, Chapter 11.

Reserve Reading:

March 4 Assessing Groups as Systems
Content:
1. Identify Social Workers Roles
2. Catch Up and Review for Test

Textbook Readings:

Reserve Reading:

March 11 Assessing Organizational Systems
Mid-Term Exam
Content:
1. Define Organizational Systems
2. Identify, Discuss, and Apply Organizational Systems Theories to Social Service Agencies

Textbook Reading:
1. Kirst-Ashman, Chapter 5 and 12.

Reserve:

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

March 23 Assessing Organizational Systems
Content:
1. Define Primary and Secondary Organizations
2. Discuss Organizational Goals

Textbook Readings:

Reserve Reading:

March 30 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
Textbook Reading:
1. Kirst-Ashman, Chapter 7 and 8.

Reserve Reading:

April 8 Assessing Community Systems
Civic/Organizational/Community Meeting Paper is due
Content:
1. Define Community
2. Discuss Community Power Structures

Textbook Readings:
1. Kirst-Ashman, Chapter 3.

Reserve Reading:

April 15 Assessing Community Systems
Content:
1. Discuss Functions of Neighborhoods
2. Discuss Purpose of Community Health
3. Identify Characteristics of Healthy Communities

Textbook Reading:
1. Kirst-Ashman, Chapter 4.

Reserve:

April 22 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

Reserve Reading:

Final Exam during Final Exam Week----April 29, 2004, 10am to 12:50pm (Our Classroom)
Human Behavior II Assignments

1. Examinations: Mid-term and Final exam, worth 25 points each. These exams will be true/false, multiple choice, fill-in-blank, matching, and short answer exams. The mid-term will be given on, March 11, 2005 and will cover lectures, material, and all readings in the first nine (9) weeks of the semester. The final exam will be given April 29, 2005. This examine will cover lectures, material, and all readings for the last seven (7) weeks of the semester.

2. Family Interview and Genogram, worth 25 points, due February 18, 2005. 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 on a 8 x 10 sheet of paper. 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 are strongly encouraged to cite references, including your textbook in APA format to support your answers and discussion.)

   a. Who are the members of the family, including 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, it’s diversity issues, it’s culture, race, ethnicity, etc. Also 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, due April 8, 2005. 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. You must cite 5 references utilizing APA format. The paper must cover these areas:

a. Describe the meeting, it's purpose, location, time, 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. 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**


Religion, 14(2), 14, 91.


