RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK

09:910:403: Human Behavior in the Social Environment II

Master Syllabus

Instructor:

Tel:
E-mail:
Office Hours:

1.   Catalog Course Description

Theories and knowledge of action groups, organizations and communities as the context for micro and macro social practice. Ways in which systems promote or deter people in the maintenance or attainment of optimal health and well-being. Evaluation and application of theory to client situations to understand how macro systems affect client benefit.

2.   Course Overview

This course is the second of two required courses in the Professional Foundation designed to provide an understanding of human behavior and the course is the second of two required courses in the Professional Foundation designed to provide an understanding of human behavior and the social environment. It centers on groups, organizations and communities both as a context for practice and as a focus of intervention. The reciprocal effects between all system levels are emphasized, according to the ecological perspective. Various group, organizational and community theories are critically reviewed and applied to practice situations. Also, the course stresses the linkages with policy and research. In accordance with the School's mission we will give special attention to vulnerable populations (e.g., the poor, women and children, people of color, older adults, those with chronic physical or mental health problems, gays and lesbians). In addition, we will examine how social systems can promote or deter the functioning of groups, organizations and communities as well as how these larger systems can promote or deter the functioning of individuals and families.

3.   Place of Course in Program

This is a required foundation course taken in the first year. HBSE I is a prerequisite. The purpose of HBSE I & II is to provide the theoretical knowledge that underpins the application of the problem-solving, generalist practice model in Social Work Practice I & II, as well as Advanced Social Work Practice courses.

4.   Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will assist students in developing the following competencies:

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed

interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

5.   Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethical and professional behavior, diversity and difference in practice, as well as human rights and social, economic and environmental justice through the study of the history of social work and social services in the United States and the evolution of the social work profession.

Upon completion of this course, students will be able to:

1) Critically evaluate and integrate various theories on groups, organizations and communities.
2) Understand the impact of group, organizational or community membership upon their members and also how these reciprocally affect one another, according to the ecological perspective.
3) Identify group, organizational and community issues particular to vulnerable populations (e.g., marginality, class, ethnicity, race, discrimination).
4) Apply different theoretical approaches to understand power, empowerment, and the impetus for and impediments to social change.
5) Identify how the social environment constrains (e.g., though poverty, racism, sexism, ageism, homophobia), or facilitates the functioning of groups, organizations and communities and how these larger systems constrain or facilitate individual, family or neighborhood development.
6) Identify the impact of social and economic forces on individuals and social systems.
7) Analyze a practice situation in terms of the relevant group, organizational and community theories, including the influence of all system levels.
8) Increase awareness of personal attitudes and values regarding human diversity and vulnerable populations.
9) Articulate professional values in support of social and economic justice as a means of promoting the optimum functioning of groups, organizations and communities so as to benefit users especially the more vulnerable populations at risk.

6.   School of Social Work Mission Statement and School Wide Learning Goals

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

7. Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work librarian on the New Brunswick Campus: karen.hartman@rutgers.edu p. 848-932-6104; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are available to meet with students.

Writing Assistance

Success in undergraduate education and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All New Brunswick BASW students are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available. https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching

Camden Campus

The Camden learning center provides writing assistance for BASW students on the Camden Campus: http://learn.camden.rutgers.edu/writing-assistance

Additional Online Resources

APA Style

Purdue OWL https://owl.english.purdue.edu/owl/resource/560/01/
APA Style Guide http://www.apastyle.org/learn/faqs/index.aspx

Purdue OWL Mechanics, grammar, organization
https://owl.english.purdue.edu/owl/section/1/

Email Etiquette for Students

8. Office on Violence Prevention and Victim Assistance:

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **732.932.1181, http://vpva.rutgers.edu**. Services are free and confidential and available 24 hrs. /day, 7 days a week.

9. Active Shooter Resources:

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- **http://rupd.rutgers.edu/shooter.php**.

10. Required Texts

Kirst-Ashman & Hull (2018).Empowerment Series: Generalist Practice with Organizations and Communities 7th ed.

Conover, Ted (2001). New Jack: Guarding Sing Sing. Random House: New York.

11. Course Requirements

It is expected that students will attend class sessions having read the assigned material and prepared for class discussion. It is also expected that students will attend class regularly and remain for the entire class period. If you miss more than 3 classes without a doctor's note your grade will be deducted by one letter grade. All assignments are to be completed by the scheduled due dates. Extensions will only be granted in extreme circumstances and must be planned ahead of time with the professor.

12. Grading

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+ = Acceptable work.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grading Scale

A	90-100	C+	75-79
B+	85-89	C	70-75
B	80-84	F	Below 70

13. Attendance

This course will be based on a partnership between instructor and students in collaboration and commitment to mutual learning. Students may not miss class without a valid excuse. Valid excuses include illness with medical documentation or death of a loved one.

If you miss a class, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me.

14. Written Assignments

1. Generalist Intervention Model and Ecological perspective 20% Due Feb 17
2. Group session visit - presentation 20% throughout starting at week 4
3. Agency analysis 25% Due April 7th
4. Community review using New Jack 25% Due April 26
5. Attendance and participation 10%

15. Course Evaluation

There will be two evaluations. At mid-term and at the end of the semester, feedback from students will be requested through the University's anonymous evaluation system.

16. Policy on Academic Integrity

All work submitted in an undergraduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style, which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to

paraphrase Plato's comment…" and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***"Plagiarism***: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:
Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
1. Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
2. Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
3. Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution."

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete.   A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination.***

17. **Disability Accommodation**

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please

complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form."

18. **Attendance/Participation Policy:**

Although this is an online class, students are expected to attend all classes; that is, posting and completing work on time. If you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions... In addition, students are expected to take leadership roles in class discussions and exercises.

19.   **Course Outline**

Session 1 (WEEK 1)

Introductions and Course Overview
Understanding human behavior and the social environment by looking at groups, organizations, and communities as a context for practice and a focus of intervention.

Session 2 (WEEK 2)
Generalist Intervention Model (GIM) / Problem Solving Process

Reading
Kirst-Ashman, K.K. & Hull, G.H. (2016). Understanding Generalist practice (8th Ed.). Stamford, CT. Cengage Learning. Chp 1 (in electronic reserve)

Kirst-Ashman, K.K. & Hull, G.H. (2018). Generalist practice with organizations and communities (7th Ed.). Stamford, CT. Cengage Learning. Chp 1

Session 3 (WEEK 3)
Rest of GIM / Social Systems Perspective and Ecological framework

Readings

Watling Neal, J. & Neal, Z. P. (2013). Nested or networked? Future directions for ecological systems theory. *Social Development, 22*(4), 722–737.

Gitterman, A. & Germain, C. B. (1976). Social work practice: A life model. *Social Service Review, 50*(4), 601-610. (in electronic reserve)

Rotabi K.S. (2007). Ecological theory origin from natural to social science or vice versa? A brief conceptual history for social work. *Advances in Social Work, 8*(1), 113 – 129. (In electronic reserve)

Read at least two of the following – your choice and be prepared to discuss

Bell, B. G. & Clegg, J. (2012). An ecological approach to reducing the social isolation of people with an intellectual disability. *Ecological Psychology, 24*, 159-177. (In electronic reserve)

Perry-Jenkins, M., Newkirk, K., & Ghunney, A.K. (2013). Family work through time and space: An ecological perspective. *Journal of Family Theory & Review, 5*, 105-123. (In electronic reserve)

Barr, S. C. & Neville, H. A. (2014). Racial socialization, color-blind racial ideology, and mental health among black college students: An examination of ecological model. *Journal of Black Psychology, 40*(2), 148-165. (in electronic reserve)

Kosciw, J. G., Greytak, E. A., & Diaz, E. M. (2009). Who, what, where, when and why: Demographic and ecological factors contributing to hostile school climate for lesbian, gay, bisexual, and trangender youth. *Journal of Youth Adolescence, 38*, 976-988. (In electronic reserve)

Session 4 (WEEK 4) Presentations to begin
Theories of group

Reading that is required of this week
Lee, J. A. B. (2001). The empowerment approach to social work practice: Building the beloved community (2nd Ed.). NY: Columbia University Press. Chp 2 and 3
Shriver chapter 4
Conover, T. (2001). New Jack: Guarding Sing Sing chp1, 2

Session 5 (WEEK 5)
Groups

Reading
Toseland chp 1
Kirst –Ashman, K.K. & Hull, G.H. (2016). Understanding generalist practice (8th Ed). Stamford, CT. Cengage Learning. Chp 3

Lee, J. A. B. (2001). The empowerment approach to social work practice: Building the beloved community (2nd Ed.). NY: Columbia University Press. Chp 11

Conover, Ted (2001). New Jack: Guarding Sing Sing, Chapter 3,4

Session 6 (WEEK 6)
Groups

Readings

Lee, J. A. B. (2001). The empowerment approach to social work practice: Building the beloved community (2nd Ed.). NY: Columbia University Press. Chp 12

Andrews, J. (2001). Group work's place in social work: A historical analysis. Journal of Sociology and Social Welfare, 28(4), 45-65. (in electronic reserve)

Constantine, M.G. (2007). Racial microaggressions against African American clients in cross-racial counseling relationships. *Journal of Counseling Psychology, 54*(1), 1-16. (in electronic reserve)

Acevedo, V. (2008). Cultural competence in a group intervention designed for Latino patients living with HIV/AIDS. *Health & Social Work, 33*(2), 111 – 120. (in electronic reserve)

Conover, T. (2001). New Jack: Guarding Sing Sing chp 5

Session 7 (WEEK 7)
Groups

Reading
Toseland, R. W. & Rivas, R. F. (2012). *An introduction to group work practice.* Boston: Allyn & Bacon. Chp 2. Pp. 57 – 65, Chp 8 pp. 229-260, Chp 14 pp. 420 – 444. (in electronic reserve)

Mattison, M. (2012). Social work practice in the digital age: Therapeutic e-mail as a direct practice methodology. *Social Work, 57*(3), 249 – 258. (in electronic reserve)

Conover, T. (2001). New Jack: Guarding Sing Sing chp 6

Session 8 (WEEK 8)
Agencies/ Organizations

Readings
Schriver Chp 8
Schriver Chp 9

Kirst-Ashman, K.K. & Hull, G.H. (2018). Generalist practice with organizations and communities (7th Ed.). Stamford, CT. Cengage Learning. Chp 4, 5

Lauffer, A. (2011). *Understanding your social agency*. Los Angeles: Sage. Chapter 7. (in electronic reserve)
Conover, Ted (2001). New Jack: Guarding Sing Sing, Chapter 7

Session 9 (WEEK 9)
Organizations / Agencies

Readings

Conover, T. (2001). New Jack: Guarding Sing Sing chp 8

Kirst-Ashman, K.K. & Hull, G.H. (2018). Generalist practice with organizations and communities (7th Ed.). Stamford, CT. Cengage Learning. Chp 6 ,7

Lauffer, A. (2011). *Understanding your social agency*. Los Angeles: Sage. Chapter 8. (in electronic reserve)

Session 10 (week 10)
 Organizations / Agencies

Readings

Kirst-Ashman, K.K. & Hull, G.H. (2018). Generalist practice with organizations and communities (7th Ed.). Stamford, CT. Cengage Learning. Chp 2,3, 13

Conover, T. (2001). New Jack: Guarding Sing Sing chp 9

Netting, E.F., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (20120. *Social work macro practice* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. Chapter 8 254-301.

Mor Barak, M. E. (2000). The inclusive workplace: An ecosystems approach to diversity management. *Social Work, 45*(4), 339- 352.

Session 11 (WEEK 11)
Communities
Readings
Lee, J. A. B. (2001). The empowerment approach to social work practice: Building the beloved community (2nd Ed.). NY: Columbia University Press. Chp 13

Kirst-Ashman, K.K. & Hull, G.H. (2018). Generalist practice with organizations and communities (7th Ed.). Stamford, CT. Cengage Learning. Chp 8

Schriver Chp 10

Netting, E.F., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (20120. *Social work macro practice* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. Chapter 5

Susan A. Murty, S. A., Gilmore, K. Richards, K.A. & Altilio, T. (2012). Using a LISTSERV™ to develop a community of practice in end-of-life, hospice, and palliative care social work. *Social Work in End of Life and Palliative Care*, *8*, 77-101.

Session 12 (WEEK12)
 Communities
Kirst-Ashman, K.K. & Hull, G.H. (2018). Generalist practice with organizations and communities (7th Ed.). Stamford, CT. Cengage Learning. Chp 9,11

Greene, D.A. & Latting, J.K. (2004). Whistle blowing as a form of advocacy: Guidelines for the practitioner and organization. *Social Work, 49*(2), 219-230.

Session13 (WEEK 13)
Communities
Kirst-Ashman, K.K. & Hull, G.H. (2018). Generalist practice with organizations and communities (7th Ed.). Stamford, CT. Cengage Learning. Chp 10

Trickett, E.J. (2009). Multilevel community – based culturally situated interventions and community impact: An ecological perspective.

Session 14 (WEEK 14)
Last Class – wrap up
PAPER DUE on New Jack