

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

09:910:403:XX Human Behavior in the Social Environment II
Spring 2022

OTG Template

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. 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;

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities;

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities;

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities;

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

5. Course Learning Goals

This course will enable students 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., through 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

Meredith Parker is the social work librarian on the New Brunswick Campus: Meredith.parker@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 SSW students (NB, Camden, Newark, Intensive Weekend, online, and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

Contact: <https://rlc.rutgers.edu/student-services/writing-tutoring>

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

<https://owl.english.purdue.edu/owl/resource/694/01/>

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. Group session visit - presentation 30% throughout starting at week 6 (students to sign up)
2. Agency analysis 30% Due mid March
3. Community review using New Jack 30% Due end of April
4. Attendance and participation (wrap ups) 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:**

Students are expected to attend all classes. 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. 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

Module 1 (WEEK 1)

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

Module 2 (WEEK 2)

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.

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.

Module 3 (WEEK 3)

Toseland, R. W. & Rivas, R. F (2012). *An introduction to group work practice*. Allyn & Bacon: Boston. Chapter 1 p. 1-43

Shriver, J. M. (2015). *Human behavior and social environment: Shifting paradigms in essential knowledge for social work practice*. Pearson: Boston. Chapter 8, p. 193-222.

Module 4 (WEEK 4)

Toseland, R. W. & Rivas, R. F (2012). *An introduction to group work practice*. Allyn & Bacon: Boston. Chapter 2, p. 45-94.

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

Lee, J. A. B. (2001). *The empowerment approach to social work practice: Building the beloved community* (2nd Ed.). NY: Columbia University Press. **Chapters 2, 3, 11, 12**

Conover, T. (2001). New Jack: Guarding Sing Sing chp1, 2

Module 5 (WEEK 5)

Kirst –Ashman, K.K. & Hull, G.H. (2016). *Understanding generalist practice* (8th Ed). Stamford, CT. Cengage Learning. Chapter 3

Re read Shriver, J. M. (2015). *Human behavior and social environment: Shifting paradigms in essential knowledge for social work practice*. Pearson: Boston. Chapter 8, p. 193-222.

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

Module 6 (WEEK 6)

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

Module 7 (WEEK 7)

Kirst-Ashman and Hull (2018). *Generalist practice with organizations and communities* chap 5 pages – 143- 153 and 167 - 199

Conover, Ted (2001). *New Jack: Guarding Sing Sing*, Chapter 6

Module 8 (WEEK 8)

Kirst-Ashman, K.K. & Hull, G.H. (2018). *Generalist practice with organizations and communities* (7th Ed.). Stamford, CT. Cengage Learning. Chp 5, p. 153-166.

Shriver, J. M. (2015). *Human behavior and social environment: Shifting paradigms in essential knowledge for social work practice*. Pearson: Boston. Chapter 9, p. 223-238.

Conover, Ted (2001). *New Jack: Guarding Sing Sing*, Chapter 7

Module 9 (WEEK 9)

Kirst-Ashman, K.K. & Hull, G.H. (2018). *Generalist practice with organizations and communities* (7th Ed.). Stamford, CT. Cengage Learning. Chapters 6 and 13

Shriver, J. M. (2015). *Human behavior and social environment: Shifting paradigms in essential knowledge for social work practice*. Pearson: Boston. Chapter 9, p. 238-259.

Sweitzer, H. F. & King, M.A. (2014). *The successful internship: Personal, professional, and civic development in experiential learning*. Chapter 10, p. 281-312.

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

Module 10 (week 10)

Kirst-Ashman, K.K. & Hull, G.H. (2018). *Generalist practice with organizations and communities* (7th Ed.). Stamford, CT. Cengage Learning. Chapters 3, 4, and 7

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

Module 11 (WEEK 11)

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

Shriver, J. M. (2015). *Human behavior and social environment: Shifting paradigms in essential knowledge for social work practice*. Pearson: Boston. Chapter 10, p. 260-294.

Switzer, H. F. & King, M.A. (2014). The successful internship: Personal, professional, and civic development in experiential learning. Chapter 11, p. 313 -327.

Module 12 (WEEK12)

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

Netting, E.F., Kettner, P.M., McMurtry, S.L., & Thomas, M.L. (2012). *Social work macro practice* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc. Chapter 5

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

Module 13 (WEEK 13)

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

Module 14 (WEEK 14)

No readings due