**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**

**SCHOOL OF SOCIAL WORK**

**COURSE OUTLINE**

# Human Behavior in the Social Environment II

**OTG**

**09 or 50:910:403**

**Spring 2024**

**Instructor:**

**Office hours:**

**Telephone:**

**Email:**

## 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.

## 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 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.

## Place of Course in Program

Course 910:403 is one of the required courses for the Social Work Major.

## Program Level Learning Goals and the Council on Social Work Education’s Social Work Competencies

To prepare students for practice and leadership roles in the fields of social work and social  
welfare. This goal is operationalized using five of the nine Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

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

The Social Work Major at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). Students are welcome to review CSWE’s accreditation standards at [www.cswe.org](http://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 competencies 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.*

## Course Level Learning Goals

This course will enable students to identify how groups, orgs, communities come into being and evolve over time. Students will gain an understanding of how to create/build a group, integrate theories used to manage a group, and develop self-efficacy in managing/facilitate a group. They will be able to begin identifying gaps within a human services agency in order to determine what is necessary to benefit clients and learn the importance of leadership skills. An emphasis on the significance of creating a safe environment in a group, organization and community will be offered, with the intention of giving power back to the group. Students will learn how to transfer skills between group, organization, and community context. They will recognize how groups, orgs, and communities can either promote inclusion and/or and the ways they can empower or oppress people. An exploration of the role of social media and technology on the development of groups, orgs, and community, within an Anti-racist and liberatory consciousness lens.

Upon completion of this course, students will be able to:  
1. Recognize how groups, organizations, and communities are founded in particular  
theoretical approaches, values, skills, and historical contexts.  
2. Apply different theoretical approaches and perspectives, such as the ecological  
perspective and an anti-racist framework, to empower groups, organizations, and  
communities to create social change.  
3. Identify how the social environment, and social and economic systems, constrain (e.g.,  
though capitalist oppression, racism, sexism, ageism, homophobia) or liberate groups,  
organizations and communities and how these larger systems constrain or facilitate  
individual, family or neighborhood development  
4. Analyze the effects of leadership, technology, and structure on the development and  
evolution of groups, organizations, and communities.  
5. Recognize how groups, organizations, and communities can either promote diversity,  
equity, and inclusion or perpetuate injustice, exclusion, and inequality.

## 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

## Diversity and Inclusion Statement (can be modified as appropriate to the course)

RU SSW seeks to create an inclusive learning environment where diversity, individual

differences and identities (including but not limited to race, gender-identity and expression,

class, sexuality, religion, ability, etc.) are respected and recognized as a source

of strength. Students and faculty are expected to respect differences and contribute to

learning environment that allows for a diversity of thought and worldviews. Please feel free

to speak with me if you experience any concerns in this area.

## Academic Resources

### Library Research Assistance

**Julia Maxwell** is the social work the social work librarian on the New Brunswick Campus [jam1148@libraries.rutgers.edu](mailto:jam1148@libraries.rutgers.edu) p. 848-932-6124; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto:Katie.anderson@rutgers.edu) 856-225-2830. They are available to meet with students.

### Writing Assistance

Success in the School of Social Work and within the larger profession of social work depends on strong writing skills. Writing skills can be improved with practice and effort and Rutgers has

multiple resources available to help students strengthen their professional

and academic writing skills.

#### New Brunswick Campus

All New Brunswick BA students are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

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

#### Camden Campus

The Camden learning center provides writing assistance for BA students on the Camden

Campus: <http://learn.camden.rutgers.edu/writing-assistance>

### Additional Online Resources

#### APA Style

All students are expected to adhere tothe citation style of the*Publication Manual of the American Psychological Association,* 7th edition (2020). It can be purchased at [APA Manual 7th Edition](https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/143383216X/ref=sr_1_3?dchild=1&keywords=apa+style+manual+7th+edition&qid=1593443619&s=books&sr=1-3). The Purdue OWL website also provide assistance with APA style <https://owl.english.purdue.edu/owl/resource/560/01/>

#### Email Etiquette for Students

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

## Course Attendance and Participation Policies

You should complete the course modules according to the course outline. You are expected to  
complete the readings, discussions and assignments according to the course outline and due dates  
found in each module’s activity in Canvas.

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/](https://ssw-mail.rutgers.edu/owa/redir.aspx?C=af5cdb1780904eb7aae8d3898fcc64b6&URL=https%3a%2f%2fsims.rutgers.edu%2fssra%2f) 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.

## Required Texts and Readings

How Al-Anon Works (Al-Anon Family Groups) which can be ordered through <https://ecomm.al-anon.org/ItemDetail?iProductCode=B32>

All other required readings are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Frutgers.mediaspace.kaltura.com%2Fmedia%2FReading%2BList%2Bvideo%2B%2528120819%2529%2F1_1gvyn3h3&data=02%7C01%7Clacurran%40ssw.rutgers.edu%7C060ec741f6ff47cd80e408d81c4a1474%7Cb92d2b234d35447093ff69aca6632ffe%7C1%7C0%7C637290451790419224&sdata=DVEXnByY0n2K5SimrX4a5KPMsIZamSdcrDbh66jZeq0%3D&reserved=0)

## Course Requirements

Students are expected to complete all assigned readings, videos, podcasts, etc.; participate in all threaded discussions; and submit all assignments in the course. The weekly assignments count for class attendance. The grades will be lowered for failure to meet the weekly assignments requirement each week. All assignments are due on or before 11:59 P.M. on the required dates. There will be the following assignments:

1. **In-Class Discussions and Participation**
   1. This includes developing your ability to understand the perspectives of others and taking risks in speaking honestly to support your own learning and growth. In support of these aims, students are expected to respect confidentiality; personal information or student comments should not be shared beyond this course. It is also expected that students respond to posts with respect; students should use "I statements" (such as "I believe") and not use generalizations.
2. **Attend a Group and Session Experience Reflection Assignment (Due Module 5)**

**3. Organizational Assessment (Due Module 9)**

**4. Community Zine (Due Module 14)**

## Grading Standards

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+=More acceptable work. Some 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.

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 Criteria

**(*Faculty/Lecturers please note difference from MSW scale*)**

Grade Percent **\*Scores to be rounded up at .5**

A 90-100

B+ 85-89

B 80-84

C+ 75-79

C 70-74

D 60-69

F 0-59

## Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, “Students are responsible for

understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](https://global.rutgers.edu/academic-integrity-rutgers) in its entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“**Plagiarism**: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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: 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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“**Cheating**: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved**;** Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

**Use of artificial intelligence (AI)** such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Patricia Findley at [pfindley@ssw.rutgers.edu](mailto:pfindley@ssw.rutgers.edu)). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](https://global.rutgers.edu/academic-integrity-rutgers) and [Procedures for Adjudicating Academic Integrity Violations](https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2021/06/Procedures-for-Adjudicating-Alleged-Academic-Integrity-Violations.pdf)

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/assignment.***

## 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’ 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/getting-registered>

## Other Resources

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, 848.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs/day, 7 days a week.

**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**.

## Course Outline

Required Reading Assignments are listed by Modules (see below). Each week you are to read the required articles, case study, lectures, and/or watch or listen to the accompanying video. Threaded Discussion Questions are listed below the required readings, case studies, and/or videos assigned for the various Modules. Additional resources are also provided in the Modules.

### Module 1: Student Introductions and Ecological Model

**1. Meet your classmates**

**2. Ecological Model Required 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)

### Module 2: Groups 1

**Assigned Readings**

Toseland, R. W. & Rivas, R. F (2012). *An introduction to group work practice*. Allyn & Bacon: Boston. Chapter 1 p. 29-49

Al-Anon Family Groups (1995). How Al-Anon works for families and friends of alcoholics. p 4- 12

### Module 3: Group 2

**Assigned Readings**

Shriver, J. M. (2015). *Human behavior and social environment: Shifting paradigms in essential knowledge for social work practice*. Pearson: Boston. Chapter 8, p. 193-212.

Al-Anon Family Groups (1995). How Al-Anon works for families and friends of alcoholics. p. 13-26

### Module 4: Groups 3

**Assigned Readings**

Glicken (nd). Understanding Group Dynamics and Systems p. 57-72

Al-Anon Family Groups (1995). How Al-Anon works for families and friends of alcoholics. p. 27 – 34

### Module 5: Groups 4

**Required Readings:**

[https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/cognitive-behavioural-therapy-cbt/#:~:text=Cognitive%20behavioural%20therapy%20(CBT)%20is,affect%20your%20feelings%20and%20actions Links to an external site.](https://www.mind.org.uk/information-support/drugs-and-treatments/talking-therapy-and-counselling/cognitive-behavioural-therapy-cbt/#:~:text=Cognitive%20behavioural%20therapy%20(CBT)%20is,affect%20your%20feelings%20and%20actions)

Al-Anon Family Groups 1995). How Al-Anon works for families and friends of alcoholics. p. 35 – 64

**Group Session Assignment Due**

### Module 6: Organizations 1

**Assigned Readings**

Ahmed, S. chapter 1 p. 19 – 50

Tierney, W.G. (1988). Organizational Culture in Higher Education: Defining the Essentials. *The Journal of Higher Education, 59(*1) (Jan. - Feb., 1988), pp. 2-21

### Module 7: Organizations 2

**Required Reading**

Ahmed, S. Complaint chapter 1 p. 29 - 68

### Module 8: Organizations 3

**Required Viewing**

a. Classical Management Theory

<https://www.youtube.com/watch?v=d1jOwD-CTLI>

b. Systems Theories of Organizations

<https://www.youtube.com/watch?v=1L1c-EKOY-w>

3. Leadership: Leaders who coach are creating better workplaces, and so can you.

<https://www.youtube.com/watch?v=ypKRJ0IPP-k>

### Module 9: Organizations 4

**Required Readings**

Toseland, R. W. & Rivas, R. F (2012). *An introduction to group work practice*. Allyn & Bacon: Boston. Chapter 1 p. 50-53

Ahmed, S. p 121 -127

Avila. M. (2010). Community Organizing Practices in Academia: A Model, and Stories of Partnerships. Journal of Higher Education Outreach and Engagement, 14(2), 37-62

**Organizational Assessment Assignment Due**

### Module 10: Community 1

**Required Readings**

Gutierrez and Gant (2018) Community practice in social work: reflections on its first century and directions for the future. *Social Service Review*, 617-642

Kaba, M. p. 2-5

### Module 11: Community 2

**Required Readings**

Miley, et al., p. 366 – 369

Citizens Committee for NYC 1-40

Kaba, M. p. 6-28, p. 88-92

### Module 12: Community 3

**Required Readings**

Nocella, A. J. An overview of the history of theory of transformative justice. Peace & Conflict Review, 1-8

Bosley, et al, (2022). Healing justice: a framework for collective healing and well-being from systemic traumas.

Kaba p 49- 52, p 54 – 67, p. 76-87

### Module 13: Community 4

**Required Readings**

Kaba p. 104 – 156

Frontiers in Social Movement Theory

### Module 14: Course Wrap Up

**Community Zine due**