

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SPRING 2013**

SW 521: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II

This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year: Spring 2013

Course Prefix and Number: SW 521 (02)

Course Title: Human Behavior and the Social Environment II

Days, Time and Location of class: Wednesday, 6:00-8:40; William Sutton Administration Building #232

Professor: Cynthia P. Honore'-Collins, Ph.D.

Office Location: Social Work Suite 2nd floor
William Sutton Administration Building

Office Hours: Monday: 4:00 p.m. to 6:00 p.m.
Tuesday: 9:00 a.m. to 12:00 noon,
5:30 p.m. to 6:00 p.m.;
Wednesday: 1:00 p.m. to 3:30 p.m.,
5:30 p.m. to 6:00 p.m.;
& Other times by appointment only

Main Office Number (662) 254-3365

Email Address: chcollins@mvsu.edu

Prerequisite: Completion of SW520

Required Technology Skills:

Students in this class are expected to be efficient in the use of computers, the internet and PowerPoint.

CATALOG COURSE DESCRIPTION

Continuation of Human Behavior and the Social Environment I with a focus on mezzo and macro applications.

COURSE DESCRIPTION

This is the second of two foundation courses on Human Behavior and the Social Environment (HBSE). Theories on the interaction between and among systems taught in HBSE I are explored in greater depth in HBSE II. Theories such as social systems theory, symbolic interactionism, and social exchange theory, labeling theory, feminist theory, conflict theory and structural functionalism are presented with a focus on mezzo and macro applications. Focus is on the behavior of groups, organizations and communities in the social environment. The effects of economic and social injustices on culturally diverse groups and populations at risk are explored.

DEPARTMENT OF SOCIAL WORK/MSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations-at-risk in rural areas. The Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS

The goals of the Master of Social Work Program are:

1. Educate students for social work positions for advanced levels of practice with individuals, families, groups, organizations and communities.
2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.
3. Instill in students a professional social work identity and the values and ethics of the profession.

EXPECTED COMPETENCIES OF MSW GRADUATES

1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments.
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.
6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.

8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. Utilize appropriate practice interventions within a rural setting.

EXPECTED CORE COMPETENCIES AND PRACTICE BEHAVIORS

After the completion of the course students are expected to demonstrate the following core competencies and practice behaviors:

| Competencies | Practice Behaviors | Assessment of Practice Behavior |
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| Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly | <i>2.1.1(a) Students advocate for client access to the services of social work</i> | Community Assessment Paper |
| 2.1.1b | <i>2.1.1(b) Students practice personal reflection and self-correction to assure continual professional development;</i> | Class Discussion |
| 2.1.1c | <i>2.1.1(c) Students attend to professional roles and boundaries</i> | Class Discussion & Final Examinations |
| 2.1.1d | <i>2.1.1(d) Students demonstrate professional demeanor in behavior, appearance, and communication;</i> | Class Discussion |
| Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice | <i>2.1.2(a) Students recognize and manage personal values in a way that allows professional values to guide practice</i> | Class Discussion |
| 2.1.2b | <i>2.1.2(b) Students make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers /International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</i> | Class Discussion & Final Examinations |
| 2.1.2d | <i>2.1.2(d) Students apply strategies of ethical reasoning to arrive at principled decisions</i> | Class Discussion |
| Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments | <i>2.1.3(a) Students distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</i> | Community Assessment Paper |
| Educational Policy 2.1.4—Engage diversity and difference in practice | <i>2.1.4(a) Students recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege</i> | Community Assessment Paper |

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| | <i>and power</i> | & Final Examinations |
| 2.1.4b | <i>2.1.4(b) Students gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</i> | Class Discussion |
| 2.1.4c | <i>2.1.4(c) Students recognize and communicate their understanding of the importance of difference in shaping life experiences</i> | Class Discussion & Final Examinations |
| 2.1.4d | <i>2.1.4(d) Students view themselves as learners and engage those with whom they work as informants</i> | Class Discussion |
| Educational Policy 2.1.5—Advance human rights and social and economic justice | <i>2.1.5(a) Students understand the forms and mechanisms of oppression and discrimination</i> | Class Discussion & Final Examinations |
| 2.1.5b | <i>2.1.5(b) Students advocate for human rights and social and economic justice</i> | Community Assessment Paper |
| Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research | <i>2.1.6(b) Students use research evidence to inform practice</i> | Community Assessment Paper & Final Examinations |
| Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment | <i>2.1.7(a) Students utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</i> | Community Assessment Paper & Final Examinations |
| 2.1.7b | <i>2.1.7(b) Students critique and apply knowledge to understand person and environment</i> | Community Assessment Paper, Class discussion & Final Examinations |
| Educational Policy 2.1.9—Respond to contexts that shape practice | <i>2.1.9(a) Students continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</i> | Community Assessment Paper & Final Examinations |
| Educational Policy 2.1.10(a)—Engage with individuals, families, groups, organizations, and communities. | <i>Educational Policy 2.1.10(a)1—Engagement Social workers substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</i> | Community Assessment Paper & Final Examinations |
| 2.1.10a2 | <i>Educational Policy 2.1.10(a)2—Engagement</i> | Class Discussion |

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| | <i>Social workers use empathy and other interpersonal skills</i> | |
| 2.1.10a3 | <i>Educational Policy 2.1.10(a)3—Engagement</i> <i>Social workers develop a mutually agreed-on focus of work and desired outcomes</i> | Community Assessment Paper & Class Discussion |
| Educational Policy 2.1.10(b)– Assess individuals, families, groups, organizations, and communities. | <i>Educational Policy 2.1.10(b)1—Assessment</i> <i>Social workers collect, organize, and interpret client data</i> | Community Assessment Paper |
| 2.1.10b2 | <i>Educational Policy 2.1.10(b)2—Assessment</i> <i>Social workers assess client strengths and limitations</i> | Community Assessment Paper |
| 11. Utilize appropriate practice interventions within a rural setting. | <i>11a. Social workers recognize the impact of the rural environment on service delivery in rural communities</i> | Community Assessment Paper & Class Discussion |
| | <i>11b. Social workers utilize knowledge of rural communities to develop appropriate interventions and services for clients in rural communities</i> | Community Assessment Paper |

COURSE REQUIREMENTS

Required Textbooks:

Johnson, M.M. & Rhodes, R. (2010). *Human Behavior and the Larger Social Environment: A New Synthesis*. New York: Pearson.

Kirst-Ashman, K.K. (2011). *Human Behavior, Communities, Organizations, and Groups in the Macro Social Environment: An Empowerment Approach*. Belmont, CA: Brooks/Cole.

Class Attendance Policy:

Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class, in a timely fashion.

Cheating and plagiarism policy:

When a faculty member responsible for a course has reason to believe that an action of a student involves cheating or plagiarism, the faculty member will initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the charge, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a score of “0” or a grade of "F" for the

work submitted, assigning an "F" for the entire course, or recommending another penalty including dismissal from the University. In the event the student does not admit to the charge, or that no mutually agreeable settlement is reached between the faculty member and the student, the faculty member will refer the case to the department chair (MVSU Graduate Catalog, 2006-2008).

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:

The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: assigned readings and assigned individual or group tasks, both inside and outside of classroom. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to participate in class discussions. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Required Readings

It is essential that students complete the reading assignments prior to the class session. The class will use much of the time discussing and clarifying the materials in reading assignments.

Writing Style

All required written assignments will be evaluated on the clarity of expression and strength of the writing (including spelling, punctuation, and syntax) following the APA style.

Required Writing Style can be found in: Publication Manual of the American Psychological Association (2010) or visit <http://www.apastyle.org/manual/index.aspx> or <http://owl.english.purdue.edu/owl/resource/560/01/> References in all assignments should be formatted in APA style.

Submission of Assignments

Student must proofread the material prior to submission of the assignment. Students must also arrange materials in a logical order and stapled together with a title page (No envelopes! Make sure that the fastener holds everything together while reading these).

Required Tasks/Activities:

Completion of this course requires students to demonstrate the mastery of the contents, outlined later, through performance in tests and completion of the following tasks and assignments:

1. **Community Assessment Paper:** (100 points)

Students must complete a community assessment paper considering a 17 year old school-drop-out in her/his own community who faces the law enforcement agency for the second time for possessing substantial quantity of cracks. Following different theories and perspectives covered in this course discuss what and how different institutions in his or her macro environment can potentially contribute positively and negatively towards his/ her successful adulthood.

(Format your paper with appropriate headings and subheadings. This assignment could be completed in groups of two or three students.)

2. **Pop Quiz and Group Exercises:** (50 Points)

Evaluation Procedures:

Students will be evaluated on the basis of class participation, assignments, mid-term and final examination. Students will be expected to complete satisfactorily the assigned activities as listed above. Student evaluation will have the following components with the corresponding points:

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| 1. Mid-term Examination | = 100 points |
| 2. Final Examination | = 100 points |
| 3. Pop Quiz and Group Exercises | = 50 points |
| 4. Community Assessment Paper | = 100 points |
| 5. Discussion and Class Participation | = 50 points |

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| Total | <hr/> | 500 points |
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Performance Standards:

The final letter grade for each student will be determined on the basis of **all of the above components or the last five components** using the following scale, though **students must score at least 60% in the final test to get a passing grade:**

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| 90-100% | = A |
| 80-89% | = B |
| 70-79% | = C |
| 60-69% | = D |
| Below 60% | = F |

SPECIAL NEED POLICY (Americans With Disabilities Act)

Students who believe that they may need special accommodations in this class are encouraged to contact the Americans with Disabilities Act (ADA) Coordinator at 662-254-3446. They should also inform the instructor at the beginning of the course.

COURSE ACTIVITIES

| Week | Contents | Reading Assignments: |
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| Week One Jan. 16th | Review of Course outlines Challenge Examination | |
| Week Two Jan. 23rd | <i>I. Major Theoretical Perspectives</i> Exercise 1.2. Applying Theoretical Concepts to Macro Practice Situations. Exercise 1.5. What Are Your Strengths? | Kirst-Ashman – Chapter 1 <i>Introduction to Human Behavior in the Macro Social Environment</i> Read Johnson & Rhodes – Chapter 1 <i>Introduction to Perspectives and Theories</i> |
| Week Three Jan. 30th | <i>II. Major Social Institutions:</i> Family Economic System Political System Social Welfare System Education System Criminal Justice System Health Care System Religion Mass media Quiz 1: Major Theoretical Perspectives and Major Institutions | Johnson & Rhodes – Chapters 2, 3 and 4 <i>Ch. 2: The Political Economy</i> <i>Ch. 3: Government-Related Social Institutions</i> <i>Ch. 4: Non-Government Related Social Institutions</i> |
| Week Four Feb. 6th | <i>III. Groups</i> | Kirst-Ashman - Chapter 2 <i>Human Behavior in Groups: Theories and Dynamics</i> Johnson & Rhodes - Chapter 7 <i>Other Social Settings: Groups and Social Settings</i> |
| Week Five Feb. 13th | <i>III. Groups (Continued)</i> <i>Types of Groups</i> | Kirst-Ashman – Chapter 4 <i>Types of Groups in the Macro Social Environment</i> |
| Week Six Feb. 20th | <i>IV. Organizations</i> Exercise 5.2 Critiquing the Internal Organizational Environment | Kirst-Ashman - Chapter 5 <i>Knowledge and Theories about Organizations</i> Read Johnson & Rhodes – Chapter 9 <i>Organizations</i> |

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| Week Seven Feb. 27th | <i>IV. Organizations (Continued)</i> | Kirst-Ashman – Chapter 6 <i>Social Service Organizational Settings, goals, and Environmental Contexts</i> Johnson & Rhodes – Chapter 10 <i>Residential Institutions</i> |
| Week Eight March 6th | Mid-Term Examination on all previous Chapters | |
| Week Nine March 20th | <i>IV. Organizations (Continued)</i> Exercise 6.3 Analyzing Formal and Informal Organizational Structure Exercise 6.4 People and Power | Kirst-Ashman – Chapter 6 <i>Organizational Structure and Dynamics</i> |
| Week Ten March 27 | <i>IV. Organizations (Continued)</i> Exercise 7.4 Service Sins | Kirst-Ashman – Chapter 7 <i>Human Behavior, Management, and Empowerment in Organizations</i> |
| Week Eleven April 3rd | <i>V. Communities</i> | Kirst-Ashman - Chapter 9 <i>Communities in the Macro Social Environment: Theories and Concepts</i> Johnson & Rhodes – Chapter 8 <i>Locational Communities</i> |
| Week Twelve April 10th | <i>V. Communities (Continued)</i> Quiz 2: Communities | Kirst-Ashman - Chapter 9 <i>Assessment of Geographic Communities and Empowerment</i> |
| Week Thirteen April 17 th | <i>V. Communities (Continued)</i> | Read Kirst-Ashman - Chapter 10 <i>Neighborhood Empowerment</i> |
| Week Fourteen April 24th | <i>VI. Social Structure and Diversity</i> ASSIGNMENT: Community Assessment Paper | Read Johnson and Rhodes – Chapters 5, 6 and 7 <i>Ch. 5: Social Stratification</i> <i>Ch. 6: American Society and Cultural Diversity</i> <i>Ch. 7: Other Social Status Groups</i> |
| Week Fifteen May 1st | <i>VII. Diversity and Social Justice</i> | Kirst-Ashman - Chapters 12 <i>Diversity, Populations-at-Risk, and Empowerment in the Macro Social Environment</i> Kirst- Ashman - Chapter 13 <i>Social Justice and the Global Community</i> |

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| Week Sixteen May 8th | Final Examination (Covering everything studied for the course) | |
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Recommended Additional Readings

- Borras, L., Khazaal, Y., Khan, R., Mohr, S., Kaufmann, Y., Zullino, D., & Huguelet, P. (2010). The Relationship Between Addiction and Religion and its Possible Implication for Care. *Substance Use & Misuse*, 45(14), 2357-2410.
- Brondolo, E., Gallo, L. C., & Myers, H. F. (2009). Race, racism and health: disparities, mechanisms, and interventions. *Journal Of Behavioral Medicine*, 32(1), 1-8. doi:10.1007/s10865-008-9190-3
- Brown, T. N. (2008). Race, racism, and mental health: elaboration of critical race theory's contribution to the sociology of mental health. *Contemporary Justice Review*, 11(1), 53-62. doi:10.1080/10282580701850405
- Cavanagh, S. E. (2007). The Social Construction of Romantic Relationships in Adolescence: Examining the Role of Peer Networks, Gender, and Race. *Sociological Inquiry*, 77(4), 572-600. doi:10.1111/j.1475-682X.2007.00207.x
- Choi, H., Meininger, J. C., & Roberts, R. E. (2006). ETHNIC DIFFERENCES IN ADOLESCENTS' MENTAL DISTRESS, SOCIAL STRESS, AND RESOURCES. *Adolescence*, 41(162), 263-283.
- Christ, T. J., Riley-Tillman, T., Chafouleas, S., & Jaffery, R. (2011). Direct Behavior Rating: An Evaluation of Alternate Definitions to Assess Classroom Behaviors. *School Psychology Review*, 40(2), 181-199.
- DiPrete, T. A., Gelman, A., McCormick, T., Teitler, J., & Tian, Z. (2011). Segregation in Social Networks Based on Acquaintanceship and Trust. *American Journal Of Sociology*, 116(4), 1234-1283.
- Drake, P., Greenspoon, B., Unti, L., Fawcett, L. K., & Neville-Morgan, S. (2006). Family, Friend, and Neighbor Child Caregivers: Results of a Statewide Study to Determine Needs and Desires for Support. *Early Childhood Education Journal*, 33(4), 239-244. doi:10.1007/s10643-006-0071-5.
- Ellis, R. (2008). Healthy Connections: Social Networks and Health Outcomes by Race and Income. *Conference Papers -- American Sociological Association*, 1.

- Everett, J.E., Homestead, K. & Drisko, J. (2007). Frontline worker perceptions of the empowerment process in community-based agencies. *Social Work*, 52(2), 161-170.
- Hodge, D. R., Cardenas, P., & Montoya, H. (2001). Substance use: Spirituality and religious participation as protective factors among rural youth. *Social Work Research*, 25(3), 153.
- Jaramillo, F., Mulki, J., & Boles, J. S. (2011). WORKPLACE STRESSORS, JOB ATTITUDE, AND JOB BEHAVIORS: IS INTERPERSONAL CONFLICT THE MISSING LINK?. *Journal Of Personal Selling & Sales Management*, 31(3), 339-356.
- Khanna, N., & Johnson, C. (2009). Social Comparisons, Social Networks, and Racial Identity: The Case of Black-White Biracial Americans. *Conference Papers -- American Sociological Association*, 1.
- Kossek, E. E., Pichler, S. M., Meece, D., & Barratt, M. E. (2008). Family, friend, and neighbour child care providers and maternal well-being in low-income systems: An ecological social perspective. *Journal Of Occupational & Organizational Psychology*, 81(3), 369-391.
- Kunze, F., Boehm, S. A., & Bruch, H. (2011). Age diversity, age discrimination climate and performance consequences-a cross organizational study. *Journal Of Organizational Behavior*, 32(2), 264-290. doi:10.1002/job.698
- Labbé, E. E., & Fobes, A. (2010). Evaluating the Interplay Between Spirituality, Personality and Stress. *Applied Psychophysiology & Biofeedback*, 35(2), 141-146.
- McGuire, L. C., Anderson, L. A., Talley, R. C., & Crews, J. E. (2007). Supportive Care Needs of Americans: A Major Issue for Women as Both Recipients and Providers. *Journal Of Women's Health (15409996)*, 16(6), 784-789. doi:10.1089/jwh.2007.CDC6
- Meirong, L., & Anderson, S. G. (2010). Understanding Caregiving Patterns, Motivations, and Resource Needs of Subsidized Family, Friend, and Neighbor Child Care Providers. *Child Welfare*, 89(3), 99-119.
- Renzaho, A. N., & Karantzas, G. (2010). Effects of parental perception of neighbourhood deprivation and family environment characteristics on pro-social behaviours among 4–12 year old children. *Australian & New Zealand Journal Of Public Health*, 34(4), 405-411. doi:10.1111/j.1753-6405.2010.00574.x

- Robb, C., Small, B., & Haley, W. E. (2008). Gender differences in coping with functional disability in older married couples: The role of personality and social resources. *Aging & Mental Health*, 12(4), 423-433. doi:10.1080/13607860802224326
- Singh, B., & Winkel, D. (2012). Racial Differences in Helping Behaviors: The Role of Respect, Safety, and Identification. *Journal Of Business Ethics*, 106(4), 467-477. doi:10.1007/s10551-011-1011-x
- Triana, M., Kim, K., & García, M. (2011). To Help or Not to Help? Personal Value for Diversity Moderates the Relationship Between Discrimination Against Minorities and Citizenship Behavior Toward Minorities. *Journal Of Business Ethics*, 102(2), 333-342. doi:10.1007/s10551-011-0817-x
- Voisin, D. R. (2007). The effects of family and community violence exposure among youth: Recommendations for practice and policy. *Journal of Social Work Education*, 43(3), 51-66.