

Dept. of Social Work and Sociology

SWK 6313 – Human Behavior in the Social Environment



Instructor: Anne M. Scaggs, Ed.D., LCSW

Email: anne.scaggs@angelo.edu

Phone:

Office: Virtual

Office Hours: 11:00 a.m. to 1:00 p.m. Monday through Friday

Collaborate sessions will take place on Tuesday @ 7 p.m. (every other week). Attendance is not mandatory but highly encouraged. The sessions will be recorded for those who cannot attend and I highly encourage viewing.

*** Please note that emails received after 5:00 p.m. will not be answered until the next day. Exceptions will be made for emergency situations at the discretion of the instructor.**

Course Information

Course Description

This foundational course moves beyond exploration of behavioral and social science knowledge of human behavior and development through the life cycle. It examines the multiple dimensions of the environment at the macro level: the physical environment, cultures, social structure and social institutions, small groups, formal organizations, communities, and social movements. Students will also be studying the values and principles that guide generalist practice in the macro social environment, human behavior in groups, types of groups in the macro social environment, and theories and concepts related to organizations and communities in the macro social environment.

Course Credits

3 credit hours

Prerequisite and Co-requisite Courses

SWK 6311

Prerequisite Skills

An understanding of human behavior theories and basic skills needed for work at the macro level of generalist practice. Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the Department of Social Work

Program Outcomes

Upon completion of the program of study for the MSW, the graduate will be prepared to:

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Competency 1: Demonstrate Ethical and Professional Behavior	Ethical Responsibility to the Broader Society	make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
Competency 2: Engage Diversity and Difference in Practice	Presentations Empowerment paper	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Competency 4: Engage In Practice-informed Research and Research-informed Practice	Presentations Empowerment paper	use practice experience and theory to inform scientific inquiry and research

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System](#)

Required Texts and Materials

Hutchinson, E.D. (2018). Dimensions of human behavior: Person in environment life course (6th ed.). Thousand Oaks, CA: Sage
ISBN: 9781544339290

Kirst-Ashman, K., & Hull, Grafton, H. (2019). Human behavior in the macro social environment. Boston, MA: Cengage.

ISBN: 978-1-305-38950-2

Recommended Texts and Materials

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: APA. ISBN:978-1-433-83216-1

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.) Publication.

Technology Requirements

Testing via Respondus™ Monitor

Access to Exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There is one practice quiz: a short 10 question practice quiz over ASU trivia that is not graded. This tool will be available to the student to assure accessibility. Students are highly encouraged to go through the practice quiz in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Topic Outline

Module 1: Includes chapters 1 and 2 of Kirst-Ashman and Hull's Human Behavior in the Macro Social Environment and chapters 7-9 of Hutchison's Dimensions of Human Behavior and provides an introduction to human behavior in the macro social environment and major concepts, theories, and perspectives to be considered. Students will also review the values and principles that guide generalist practice in the macro social environment.

Module 2: Includes chapters 3-7 of Kirst-Ashman and Hull's Human Behavior in the Macro Social Environment and chapters 11 and 12 of Hutchison's Dimensions of Human Behavior and discusses human behavior in groups by looking at theories and dynamics, types of groups in the macro social

environment, knowledge and theories about organizations, social service organizational settings, goals, and environmental contexts.

Module 3: Includes chapters 8-13 of Kirst-Ashman and Hull's Human Behavior in the Macro Social Environment and chapters 13 and 14 of Hutchison's Dimensions of Human Behavior and discusses human behavior, management, and empowerment; theories and concepts related to communities in the macro social environment, diversity, populations-at-risk, and empowerment; social justice, social movements, and the global community

Communication

I am available Monday -Friday from 11:00 am to 1:00 p.m. My preferred method of communication is email but I am also available, as needed, to meet in Collaborate. I can also meet virtually outside of my scheduled office hours by appointment.

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

- *Please note that emails received after 5 p.m. will be answered the following morning.*

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Ethical Responsibility to the Broader Society	20
Journals	20
Presentations	35
Empowerment paper	25
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

- A = 90.00-100 points
B = 80.00-89.99 points
C = 70.00-79.99 points
D = 60.00-69.99 points
F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

***Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

Ethical Responsibilities to the Broader Society Assignment 20%

The textbook identifies four areas related to a social worker’s ethical responsibility to the broader society (Kirst-Ashman Chapter 2). For this assignment, please select one of the areas and discuss how you plan to fulfill your ethical responsibility. Please connect the selected area to the core values of social work and include the NASW Code of Ethics in your discussion. This paper should be between 2-3 pages in length (not including your title and reference pages). You need to follow APA when writing this paper as well.

Ethical Responsibilities to the Broader Society Assignment Outline

- I. Introduction
- II. Identify and discuss one of the 4 ethical responsibilities to the broader society (1. Social workers should promote people’s general welfare on all levels from the local to the global, 2. Social workers should encourage people’s up-to-date involvement in the formulation of public policies and practices, 3. Practitioners should eagerly offer their services during community crises, or 4. Social workers should actively participate in improving social and political policies that are fair, equitable, and beneficial)
 - a. Discuss the rationale for your selection (why is this particularly important to you).
 - b. Outline how you plan to fulfill this ethical responsibility
- III. Integration
 - a. Connect your selection to the core competencies (identify 3 competencies in your discussion)
 - b. Connect your selection to the *NASW Code of Ethics* (discuss the other 3 ethical responsibilities to the broader society as well)
 - c. Discuss the importance of ethics in social work practice
- IV. Conclusion

Journals

20%

There will be 6 journal submissions worth 20 percent of your grade. Journal submissions will be graded on the following criteria; Critical thinking, Integration of course content, and Grammar, Spelling, and Punctuation. **Please use your text book or a peer reviewed journal article in your response.**

Presentations

35%

Students will be randomly placed in groups and assigned a macro level case study/vignette. Each group will create a presentation related to their vignette. Students will formulate a macro level plan to resolve the issue in the case study. Students will be asked to support their presentations using information from the textbooks, as well as to locate and use scholarly resources (e.g., peer reviewed journal articles, books, demographic research, creditable internet sources, and so forth). An outline will be provided to the instructor (including references). Students are expected to engage in research without regard to their own personal beliefs about the topic.

Empowerment of At-Risk Population

25%

Select a population at risk in the macro environment from Kirst-Ashman chapter 12 and discuss why this population is at risk. Discuss how you would work with this group to empower them in a specific area at the macro level (work place, discrimination, etc.). Review the literature on the at-risk population and provide demographic information about the selected population. Your literature review should also include evidence based practices that can assist you with the population. This paper should be 3-5 pages not including the title and reference pages. You are required to use at least 5 peer reviewed and credible references.

Empowerment of At-Risk Population Outline

- I. Introduction**
- II. At-Risk Population/ Literature Review**
 - a. Provide local, state, and national demographics for the at-risk population selected.**
 - b. Discuss rationale for the selection of this population**
 - c. Discuss stereotypes, myths, and misconceptions related to this population**
 - d. Discuss evidence-based practices that can assist with this population**
- III. Macro Level Issues**
 - a. Identify 2 policy issues impacting this population (can be local, state, or federal)**

- b. Discuss at least 2 diversity issues impacting this population (incarceration percentages, workplace, discrimination, oppression, equal rights, etc.)
- IV. Empowerment Plan
 - a. Discuss how you would work with this group to empower them
 - b. How would you engage this group?
 - c. Outline how you would go about empowering this group
 - i. Who would be a part of your action system and why?
 - ii. How would you keep this population motivated?
 - iii. How would you know the population was empowered?
 - d. Connect the NASW *Code of Ethics* to how you would work to empower this population. Include a discussion of the core values of the social work profession and how you would incorporate the core competencies.
- V. Conclusion

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at anne.scaggs@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.** This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Late Work Policy

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted. Accommodations may be made on a case-by-case basis, but only for University-approved circumstances or prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

Online: This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Note: This course utilizes Collaborate to engage in role plays, case study, and interaction. A day and time will be offered for students. To have some flexibility, the sessions will be recorded for students to view at a time convenient to them. **Attendance is not mandatory.**

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford

Director of Student Disability Services

Office of Student Affairs

325-942-2047

dallas.swafford@angelo.edu

Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook.

Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of

a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
Week 1 Jan. 18-23	Review Syllabus Video and Read (K-A & H) Chapter 1: Introduction to Human Behavior in the Macro Social Environment. Discussion Board Self Introduction
Week 2 Jan. 24-30	(K-A & H) Chapter 2: Values and Principles that Guide Generalist Practice in the Macro Social Environment Week 2 Journal 1: Read Highlight 2-4 on page 54 and answer the following question: Do you automatically make assumptions about any group based on race, culture, gender, sexual orientation, religion, economic status, or ability level? If so, what are those assumptions? To what extent are they fair or accurate? Due 1/30 end of day (eod)
Week 3 Jan. 31-Feb. 6	(H) Chapter 7: The Physical Environment and Chapter 8: Cultures Ethical Responsibilities to the Broader Society Assignment Due 2/6 eod Collaborate Session

Week/Date	Topic/Assignments/Assessments DUE
Week 4 Feb. 7-13	<p>(H)Chapter 9: Social Structure and Social Institutions: Global and National</p> <p>Week 4 Journal 2: There are many conflicting stories in the mass media about the performance of both the educational institution and the health care institution in the United States. How is what you have seen in the mass media about these social institutions different from what is reported in the chapter? How do you understand the strengths and limitations of these two social institutions in the U.S. as compared with their counterparts in other wealthy countries? Due 2/13 eod</p>
Week 5 Feb. 14-20	<p>(K-A & H) Chapter 3: Human Behavior in Groups: Theories and Dynamics and (H) Chapter 11: Small Groups</p> <p>Collaborate Session</p>
Week 6 Feb. 21-27	<p>(K-A & H) Chapter 4: Types of Groups in the Macro Social Environment</p> <p>Week 6 Journal 3: On page 126, the case example of a treatment conference had a policy that excludes parents and clients from treatment conferences. Is this appropriate? Is this ethical? How does client exclusion relate to self-determination, an important professional value in social work? Due 2/27 eod.</p>
Week 7 Feb. 28-Mar. 6	<p>(K-A & H) Chapter 5: Knowledge and Theories about Organizations</p> <p>Collaborate Session</p>
Week 8 Mar. 7-13 *** Spring Break: March 14-20	<p>(K-A & H) Chapter 6: Social Service Organizational Settings, Goals, and Environmental Contexts</p>
Week 9 Mar. 21-27	<p>(K-A & H) Chapter 7: Organizational Structure and Dynamics and (H) Chapter 12: Formal Organizations</p> <p>Week 9 Journal 4: Think of a formal organization of which you have been a part of and for which you have positive feelings. What words come to mind when you think of this organization? Now, think of a formal organization of which you have been a part of and for which you have negative feelings. What words come to mind when you think of this organization? Due 3/27 eod</p> <p>Collaborate Session</p>
Week 10 Mar. 28- Apr. 3	<p>(K-A & H) Chapter 8: Human Behavior, Management, and Empowerment in Organizations</p> <p>Presentations Due 4/3 eod</p>

Week/Date	Topic/Assignments/Assessments DUE
Week 11 Apr. 4-10	(K-A & H) Chapter 9: Communities in the MSE: Theories and Concepts Week 11 Journal 5: In what ways are social systems, human ecology, social-psychological, and structural theories similar? Due 4/10 eod Collaborate Session
Week 12 Apr. 11-17	(K-A & H) Chapter 10: Assessment of Geographic Communities and Empowerment and (H) Chapter 13: Communities
Week 13 Apr. 18-24	(K-A & H) Chapter 11: Neighborhood Empowerment Final Collaborate Session
Week 14 Apr. 25-May 1	(K-A & H) Chapter 12: Diversity, Populations-at-Risk, and Empowerment and (H) Chapter 14: Social Movements Week 14 Journal 6: Think of a social justice issue that you have some passion about. Are there any social movements currently working on this issue? If so, what are they? How open is the political system in the U.S. or internationally to social action about this issue? Due 5/1 eod
Week 15 May 2-8	(K-A & H) Chapter 13: Social Justice and the Global Community Empowerment of At-Risk Population Assignment Due 5/8 eod
Week 16 May 9-13	Final exam week

Grading Rubrics

Ethical Responsibilities to the Broader Society Rubric

- I. Introduction_____(10 pts.)
- II. Identify and discuss one of the 4 ethical responsibilities to the broader society (1. Social workers should promote people's general welfare on all levels from the local to the global, 2. Social workers should encourage people's up-to-date involvement in the formulation of public policies and practices, 3. Practitioners should eagerly offer their services during community crises, or 4. Social workers should actively participate in improving social and political policies that are fair, equitable, and beneficial) ____ (30 pts.)
 - a. Discuss the rationale for your selection (why is this particularly important to you).
 - b. Outline how you plan to fulfill this ethical responsibility
- III. Integration_(35 pts.)

- a. Connect your selection to the core competencies (identify 3 competencies in your discussion)
 - b. Connect your selection to the *NASW Code of Ethics* (discuss the other 3 ethical responsibilities to the broader society as well)
 - c. Discuss the importance of ethics in social work practice
- IV. Conclusion_(10 pts.)

Adherence to APA, grammar, and spelling _____(15 pts.)

Empowerment of At-Risk Population Rubric

- I. Introduction_____(5 pts.)
- II. At-Risk Population/ Literature Review _____(25 pts.)
Did you provide local, state, and national demographics for the at-risk population selected, Discuss rationale for the selection of this population, Discuss stereotypes, myths, and misconceptions related to this population, and Discuss evidence-based practices that can assist with this population?
- III. Macro Level Issues_(20 pts.)
Identify 2 policy issues impacting this population (can be local, state, or federal). Discuss at least 2 diversity issues impacting this population (incarceration percentages, workplace, discrimination, oppression, equal rights, etc.).
- IV. Empowerment Plan_____(30 pts.)
Discuss how you would work with this group to empower them. How would you engage this group? Outline how you would go about empowering this group. Who would be a part of your action system and why? How would you keep this population motivated? How would you know the population was empowered? Connect the *NASW Code of Ethics* to how you would work to empower this population. Include a discussion of the core values of the social work profession and how you would incorporate the core competencies.
- V. Conclusion_(5 pts.)

Adherence to APA, grammar, spelling _____(15 pts.)

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all

course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>