

**NORTHEASTERN ILLINOIS UNIVERSITY
SOCIAL WORK PROGRAM
SWK-303: HUMAN BEHAVIOR & THE SOCIAL ENVIRONMENT I
Fall, 2008**

Professor: Susan Auman
El Centro Campus—136
Wednesdays 6:10-8:50 p.m.
Office: CLS 3100—north campus
Office hours: TBA/By appointment

PREREQUISITES:

Liberal Arts: Social Work 200; Sociology 100, Psychology 100 and 110; Economics 215; Political Science 216; Anthropology 212; Biology 100.

Social Work Foundation: SWK-200 Introduction to Social Work; maybe taken concurrently with SWK-304-Social Work Practice I.

REQUIRED TEXTS:

Lesser, Joan Granucci and Donna Saia Pope, Human Behavior and the Social Environment: Theory and Practice, Pearson Press, 2007

RECOMMENDED READINGS:

Readings on reserve in the library which you will need to read for class:

Robbins, Chatterjee, Canda, Contemporary Human Behavioral Theory, Allyn and Bacon, 2004

Longres, John. Human Behavior and the Social Environment. Illinois: Peacock Publishers. 1995

Schriner, Joe. Human Behavior and the Social Environment. Boston: Allyn & Bacon, 1998

Anderson, Joseph, Diversity Perspectives for Social Work Practice. Boston: Allyn & Bacon, 2003.

Greene, Roberta, Resiliency: An Intergrated Approach to Practice, Policy and Research. NASW Press, 2002

COURSE DESCRIPTION:

This course is the first of a two-part sequence designed to develop understanding about human behavior and the social environment. SWK-303 is designed to enhance students' critical thinking skills about how people understand themselves, how they create meaning in their lives, how they change, and how our perspective influences of our understanding of the client-systems. The generalist practice model which is based upon the conceptual frameworks of the ecological systems approach, the strengths perspective, the biopsychosocialspiritual frameworks, post modernist philosophy and international perspective are used to understand the central principle of this course: empowerment-- verses oppression and alienation. The empowerment themes of: client capacity, resiliency, opportunities, context, constitution and construction will be weaved into discussions about the human condition. With these frameworks the student develops an understanding of the complex global interrelationships between political, social, cultural, economic, environmental and spiritual systems, and individual's functioning.

COURSE OUTCOMES

At the completion of this course, students are expected to be able to

Examine:

1. the principles and concepts underpinning the generalist model as it applies to understanding the human condition
2. the interrelationship of the biopsychosocialspiritual domains in understanding individual functioning
3. the process by which one's own attitudes and biases shape interactions with others forming a stance that values global equality
4. how one's perspective of human rights and social justice has been modified, changed, or enhanced
5. one's perspective on individual functioning by applying theories of identity development
6. the integration of an international perspective to form a state of critical consciousness in understanding how others' form a construction of self
7. the global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities.
8. the processes by which social systems foster or suppress human rights and social justice which impact upon the development and functioning of people locally and globally
9. the interrelationship between the individual's development of self with the larger political, economic, and environmental systems
10. how risk and protection factors impact various responses to trauma.

Demonstrate:

11. level 2 proficiency in Core Social Work Professional Identity

COURSE CONTENT

UNIT I - A CRITICAL PERSPECTIVE ON SOCIAL SYSTEMS AND HBSE

Weeks: 1-2

Content: This section focuses on helping students develop a framework for how to approach the many diverse theories and models of human behavior and social systems presented in this course. Students will begin to develop skills to critically analyze models/theories of human functioning by examining such areas as: concepts as relative terms, defining theory and the process of theory development, how to critically look at the theory's' strengths and weaknesses; how each theory helps or hinders our understanding of people's functioning. The basic question is: how do we know what is 'truth? How can we be sure? And what difference does what and how we know make in our personal and professional lives?

UNIT II - WHAT IS HUMAN BEHAVIOR AND HOW CAN WE UNDERSTAND IT

Weeks: 2-5

Content: The objective of this unit is to have students develop a mind-set towards people that integrates the assumptions within our generalist perspective of social work practice. We will review the central principals, frameworks and themes that are inherent in the ecological-system perspective, the biopsychosocial framework, and the strengths perspective and post -modern philosophy. The central themes of resiliency, competency, possibilities, constitution, context and opportunities will be presented. The basic question to be addressed here is: how can we develop a mind-set on human behavior that is open and developing of acceptance, equality and fairness? What are strengths and how can I have a collaborative mind-set in order to enhance mine and other's strengths? How can you see strengths in the midst of adversity and trauma? How does this make a difference to you and others?

Unit III - THE CONSTRUCTION OF THE HUMAN EXPERIENCE

Weeks: 5-8

Content: The objective of this section is to help students in developing a perspective of how to understand the intra-personal experiences of individual. This includes a critical examination of the major social theories of our time, their assumptions about people and change, and the functioning of one's "well-being." The theories to be included are: behavior, structural-functionalism, symbolic interaction, Marxism, developmental theories, DSM framework, ego psychology and the biopsychosocial framework. Through the eyes of our critical perspective there will be class discussion on how these theories help us to understand human functioning and the implications of this for practice. Special emphasis will be given to intra-personal experiences of people of color and ethnic, age, gender and sexual orientation. The central question here is: how do these, or other theories help to understand a person's experience of themselves in the world? How can we help facilitate and collaborate with consumers to understand their strengths and resilience?

UNIT IV: BECOMING CULTURALLY COMPETENT

WEEKS: 9-11

Content: The objective of this section is to help students understand and develop a critical consciousness to achieving cultural competency. We will be examining theoretically and experientially how to acknowledge and value diversity. Content includes: program's framework on developing cultural competency, concepts of social justice, oppression through discrimination, the implications of diversity in one's sense of self, skills in acquiring cultural knowledge. Students will examine the experiences of the major ethnic groups in Chicago: African-Americans, Hispanic, Asian, gay/lesbian and ethnic white immigrants. The basic question here is how do people create meaning of themselves? How do people develop a sense of belonging that is positive and facilitates self-growth? How do stories and narratives in one's culture and group affiliation influence us and the lives of our clients?

UNIT V -DEVELOPING A SENSE OF BELONGING AND EMPOWERMENT

Weeks: 11-15

Content: The objective of this section is to help students to develop an understanding of: the role of power in people's experience of self; and with one's experience of oppression/alienation verses empowerment. Content includes: definition and scope of power especially in supporting justice; the role of belonging to community and family groups in forming ones' sense of empowerment. The central question here is: How can we develop an understanding of peoples' experience of oppression and discrimination on an individual and group basis? What stories are told about how to deal with oppression and discrimination in different cultural groups? How do organizations and families support liberation from oppression? What role does resiliency play in coping with social injustice?

ASSIGNMENTS AND CRITERIA FOR EVALUATION:

DEVELOPMENT OF ONE'S PERSPECTIVE OF SELF	40 points
RESILENCY PAPER	30 points
APPLICATION OF THE GENERALIST MODEL OF PRACTICE.....	30
points	
INTERNATIONAL AND GLOBAL PERSPECTIVE PRESENTATION	40 points
DEVELOPING A SENSE OF BELONGINGNESS IN COMMUNITIES.....	40 points
INDIVIDUAL LEARNING CONTRACT	20 points

Grading Criteria:

190-200 = A 160-169= D
180-189 = B Total points= 200 points
170-179 = C

STUDENT RESPONSIBILITIES

Students are expected to demonstrate the following behaviors:

1. Regular and on-time attendance. *More than three unexcused absences will result in the course grade being dropped one grade level. Two points will be deducted for lateness to class.*
2. Appropriate class participation is more than class attendance. It requires active and appropriate interaction in class activities.
3. All assignments are to be submitted on the due date. If you do not turn in the paper on the assigned date you will not be eligible for re-writes.
4. All written assignments are to be typed and reflect proper English Usage.

POLICY ON PLAGIARISM

Any form of plagiarism is not acceptable. If a paper, or presentation is plagiarized, including turning in work that someone else has completed for you, will be regarded as an ethics violation. It is the instructor's right to decide the consequences of the plagiarized action. These consequences could include, but not limited to: failing the class, referral to the Dean of Students for University Academic involvement, review by Social Work Faculty for appropriateness of retaining student as a Social Work major.

ASSIGNMENTS:

DEVELOPMENT OF ONE'S PERSPECTIVE OF SELF

Structure: the paper should be 4-6 pages in length, typed and double-spaced. Please include a cover page with your name and stapled in the upper left corner. No folders or other types of binders

Goal: This paper is designed to help students: begin to identify their own values, develop critical thinking skills in analyzing social and personal forces, demonstrates knowledge of the psychological forces that impact the individual, and identify their own assumptions of how people change.

Student outcomes addressed:

3. Integration of an international perspective to form a state of critical consciousness in understanding how others' form a construction of self;
4. processes by which social systems foster or suppress human rights and social justice that impact the development and functioning of people globally
5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.
6. global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities

Assignment:

Part I: identify two pivotal events which occurred in your life and include an analysis of how these events changed: a. Your functioning b. Your values c. Your interaction with others d. Your beliefs about the world

Part II: Identify two on-going social forces and include an analysis of how these forces changes:

- a. Your functioning
- b. Your values
- c. Your interaction with others
- d. Your beliefs about the world

Part III: Identifying your assumptions: Look back on your paper so far. Get in touch with and describe what assumptions you made because of these pivotal events and social forces. These assumptions could be about you, others or the world. These are usually operating assumptions that you bring into the social work relationship. Try to describe these assumptions you have about who people are, what therapeutic conversation is, and how do people change.

Criteria for evaluation: 40 points See rubric on BB

RESILIENCY PAPER

Structure: the paper should be 4-6 pages in length, typed and double-spaced. Please include a cover page with your name and stapled in the upper left corner. No folders or other types of binders

Goal: This paper is designed to help the student develop an understanding of their own process of resiliency development as a social worker.

Student outcomes addressed:

2. interrelationship of the biopsychosocial domains in understanding individual functioning;
4. processes by which social systems foster or suppress human rights and social justice that impact the development and functioning of people globally
5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.

Structure of Assignment:

First go onto the website for Martin Seligman, <http://www.authentic happiness.org> you will first need to register. Then go to the section on the left hand side of the screen for taking your Strengths Survey—the eighth survey down on the list (VIA Survey). Take this survey about your strengths. It will give you a score of your top five strengths and a percentage of how you compare with others who have taken this survey. PRINT IT OUT.

For this assignment you are to:

- Choose a minimum of three risk factors in your life
- Choose a minimum of three protective factors in your life
- Compare how these risk and protective factors developed resiliency in you
- Substantiate how these factors and resulting resiliency patterns compare with:
 - The VIA survey
 - Interviews with 3-5 significant others in your life
 - Research in field
 - Your hero factors

Finally, add a half of page addressing how these factors and resiliency patterns will help and hinder your abilities and functioning as a future social work

Criteria for evaluation: 30 points See rubric on BB

APPLICATION OF THE GENERALIST MODEL OF PRACTICE

Structure:

In order to complete this assignment you must watch the case role-plays on tape that are on reserve in the library. You are assigned one specific case to analyze and then you may choose one of the other cases that you prefer. You may work as a group but you must write your own analysis to the following questions. There are many 'right' ways to look, apply and analyze--the key is in how you present your thoughts from a critical perspective.

Goal: is to learn to identify, incorporate and integrate concepts from systems theory, ecological model, strengths perspective and postmodern thinking.

Student outcomes addressed:

1. principles and concepts underpinning the generalist model as it applies to understanding the human condition;
2. interrelationship of the biopsychosocial domains in understanding individual functioning;
3. Integration of an international perspective to form a state of critical consciousness in understanding how others' form a construction of self;
9. articulating one's perspective on individual functioning by applying theories of identity development

Assignment: In two of the six cases answer the following questions (10 points for each case for a total of 20 points) Please include the questions in your paper.

1. How can you understand the person(s) experience from the generalist model of practice? (Clue words: ecological-systems-strengths concepts-international perspectives)- 3 points
2. What is the person's concept of self? (Clues: how do they view themselves and their theory of change.) 3 points
3. How can you best understand the person's experience of him/herself? (Clues: specifically apply concept of self theories) 3 points
4. How does their group affiliation affect their understanding of self? 1 point

Criteria for evaluation: 30 points See rubric on BB

INTERNATIONAL AND GLOBAL PERSPECTIVE PRESENTATION

Structure: You will be responsible for a 15 minute presentation with one other person in the class. You are to create a Power Point presentation in which you answer the questions/topics listed below. You will need to use several resources: books, articles, and personal interviews, go to museums etc. You should work as a group---and will present in class your findings as a group

Goal: The goal of this assignment is to develop an appreciation the interrelationship of how human rights and social injustices of groups of people are experienced on a individual level.

Student outcomes addressed:

3. Integration of an international perspective to form a state of critical consciousness in understanding how others' form a construction of self;
4. processes by which social systems foster or suppress human rights and social justice that impact the development and functioning of people globally
5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.
6. global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities.

Assignment: You will be assigned a partner to work with as well as a cultural group to focus your material upon.

- What are the multi-cultural dimensions to this cultural group?
- What are the systemic beliefs about this group that we need to consider in development of self?
- Define at least one pressing social issue of social injustice that is effecting this group of people presently. Provide references.
- What are the stories, narratives, proverbs and other oral traditions that are passed down in this cultural group about oppression/assimilation, discrimination and empowerment?
- What are some of the invisible wounds of oppression or historical trauma dealt with by this group that are important to their collective self concept?

Criteria for evaluation: 40 points See rubric on BB

DEVELOPING A SENSE OF BELONGINGNESS IN COMMUNITIES

Structure: There are four parts in this assignment.

Part 1: you are to gather the material listed below about the community in which you live.

Part 2: You are to find a student via the course blackboard site from another section of SWK-303 who is from a community DIFFERENT FROM your own community. See details on blackboard site.

Part 3: You are to visit your partner's community. You must also 'host' your partner in your community by educating them about how your community functions.

Part 4: Write up your paper according to the follow outline.

Goal: This paper is designed to develop understanding about how a sense of belongingness to a community fosters or suppresses individual identity.

Primary Student Outcomes addressed:

5. interrelationship between the individual's development of self with the larger political, economic, and environmental systems.
6. global and international concerns which foster and/or suppress the interrelationship and empowerment of individuals, families, groups, and communities.
7. Values that promote examining the process by which one's own attitudes and biases shape interactions with others forming a stance that values global equality

Assignment:

Part: 1: Research the following facts about your community:

1. Description of your community
 - Formal and informal names
 - Catchment areas
 - physical description
 - membership composition
 - social services institutions including schools
2. Exploring social justice issues:
 - the central justice issues confronting your community;
 - find concrete visual examples in your community of the injustices.
3. Develop the relationship of the social justice issue to:
 - your communities public policies

Part 4: Answer the following questions in your paper:

1. Compare and Contrast your community composition with your host's community.
2. Compare and contrast the social justice issue in your community and your hosts'.
3. Describe the relationship of the social justice issue in your community to international political, environmental and social issues.

CRITERIA FOR EVALUATION: This assignment is worth 40 points. See rubric posted on blackboard site

Individual Learning Contracts—20 points

Include this chart in your portfolio at the end of the term

After completing the Professional Identity Profile Survey (PIDS), what have you determined to be your strengths and challenges in becoming a social worker in the area of knowledge and theory of human behavior in the social environment. List your top five challenges and apply them to the chart below in terms of what you need to develop as a professional

What learning opportunities have you chosen to help you to strengthen your 'strengths' and your challenges? List them in a chart format similar to this example below:

Ideas:	Quizzes	Presentations	Creative Papers	Postings	Volunteering	Case studies
Point Count	5 points	5 points	10 points	3 points	5 points	15
Max allowed	No max	15 points	20 points	15 points	10 points	15
Opportunities during the term	3 times for Hubse	3 times: DSM chapter Theories Models Global	novels, community experiences,	Daily: NY Times etc	1 hour = one point Documentation required	