SOCW 3304: Human Behavior in the Social Environment II

Spring 2025

Instructor Information

Instructor: Kristin Mycke, LCSW

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Office Hours: Tuesdays/Thursdays 12:30-2:00pm (Other appointment times available by appointment or via video conferencing)

Course Information

Credit Hours: 3 Credit Hours

Course Format: In-person

Time and place of Class Meetings: In-person Thursdays 11:00-12:20pm (Hybrid on Tuesdays) in room BEP 218

Course Description: This course will examine theories and perspectives on human behavior in organizations and communities, including political-economic motivations, expectations set, and joining behaviors in the rural context. Competencies for dealing with power differentials, negotiation and coalition building are also addressed. Issues associated with race/ethnicity, minority status, disabilities, and economic status involving vulnerable populations or at -risk populations are emphasized. Students apply developmental knowledge and multidimensional perspective through self-reflection, observations, interview, and written analyses.

Prerequisites: SOCW 2361; SOCW 2362, SOCW 2371, SOCW 3303

Course Overview: The purpose of this course is to provide a sound knowledge base for understanding how the macro social environment works. Throughout the course, a strengths perspective, empowerment, and resiliency will be emphasized. The course

content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation.

Required Textbook and Course Materials:

Kirst-Ashman, K. K., & Hull, G. H., Jr. (2019). *Human behavior in the macro social environment an empowerment approach to understanding communities, organizations, and groups* (5th ed.). Cengage.

To facilitate experiential learning opportunities this semester, guest lecturers will be invited as appropriate.

Student Learning Outcomes

Below are the Nine CSWE Core Competencies established by the Council on Social Work Education. Each of the competencies is included as an objective to understand and be met as appropriate for each course learning objective.

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Competency 4: Engage in Practice-informed Research and Research-informed Practice
Competency 5: Engage in Policy 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 Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow**.**

Student Learning Outcomes for SOCW 3304:
Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS 2015):

1 Describe the tenets of the major concepts in systems theory and ecological perspective. Discuss human development and behavioral theories related to individuals in the context of groups and organizations; apply this knowledge through assessments/reflections on data obtained through interviews and

observations with professionals in their working environment, including <u>person-in-environment</u> fit. **CSWE Core Competency 1**

2   Apply knowledge of social systems<u>, life span theory</u>, and <u>strength approaches</u> to understanding human behavior and dynamics in relation to groups, communities, and organizations. Explain how these <u>social systems can promote or deter people in maintaining or achieving health and well-being.</u> **CSWE Core Competency 8**

3   Describe how group/organizational behaviors are multi-causal and are mutually influenced by interactions and transactions among various social systems; apply this knowledge through multi-dimensional assessments. Articulate on <u>social justice from a global perspective</u>. **CSWE Core Competency 3**

4.   Describe the history of generalist practice as it relates to communities. Describe the need for <u>cultural</u> <u>competence, cultural awareness, and respect</u>. Define the roles of <u>empowerment </u>and the <u>strengths perspective </u>when seeking community change, especially regarding <u>populations-at-risk</u>, and define community (macro environment). Describe the nature of the change agent process for social workers—engaging, assessing, intervening, evaluating. **CSWE Core Competency 2**

5.   Describe the theoretical frameworks for community change. Explain the community development model and define the traditional roles/approaches to community social work practice. Articulate the common views of social welfare. Explain how social workers use research to guide their knowledge and practice. **CSWE Core Competency 4**

6.   Describe human behavior in groups—theories and dynamics. Describe the roles/tasks of the social worker involved in assessing group needs. <u>Articulate on the similarities and differences between empowerment</u> <u>theory, feminist theory, and systems theory</u> and explain what is meant by a <u>reciprocal relationship between human behavior and social environments</u>. **CSWE Core Competency 6**

7.   Articulate and defend personal values, behaviors, and attitudes towards bio-psycho-social hazards based on logic and relate those personal values, behaviors, and attitudes toward the human <u>diversity</u> inherent in individuals and families to the professional ethics outlined in the NASW Code of Ethics. Describe the nature of professional identity development and ethical social work practice. **CSWE Core Competency 1**

8. <u>Describe how individuals, families, and groups experience discrimination</u> or policy development that prohibits their opportunities to experience social and economic justice. Defend the rights of all individuals, families, and groups to experience equal economic status. Articulate on how social workers advocate for all populations and respect and encourage diversity across all human spectrums. **CSWE Core Competency 5**

9. Discuss <u>social and economic justice</u> and how both of these are related to <u>economic status</u>. Articulate on the concept of power in an organizational structure and its relationship to economic justice. Explain the duty of social workers to advocate for policy change/development on behalf of populations-at-risk. **CSWE Core Competency 3**

10. Describe the extent and range of social systems in which people function in the macro environment. Specifically, be able to articulate knowledge about each system

in which people function: individual, family, group, organization, and community. **CSWE Core Competencies 6-9**

11. Articulate on <u>theories</u> and knowledge <u>regarding human behavior and development across the life span</u>, including <u>spiritual development</u>. **CSWE Core Competencies 6-9**

Course Assignments (Follow Canvas for due dates)

<u>Weekly Assignments: (10 total)</u>

Each week there will be assigned readings with questions, assignments or discussion posts to answer. Weekly assignments will be submitted by the due date in Canvas. These assignments will help guide our in-class discussion.

<u>Reflection Paper:</u>

As you begin your journey into the world of Social Work it is ideal to take a moment and reflect on why you have decided to embark on this journey. It is also important to set some personal goals. Address and discuss the following questions (2-3 pages double spaced in word):

1. Why have you chosen Social Work as your field of study?
2. What past experiences do you bring that may influence your studies?
3. What are your goals while going through the program?
4. What population are you interested in working with as a Social Worker.
5. What are your career goals?

<u>IPE Event:</u>

Event 1/27/25 1-3:30pm

You will participate in a interdisciplinary learning experience with students from the nursing, pharmacy, and medical programs. The event is scheduled for 1/27/25 at 1:00-3:30pm. More information will be provided. You will write a 1 page reflection following the event.

<u>Group Paper:</u>

Attend and observe a group meeting in your surrounding community. Examples of types of groups may include community groups, self-help groups, task groups, educational groups, etc. You will need to get the group you plan to attend approved, in advance, by the instructor. In order to do so timely, please email the instructor no later than week 3 of the course with details regarding your group for approval.

For this assignment, you are to objectively analyze the group you observe. In order to do this, it is recommended for you to refrain from using a group of which you are currently a member for this assignment. You will also need to maintain confidentiality of group members, so when writing the paper you can refer to group members as "one group member/participant".

Please complete the following requirements in a 3- 5 page paper:

1) Explain the purpose of the group: why does the group meet? What need in the community does the group fulfill? What type of group is this? How long has the group existed? (2 paragraphs)

2) Describe the persons constituting the group membership: How many people attended the session you observed? What diversity did you observe among members? Discuss the importance of diversity in your paper. (2 paragraphs)

3) The environment in which the meeting took place: was the environment welcoming and how so? Was the meeting space adequate for the size of the group? Include any other relative observations related to environment. (1-2 paragraphs)

4) Issues dealt with by the group: What was the structure of the meeting? (Only discuss a brief overview, do not give a play by play of what happened) What were the major topics discussed by the group? (2-3 paragraphs)

5) What leadership approach did the leader apply to the group session? Did this approach seem effective for this type of group? Explain your reasoning. (1-2 paragraphs)

6) Comment on the potential value and influence of the group for you and your personal/professional aspirations and the field of social work. (1-2 paragraphs)

Organization Interview:

For this assignment you will write a 4 – 5 page paper which includes all requirements below.
1. Contact a Community Organization in your surrounding community. Interview an agency employee (likely in a management position) either in person or by phone.
2. In your interview with the agency representative, ask relative questions to gain an understanding of service provision of the agency: what types of problems do agency clients typically need help addressing? what services does the agency provide? How do they assess clients? After assessment, how does the agency determine what interventions to use with clients? What percentage of clients represent populations at risk/minority groups? How does this compare to the community in which the agency is located? What is the mission/vision? Funding set-up? (3-5 paragraphs)

3. Ask questions to gain an understanding of how the agency engages with clients. Is there an employee handbook/Code of Conduct? How does the agency engage with the community? How do they raise awareness of their services and availability to meet needs of community members? (2-3 paragraphs)

4. Next, ask questions to gain an understanding of the organizational structure of the agency. What is the organizational structure? Does the agency include all levels of employees in decision making? How is morale at the agency-how does the agency know? Who determines policy and procedure and how is it communicated to all levels of employees? What is the agency turnover rate? What contributes to this? (3-5 paragraphs)

5. Furthermore, ask questions to gain an understanding of how the agency evaluates its effectiveness. Does the agency meet its goals? How do they know? Do they conduct any type of evaluation surveys and if so, how often? Is the method of evaluation effective? Why or why not? (2-3 paragraphs)

6) Comment on the potential value and influence of the organization for you and your personal/professional aspirations and the field of social work. (1-2 paragraphs)

Community Presentation

Use the provided guidelines (see canvas) to write about your childhood or current community (geographic). You will present this in class. Presentations will be 10 minutes.

Grading Policies
Graded Course Activities and Letter Grade Assignment

Participation	(100 points):	10%
Weekly Assignments	(10 @ 40 Points Each):	40%
IPE event/Reflection	(100 Points):	10%
Reflection Paper	(100 Points):	10%
Group Paper	(100 Points):	10%
Organization Paper	(100 Points):	10%
Final-Community Presentation	(100 Points):	10%
Total Points Available for Course=	(1000 Points):	100%

Letter Grade

1000-900 Points =   A (100%-90%)
899 - 800 Points =   B (89%- 80%)
799 - 700 Points =   C (79%-70%)
699 - 600 Points =   D (69%-60%)
599 or less =   F (59% or less)

Make-Up Exams:
Late assignments are strongly discouraged. Point reductions will be received for late assignments. There are no late exams accepted.

UT Tyler Policy on Artificial Intelligence Use

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, SOCW 3304, AI is not permitted. The work submitted by students in this course will be generated by themselves. This includes all process work, drafts, brainstorming artifacts, editing, and final products. This extends to group assignments where students must create collaboratively create the project. Any instance of the following constitutes a violation of UT Tyler's Honor Code: a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT).

Expectations for Out-of-Class Study:
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Attendance
Due to the interactive style and group projects, attendance is required. Students are expected to be present and participate each class period. Group projects and participation grade will be reflective of attendance. Students are given 3 free absences. Additional absences (regardless of reason) will result in 10 points off for each absence. Students who miss more than 6 classes will not pass the course.

The Census Date for the semester is 1/27/25: This is the last day students may withdraw from the course without penalty.

Late Work Policy
Students are responsible for submitting all assignments on time. Late work accepted for reduction in grade.

SCHEDULE, SPECIFIC READINGS, AND ASSIGNMENTS

Week 1

Introduction

<mark>Reflection Paper Due 1/22/2</mark>4

Week 2 (Learning Outcomes Addressed—1,2,10,11)

Chapter 1

Week 3 (Learning Outcomes Addressed—4,8,9)

Chapter 2

Week (Learning Outcomes Addressed—1,2,10,11)

Chapter 3

Week 5 (Learning Outcomes Addressed—6,8)

Chapter 4

Week 6 (Learning Outcomes Addressed—4,5,9)

Read Chapter 5

Week 7 (Learning Outcomes Addressed 3,4,9)

Read Chapter 7

Week 8 (Learning Outcomes Addressed—3,4,9,10)

Read Chapter 8

Week 9 (Learning Outcomes Addressed—4,7,9)

Chapter 9.

3/17/23-3/21/24: NO CLASS, SPRING BREAK

Week 10

Chapter 10

Week 11 (Learning Outcomes Addressed—8,9)
Chapter 11

Week 12 (Learning Outcomes Addressed—8,9)

Chapter 12

Week 13

Chapter 13

<mark>Community Presentations</mark>

Week 14

<mark>Community Presentations</mark>

Week 15: Finals (No in-person class)

Institutional Information

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch

campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:
- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waiver through Financial Aid State-Mandated

Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator.   For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in

scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:
- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)