



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

SWK 5243-104: Human Behavior II: Groups, Organizations, and Communities

Course Description:

Catalog Description: Building on the theoretical content in SWK 5233, students learn theories related to group, organization and community dynamics and behavior. Special attention is given to establishing theoretical foundations for the assessment of mezzo and macro level systems. Three credit hours.

This is the second of a two part sequence to provide graduate students with a theoretical base for generalist practice within a bio-psycho-social framework. The course continues the integration of theories that explain human behavior in the larger ecological context. Theories and models that explicate group dynamics, organizational behavior, and community/societal interactions will be presented. With this knowledge-base, students will develop an understanding of the social determinants of behavior that equip them for culturally competent generalist practice. The fundamental social work perspectives to be included are person-in-environment, diversity, strengths, empowerment, values and ethics, and social/economic justice.

Class Dates, Location and Hours:

Dates: January 18, 25, February 1, 8, 15, 22, March 1, 8, 15, 22, 29, April 5, 12, 19, 26, and May 3, 2018

Location: Room 115, Zarrow Hall, 700 Elm Avenue, Norman OK

Hours: Thursday, 6:00 p.m. – 9:00 p.m.

Last day to enroll or drop without penalty: January 17, 2018

Campus Map: A map of the campus can be found on the OU website at: <http://www.ou.edu/map/>.

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Anthony Kibble, MSW

Mailing Address: Anne and Henry Zarrow School of Social Work
Zarrow Hall
Norman, OK.73019

Telephone Number: (405) 325-1405

E-mail Address: akibble@ou.edu

Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Kirst-Ashman, K. K. (2013). *Human behavior in the macro social environment: An empowerment approach to understanding communities, organizations, and groups* (4th ed.). Belmont, CA: Brooks/Cole. ISBN 9781285075495.
2. American Psychological Association (2009). *Publication manual of the American psychological association* (6th ed.). Washington, D.C.: Author. ISBN 9781433805615.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Educational Outcomes:

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

1. Use mezzo/macro theories such as ecosystems, functionalist, conflict, rational/social exchange, and constructionist to identify and describe the distinctive developmental features of groups, organizations, and communities;
2. Apply mezzo/macro theories to populations-at-risk in society in a manner consistent with social work values and ethics;
3. Use a person-in-environment perspective to describe system relationships and transactions at the mezzo and macro levels;
4. Identify relevant social, cultural and political issues that influence dynamics in groups, organizations, and communities, with particular attention paid to the political economy of organizations.;
5. Discuss how oppression and social problems are explained at the mezzo and macro level using relevant theoretical frameworks such as conflict, labeling, and feminist theories; and,
6. Describe the primary concepts in the following approaches to managing organizations: Rational Organization Theory, X, Y, Z, theory, and Total Quality Management.

Social Work Competencies And Practice Behaviors Assessed:

Upon successful completion of the course students will demonstrate novice ability in the following areas:

EP 2.1.2 - Competency:

Apply ethical principles in practice

Associated Behaviors:

Recognize and manage personal values in a way that allows professional values to guide practice
(Assessed in assignments # 1 and #2)

EP 2.1.3 - Competency:

Apply critical thinking to inform and communicate professional judgments

Associated Behaviors:

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. **(Assessed in assignment # 1 and assignment #2)**
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. **(Assessed in assignment # 1 and assignment #2)**

EP 2.1.5 - Competency:

Advocate for Human Rights and Social and Economic Justice

Associated Behaviors:

- Understand the forms and mechanisms of oppression and discrimination. **(Assessed in assignment # 1 and assignment #2)**
- Advocate for human rights and social and economic justice. **(Assessed in assignment # 1 and assignment #2)**

EP 2.1.7 - Competency:

Apply knowledge of human behavior in the social environment

Associated Behaviors:

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation **(Assessed in assignment # 1 and assignment #2)**
- Critique and apply knowledge to understand person and environment **(Assessed in assignment # 1 and assignment #2)**

Teaching/Learning Methods:

Lectures, student presentations, in class exercises, field visit (if time permits), some guest speakers, class discussion, papers. Students are expected to attend and actively participate in all classroom discussions, group exercises, and reading assignments. Completion of assigned readings is essential to maximum participation and integration of class discussions. Attendance is obviously a major factor in the class responsibility component of the semester grade. Students who fail to attend scheduled class sessions and/or participate in online discussion board assignments will receive a score reflected of participation. Professional use of self is evidenced in interpersonal communications, preparation, attention, and appropriate participation in class/online discussions and exercises. Elements of generalist social work practice knowledge, values, skills and emphasis on the N.A.S.W. Code of Ethics, including a professional demeanor, are expected criteria for all students in peer and instructor interactions.

Students will be evaluated based on classroom participation, completion of listed assignments below and attendance. A detailed outline of assignment has been listed below and in the course schedule section of this syllabus.

Major Course Divisions:

1. Foundations of Mezzo and Macro Social Work Practice Knowledge
 - a. developmental features of groups, organizations, and communities.
 - b. understanding social problems
 - c. social problems impact on at-risk populations
 - d. social work values and ethics.
 - e. person-in-environment
 - f. diversity

- g. strengths perspective
 - h. empowerment perspective
 - i. social/economic justice perspective
2. Theories of groups, organizations, and communities
- a. task/social action group dynamics
 - b. organizational dynamics
 - c. empowering leadership theory
 - d. Rational Organization Theory
 - e. X, Y, Z theory
 - f. Total Quality Management
 - g. community dynamics within a social systems or ecological perspective
 - h. conflict theory
 - i. labeling theory
 - j. rational/social exchange theory
 - k. modern functionalism
 - l. social construction
 - m. feminist theory

Course Schedule:

Date	Topics	Readings	Assignments
Session 1 1-18	Syllabus Review Course Expectations	Chap. 1-4	Readings
Session 2 1-25	Introduction to Human Behavior in the Macro Social Environment	Chap. 1-4	Report on Groups/Organizations
Session 3 2-01	Values and Principles that Guide Generalist Practice in the Macro Social Environment	Chap. 4-8	Group Assignment Report on Groups/Organizations
Session 4 2-08	Types of Groups in the Macro Social Environment	Chap. 4-8	Group Assignment Report on Groups/Organizations
Session 5 2-15	Knowledge and Theories about Organizations	Chap. 4-8	Group Assignment Report on Groups/Organizations
Session 6 2-22	Social Service Organizational Settings, Goals, and Environmental Contexts	Chap.4-8	Group Presentations Report on Groups/Organizations

Date	Topics	Readings	Assignments
Session 7 3-01	Organizational Structure and Dynamics	Chap. 4-8	Group Presentations Report on Groups/Organizations
Session 8 3-08	Human Behavior, Management, and Empowerment in Organizations	Chap. 8-10	Group Presentation Report on Groups/Organizations Written Report Due: March 10, 2017
Session 9 3-15	Communities in the Macro Social Environment: Theories and Concepts	Chap. 10-11	Group Assignment Community Analysis Using Theoretical Models
Session 10 3/17 through 25	NA	NA	Spring Break
Session 11 3-29	Communities in the Macro Social Environment: Theories and Concepts	Chap. 10-11	Group Assignment Community Analysis Using Theoretical Models
Session 12 4-05	Assessment of Geographic Communities and Empowerment	Chap.11-12	Community Analysis Using Theoretical Models
Session 13 4-12	Neighborhood Empowerment	Chap.11-12	Community Analysis Using Theoretical Models
Session 14 4-19	Diversity, Populations-at-Risk, and Empowerment in the Macro Social Environment	Chap. 12-13	Group Assignment Community Analysis Using Theoretical Models
Session 15 4-26	Social Justice and the Global Community	Chap. 13	Group Assignment Community Analysis Using Theoretical Models Written Report Due April 28, 2017
Session 16 5-03	Social Justice and Global Community Self-Care	Chap. 13	Community Analysis Using Theoretical Models

Assignments, Grading, and Due Dates:

Assignment # 1: Presentation and Report on Organizations:

Rationale:

This assignment is designed to measure the HBSE II educational outcomes as they relate to understanding group and organizational theories as delineated in the educational outcomes. A particular focus will be placed on mezzo organizational systems and their political economies.

Instructions:

The assignment will be carried out in groups of XX (depends on total # of students). You will give a group presentation on an organization. You will also deliver a paper containing the same elements of your presentation. The paper is due the same day/time of your presentation. **All elements of the presentation/paper must be guided by class readings and lectures.** You may use other sources as a complement. You will probably need to interview some of the employees of the organization in order to obtain some information. You may invite someone from the agency to attend your presentation. If you decide to do so, please let me know ahead of time.

Guidelines for Paper/Presentation

1. Both the presentation and paper incorporates, relates, and discusses appropriately and sufficiently relevant course concepts from lectures and readings that relates to group and organizational theories.
2. Specific to the oral presentation: The presentation can use one or a combination of audiovisual materials: power-point, plus optional materials such as photographs, videos (no more than a five minute video), handouts, brochures, posters, etc. in order to enhance students' understanding of the topic.
3. Approximately 15 pages

Paper/Presentation Outline:

The following 12 sections are required to create the presentation/paper:

1. Organization (agency) mission, vision (if it has one), goals and objectives. Theoretical foundation(s) of agency, if stated (systems, ecological, feminist, strengths perspective, etc). If not stated, what seems to be the theoretical foundation that guides the organization? Explain. Is there a difference between stated (official) theoretical foundation and official goals, and the actual theory and goals that guide the organization on a day to day basis? Explain.
2. Brief history of the organization, nature of organization (private, not-for-profit, governmental, etc), and type of organizational theory (classical scientific, human relations, bureaucracy, learning organization, etc). Explain. **Please note that Theoretical Foundations (question # 1) and Type of Organizational Theories (question # 2) are different.**
3. Employees/staff and populations served. Breakdown of clients' and employees demographics (% of BSW, MSW, % by gender/ethnic group/other relevant demographics). Type of services provided. You may make a table with this information instead of writing a paragraph.
4. Draw the current organizational chart. If the day to day functioning of the organization reflects a different (informal) structure, draw an additional chart that better reflects the reality of the organization.
5. Identify barriers of and support for organizational empowerment within the organization.
6. How is the organization handling diversity among staff and clients? What typology of organizational progression to pluralism describes your organization? Explain.
7. How is your organization using technology? How is it (or could be) benefiting from it? What barriers (material/human/environmental) would the organization have to overcome to benefit from technology?
8. Choose one of these two questions:
 - a. Does the organization suffer from 'gendered organizational logic'? Explain either way and relate the reality of the organization to the reading
 - b. Is there a 'glass ceiling' in your organization? Explain and give examples. If there is, how could it be removed? If there isn't, what is the organization doing right and/or what factors can be attributed to this? Explain and relate the reality of the organization to the reading.

9. Apply the concept of Political Economy to the organization. Briefly describe the external and internal polity of the organization and the external and internal economy of the organization and how they impact the organization.
10. Explain the relationship of the organization with the larger social environment by addressing all of the following questions:
 - a. What is the value of the organization (why is it important) within the community where it exists?
 - b. How does the community respond to the organization? (This includes clients, donors, other organizations, the media, the society at large, etc).
 - c. Relate the work of the organization to two of the following concepts (the most relevant to your organization):
 - i. poverty reduction
 - ii. human capital
 - iii. social capital
 - iv. community building.
11. Using the sections of the NASW Code of Ethics relevant to organizations, comment about your organization's ethical standards. Maintain anonymity of employees/clients.
12. Summary and Recommendation: Based on the above assessment of your organization, summarize its strengths and include recommendations to improve the performance of the organization.

Assignment # 2: Macro Community Analysis Using Theoretical Models

Rationale:

This assignment is designed to measure HBSE II educational outcomes as they relate to a student's understanding of macro theories as applied to explain the development and operation of communities. Students will also develop an understanding of social justice and resource allocation from the macro perspective.

Instructions:

Think of the United States as a community within a global ecosystem. Pick a particular social justice issue, such as access to health care, poverty, crime, etc. and analyze the problem using the theoretical models of organizations and communities we have discussed in class. The goal is for you to understand, at the most macro of levels, the systemic social, economic, and political forces that affect human behavior. (Total of 10 pages).

Part I: Macro Community Analysis

Within this portion of the assignment, you will select a particular social ill and comprehensively describe the extent of the problem. For instance, if you choose health inequality, spend the first half of your paper describing the extent of the problem within the U.S. community, while also comparing the US community to other communities in other parts of the global "system". The idea is for you to see the linkage between what occurs in other parts of the world and what happens here, which in turn affects human behavior down to the micro level. Please include at least 5 scholarly sources for this part of your paper.

Part II: Application of Theory

Using the data collected during your analysis of a social issue within the U.S. macro community, please apply theoretical models discussed in class to explain the issue from a theoretical perspective. For instance, if you chose access to health care as your issue for examination, you might discuss our employer based insurance model from a systems perspective by recognizing how companies are affected by "inputs" from other nations into the US market and how those inputs put pressure on the cost of business, which in turn creates an economic force that pressures companies to gradually transfer the costs of health care to employees. In the same manner, you could examine the matter using conflict theory on multiple levels, such as conflict between nations and conflict between non-geographic communities within the

U.S. (i.e. conflict between health insurers, physicians, manufacturers, etc.) **Please describe your issue using at least 2 separate macro human behavior theories discussed in class, with an additional 5 scholarly references for this portion of the assignment.**

Grading:

This is a letter-graded course: A, B, C, D, or F. A=92-100, B=84-91, C=76-83, D=69-75, F=68 & below.

Method of Evaluation/Grading	Percent of Grade
Attendance and Participation	10%
Classroom Group Assignment and Participation	10%
Active Participation in NASW Conference and/or similar event	10%
Presentation and Report on Groups/Organizations	40%
Community Analysis Paper	30%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Class Policies

Attendance Policy:

If you need to miss a class, please alert me to your absence prior to the class and submit a 2-page reflection paper about a social work journal article of your choice (must be a peer reviewed journal article) prior to the start of the following week’s class. If you miss more than 2 classes in one semester, and do not submit your make-up assignment, you will lose ALL of your participation points for the semester. Students who miss more than 3 classes in one semester will begin the Level Review Process per the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy.

Accommodation Statement:

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

Norman	Tulsa
Disability Resource Center 620 Elm Avenue – Suite 166 Goddard Health Center Norman, OK 73019-2093 405- 325-3852 (voice) 405-325-4173 (voice) Email: drc@ou.edu	Office of Disability Resources Schusterman Center 4502 East 41st Street Tulsa, OK 74135-2512 (918) 660-3100

Provost-Approved University Activities and Religious Observances:

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

Health Insurance Portability and Accountability Act Statement (HIPAA):

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any client information that you share, either verbally or written, will need to be de-identified. This means that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates, but may also contain other information that is so unique to the person that it could allow for identification, including, but not limited to diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Anthony Kibble, MSW

Education

- BSW, 2004, Southwestern Oklahoma State University, Weatherford, Oklahoma.
- MSW, 2008 Social Work Administration and Community Practice, 2008, University of Oklahoma, Norman, Oklahoma.

Current Positions

- State Coordinator, Oklahoma State Department of Education, Office of Federal Programs
- Adjunct Instructor, Anne and Henry Zarrow School of Social Work, University of Oklahoma
- Curriculum Development Consultant, Oklahoma State Department of Rehabilitation Services, Professional Development Division

Frequently Taught Courses

- SWK 5243 Human Behavior II: Groups, Organizations, and Communities
- SWK 3243 Human Behavior: Groups, Organizations, and Communities

Major Areas of Teaching and Research Interest

- Homeless Children and Youth
- Intersectionality of Community and School
- Group Dynamics within Organizational Context

Representative Honors and Awards Received

- Children's Justice Act Grant Recipient
- Sooner Heritage Scholarship Recipient
- OU Minority Scholarship Recipient
- Phi Alpha Honor Society
- Northwestern Oklahoma State University Hall of Fame
- "OCCY Making A Difference" Award

Major Professional Affiliations

- Governor's Interagency Council on Homelessness, Member, August 2015 through Current
- State Department of Education Cross Functional Team, Member, August 2016 through Current
- Oklahoma Public Employees Association, Member, May 2006, through Current
- Oklahoma Children's Data Sharing Committee, Member, November 2015, through Current
- Oklahoma Strengthening Custody and Transition Services Advisory Team, Member, January 2012, through May, 2016
- Performance Partnership Pilot Grant Advisory Team, Member, November 2015, through January 2016
- Reducing Infant Mortality Rates in African-American Communities Task Force, Chairman, January 2015 to January 2016
- Oklahoma Systemic Issues Sub-Committee, Member, January 2012 through December 2015
- In-Depth Technical Assistance Project, Chairman, January 2015 through September 2015
- Oklahoma Healthy Transitions Initiative, Transition Workgroup, Co-Chair, May 2013 through June 2014
- Oklahoma State Epidemiology Work Group, Member, April 2012 through May 2014