



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

SWK 5243-102: Human Behavior II: Groups, Organizations, and Communities

Course Description:

Building on the theoretical content in SWK 5233, students learn different ways of thinking about institutions, organizations, groups and communities to inform their approach to social work practice. We will examine what is considered in social work to be mezzo and macro level systems and come to understand how these larger systems influence behavior, thought, and action in practice. The principal focus of our work is to understand how social work fosters community resilience and environmental sustainability of ecology, both physical and social. We will draw implications for how these systems influence and shape resilience and sustainability at societal, community, group, family and individual levels.

Class Dates, Location and Hours:

Dates: March 16 - 17; 30 - 31; April 13 - 14; & 27 - 28, 2018
Location: Room 115, Zarrow Hall, 700 Elm Avenue, Norman OK
Hours: Fri 5:00-9:00 p.m.; Sat 9:00 a.m.-5:00 p.m.
Last day to enroll or drop without penalty: March 15, 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: Sue Durrett MSW
Mailing Address: Anne and Henry Zarrow School of Social Work
311 Zarrow Hall
Norman, OK.73019
Telephone Number: (405) 919-2225
E-mail Address: sdur2128@gmail.com
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, 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@fhcg.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. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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.

Course Objectives:

Upon successful completion of this course, students will demonstrate ability to:

- Identify, describe, and integrate theories, models, and perspectives for generalist social work practice consistent with social work values and ethics.
- Reflect on social action through social work using four social theories (functional, conflict, constructivist, and ecosystem).
- Describe distinctive properties of four social theories (functional, conflict, constructivist, and ecosystem).
- Discuss how oppression and social problems are explained using relevant theoretical frameworks.
- Understand vulnerability and the social and institutional context influencing forming and influencing vulnerability.
- Use mezzo and macro theoretical knowledge to identify and describe the distinctive developmental features of groups, organizations, and communities that impact special populations in society, particularly those identifiable by culture/ethnicity, disability, female gender, sexual orientation, and/or poverty.
- Understand the role of group life in social work practice, professional development, and intervention.
- Understand the role of community life in social work practice, professional development, and intervention.
- Understand how social policy influences social work practice.
- Understand how mezzo and macro systems influence social work purpose and practice.
- Amplify the influence of organizational life on the framing and delivery of social work services.
- Identify how mezzo and macro factors influence social work practice.
- Understand social work in contexts of disaster exacerbated by person-made and natural environmental stresses.

Course Outline:

Date	Assignment
March 16-17	Chapters 1-4
March 25	Quiz 1 due – Canvas
March 30-31	Chapters 5-9; Assignment 1 Due
April 8	Quiz 2 due – Canvas
April 13-14	Chapters 10-13
April 22	Quiz 3 due – Canvas
April 27	Comprehensive Final Exam
April 28	Assignment #2 Presentations and Paper – Canvas

Assignments, Grading and Due Dates:

Assignment #1: Macro Community Analysis Using Theoretical Models

Due 3/31/18 - dropbox Canvas.

Rationale:

This assignment is designed to measure HBSEII 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 10-12 pages)

Part 1: 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 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. N 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 3 separate macro human behavior theories discussed in class, with an additional 5 scholarly references for this portion of the assignment.

Assignment #2: Presentation and Report on Groups/Organizations

Paper due 4/28/18 - dropbox Canvas

Presentation 30 minutes in length

Rationale:

This assignment is designed to measure the HBSEII 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:

You will give a 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. Also, do not depend on your guest to present your full presentation.

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: PowerPoint plus optional materials such as photographs, videos (no more than a 5 minute video), handouts, brochures, posters, etc. in order to enhance students' understanding of the topic.

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 population served. Breakdown of clients' and employees demographics (% 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.

Comprehensive Final:

An in class comprehensive final covering all information within the quizzes and lectures will be given on **April 27**.

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.

Assignment	Due Date	Percent of Grade
Quizzes	March 25, April 8, April 22, 2018	30%
Assignment 1	March 31, 2018	20%
Assignment 2	April 28, 2018	20%
Comprehensive Final	April 27, 2018	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

Academic Conduct:

Each student should acquaint him or herself with the University's codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at <http://www.ou.edu/studentconduct/>. Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW Code of Ethics.

Statement of Reasonable Accommodation:

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. The Disability Resource Center is located at 620 Elm Avenue – Suite 166 Goddard Health Center Norman, OK 73019-2093 405- 325-3852 (voice) 405-325-4173 (voice) Email: drc@ou.edu

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.

Attendance:

Excused absences are defined in your student codebook. Outside of the exceptions in the codebook, you are expected to attend every class session. The lecture material and discussions are central to your learning. More than 6 hours of absence for the entire course will result in a reduction of your overall grade by 10 percent. If you miss between 7-9 hours, you will be responsible for completing a 10 page make-up assignment reflecting on the assigned readings for the missed class session. If you miss more than 9 hours of course in any semester, you will be asked to drop the course or alternatively receive a failing grade. You are responsible for all course information presented and/or materials passed out regardless of an absence. Be sure to contact a few students for updates.

Inclement weather:

If the university is closed for an extended period due to inclement weather, I will communicate with students about alternate arrangements. If all courses for an entire week are cancelled, I may decide to postpone the assignments. However, unless you are notified otherwise, please assume that assignments will be due as scheduled even if the university is closed.

Class Distractions:

Electronic devices that distract the class by beeping, ringing, or prompting a student to leave the classroom **must be off** during class time. Other contacts can be made during the regular class break times. Students who do not adhere to this rule during class will be asked to leave and incur an absence upon a second warning. Refrain from non-class related activity - Reading during lecture or class activities, working on non-class material, texting, holding side conversations, sleeping (either sitting up or head down), and/or excessive doodling are examples of unaccepted classroom behavior.

In addition to your attendance, **your professional presence** is required for each class session. This means that you should come prepared to engage in and foster professional dialogue having read content relevant to the course. Refrain from cross-talking. Return from breaks punctually.

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

Sue Durrett, MSW

Education

- 2007 M.S.W., University of Oklahoma
- 1982 BS, University of Oklahoma

Current Positions

- Adjunct Professor, University of Oklahoma
- Adjunct Professor, Rose State College

Frequently Taught Advanced Programs Courses

- SWK5243 Human Behavior: Groups, Organizations, and Communities
- SWK 5313 Social Welfare Policy Practice
- SWK 2113 Introduction to Social Work
- SWK3323 Human Diversity/Social Justice
- SWK 5113 Generalist Practice with Groups, Organizations and Communities
- SWK 4103 Generalist Practice with Groups, Organizations and Communities
- Sociology 2093 Understanding Child Abuse and Neglect

Major Areas of Teaching and Research Interest

- Dynamics of Child Abuse and Neglect
- Social Work Education
- Mentoring Child Welfare Workers
- Community Building Practice

Representative Honors and Awards Received

- 2009 Heart & Soul of Norman Social Service Staff Lifetime Achievement Award
- 2012 OKDHS Freida Mosely Award for outstanding work in the community
- 2014 Undergraduate Professor of the Year Award, University of Oklahoma, School of Social Work

Major Professional Affiliations

- 1982--2012--Oklahoma Department of Human Services
- 1982--present--Citizens Advisory Board of Cleveland County