I. COURSE PURPOSE

This course is the first of two Foundation year courses on Human Behavior and the Social Environment. Providing a multidimensional approach, the course examines theory, research, and contemporary challenges that relate to the bio-psycho-social-spiritual dimensions of human behavior within a social context. Focus is given to particular theories that are used by the social work profession to explain and assess functioning at the micro, mezzo, and macro levels of interaction, with the recognition that theory evolves out of a historical and cultural context. Strength and resilience, all forms of diversity and oppression, and the impact of social and economic forces are emphasized as salient influences on human behavior. Required readings, class assignments, and group activities will be used as educational methods to achieve the course purpose.

This course is consistent with the mission of the National Catholic School of Social Service. The complete mission statement can be found at http://ncsss.cua.edu/mission.cfm

II. COMPETENCIES AND PRACTICE BEHAVIORS

The Council on Social Work Education (CSWE) requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies, and each course is also designed to cover some, but not all, of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Course Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Identity:</strong></td>
<td>Identify as a professional social worker &amp; conduct self accordingly</td>
<td></td>
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<tr>
<td></td>
<td>1. Social workers practice personal reflection and self-correction to assure continual professional development.</td>
<td>Application of theory to practice papers; PowerPoint slides; Readings</td>
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<tr>
<td></td>
<td>2. Social workers engage in career-long learning.</td>
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<tr>
<td><strong>Ethical Practice:</strong></td>
<td>1. Social workers recognize and manage personal values in a way that allows professional values to guide practice.</td>
<td>Application of theory to practice papers; PowerPoint slides; Readings</td>
</tr>
<tr>
<td><strong>Critical Thinking:</strong></td>
<td>1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Application of theory to practice papers; Tests demonstrating knowledge; PowerPoint slides; Readings</td>
</tr>
<tr>
<td></td>
<td>2. Social workers analyze models of assessment, prevention, intervention, and evaluation.</td>
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<td></td>
<td>3. Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</td>
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<tr>
<td><strong>Diversity in Practice:</strong></td>
<td>1. Social workers recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Application of theory to practice papers; Tests demonstrating knowledge; PowerPoint slides; Readings</td>
</tr>
<tr>
<td></td>
<td>2. Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
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<tr>
<td><strong>Research Based Practice:</strong> Engage in research-informed practice and practice-informed research</td>
<td>1. Social workers use research evidence to inform practice.</td>
<td>Application of theory to practice papers</td>
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<tr>
<td><strong>Human Behavior:</strong> Apply knowledge of human behavior and the social environment</td>
<td>1. Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. 2. Social workers critique and apply theory to understand person and environment.</td>
<td>Application of theory to practice papers; Tests demonstrating knowledge; PowerPoint slides; Readings</td>
</tr>
<tr>
<td><strong>Practice Contexts:</strong> Respond to contexts that shape practice</td>
<td>1. Social workers continuously deliver, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services and develop needed policies.</td>
<td>Application of theory to practice papers</td>
</tr>
<tr>
<td><strong>Engage, Assess, Intervene, Evaluate:</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>1. Social workers collect, organize, and interpret client data.</td>
<td>Application of theory to practice papers; Tests demonstrating knowledge; PowerPoint slides; Readings</td>
</tr>
</tbody>
</table>

### III. ADDITIONAL EDUCATIONAL OBJECTIVES

At the completion of the course, the student will be able to:

1. Understand the differences between a theory, paradigm, model, and perspective as well as the connection between theory, research, and social work practice.

2. Demonstrate knowledge of micro, mezzo, and macro theories used to explain, assess, and intervene with individuals, dyads, families, small groups, organizations, and communities within a multicultural society.

3. Recognize that human behavior theory is a product of its seminal authors and their historical context, reflecting different viewpoints about gender, race, power, and oppression.

Revised: May 2017
IV. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Text


C. Additional Required Readings

All readings not in the required text are posted on Blackboard. In addition, case studies will be posted on Blackboard for students to read each week for class discussion.

D. Course Assignments and Weights of Assignments

Concept Tests
Following selected classes, students will take a short, closed book, objective test on Blackboard that will evaluate the student’s knowledge of the theories and concepts covered in each unit of the course. The test will open after class on the dates listed below and close at 11:59 pm on Saturday. You will have 40 minutes to complete the test. You may open the test only once, and you must complete the test in one session. You will be able to review the correct answers after the due date for the test.

Analysis Papers
These assignments are designed to demonstrate students’ ability to integrate explanatory theory with knowledge about human behavior and the social environment on the micro, mezzo, and macro levels. Details about the assignments are attached to this syllabus, and the instructor will discuss the assignment further in class.

Revised: May 2017
<table>
<thead>
<tr>
<th>Assignment 1</th>
<th>Test 1</th>
<th>September 25-30, 2017</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2</td>
<td>Test 2</td>
<td>October 16-21, 2017</td>
<td>10%</td>
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<tr>
<td>Assignment 3</td>
<td>Micro Analysis Paper</td>
<td>October 30, 2017</td>
<td>15%</td>
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<tr>
<td>Assignment 4</td>
<td>Test 3</td>
<td>November 6-11, 2017</td>
<td>10%</td>
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<tr>
<td>Assignment 5</td>
<td>Mezzo Analysis Paper</td>
<td>November 13, 2017</td>
<td>15%</td>
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<tr>
<td>Assignment 6</td>
<td>Test 4</td>
<td>November 24-29, 2017</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 7</td>
<td>Macro Analysis Paper</td>
<td>December 11, 2017</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 8</td>
<td>Preparation, Attendance, and Participation</td>
<td>Ongoing</td>
<td>15%</td>
</tr>
</tbody>
</table>

E. Grading Policy

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. Assignments are to be submitted to the instructor on the date due. Unless you have prior permission from the instructor, five points will be deducted for each day the assignment is submitted late. Extensions will not be granted the day an assignment is due. The paper is due at the beginning of class and will be considered late if it is turned in later. If you should need an extension, the student must discuss this with the instructor at least 48 hours ahead of the due date (excluding weekends and/or holidays). No credit will be given for assignments submitted after they have been reviewed in class. The following provides weights for the various course assignments:

<table>
<thead>
<tr>
<th>Graduate Grading System</th>
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<tbody>
<tr>
<td><strong>Letter Grade</strong></td>
</tr>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<tr>
<td>B</td>
</tr>
<tr>
<td>B-</td>
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<tr>
<td>C</td>
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<tr>
<td>F</td>
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</table>

F. Preparation, Participation, and Attendance

Students are expected to complete all assigned readings, be fully prepared to actively participate in all class exercises and discussions, and arrive to class on time. All class discussions must be kept confidential, in keeping with the Student Confidentiality Agreement.

Class preparation and participation means students are expected to have reviewed the readings before class and to be fully present and engaged in the material for the entire class meeting. The class participation grade will be determined by the instructor’s evaluation of the student’s preparation for and contributions to class discussion/activities. Different students will make different types of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued.

Attendance is required. Missing more than two class sessions will result in a significantly reduced grade. Exceptions in extreme circumstances may be granted at the instructor’s discretion. Arriving to class late or leaving early (30 minutes or more) will be considered an absence.

Revised: May 2017
G. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

V. CLASS EXPECTATIONS

Please refer to NCSSS Announcements or appropriate Program Handbook for Academic Requirements (http://ncsss.cua.edu/courses/index.cfm), including scholastic and behavioral requirements.

NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. When such issues occur – inside or outside of the classroom – NCSSS members agree to engage in respectful and productive discussion until learning is enhanced and understanding is deepened by all involved.

A. Scholastic Expectations

All written work should reflect the original thinking of the writer, appropriately reference ideas and authors from the literature and adhere to the current APA 6 format.

B. Behavioral Requirements

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

• Attend class prepared for active engagement in all discussions and exercises.
• Recognize and avoid behavior that jeopardizes the learning and teaching environment of other students or the instructor.
• Demonstrate competence in planning academic activities and in following through on those plans.
• Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom.
• Use an appropriate level of instructor’s time and attention in and out of class.
• Behave in a manner consistent with the ethical principles of the social work profession.
• Adhere to additional expectations as provided by the instructor.

C. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standard, and upholding them. Please refer to University Policy and appropriate Handbooks (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm).

Revised: May 2017
D. **Confidentiality**  
Students are expected to adhere to the Confidentiality Agreement that they sign. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs that are for professional learning purposes only and are subject to strict confidentiality standards. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Students will also refrain from using social media outlets (blogs, twitter, Facebook, and so on), or email to discuss practice settings, program responsibilities, and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. **Accommodations**  
Students with physical, learning, psychological or other disabilities seeking course accommodations must be certified by the Disability Support Services (DSS) Office. Accommodations are provided based upon the DSS instruction letter and only after it is presented to and discussed with the instructor. Students are expected to arrange a meeting with the course instructor as soon as possible to discuss these accommodations.

F. **Use of Electronic Devices**  
Laptops and other electronic devices are permitted in the classroom only for course purposes (e.g., note taking or course work). Cell phones or other electronic devices that would disrupt the learning environment of the classroom are to be turned off prior to the beginning of the class and put away during class.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPICS, READINGS, AND ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Course Overview and Critical Thinking about Human Behavior Theory</strong></td>
</tr>
</tbody>
</table>
| 8/28/17 | Required Readings  
Exercise: Discuss why a person would seek problem-solving assistance from a social worker rather than other helping professionals such as a psychiatrist, psychologist, psychiatric nurse, counselor, life coach, or religious cleric?  
Recommended Reading  

Revised: May 2017
Unit One: Psychodynamic Theories (Micro Theories)

2 9/11/17

Classical and Contemporary Psychodynamic Theories
(S. Freud, H. Hartmann, A. Freud)

Required Readings
developments, and clinical social work. In Human behavior theory and social
work practice (pp. 39-78). Hawthorne, NY: Aldine de Gruyter, Inc.
(On Blackboard)

Contemporary human behavior theory: A critical perspective for social work
(3rd ed., pp. *169 – 200* sections on these theorists only). Thousand Oaks,
CA: SAGE Publications, Inc.

Walsh, J. (2013). Ego psychology. In Theories for direct social work practice (3rd

Case Study #1

Recommended Readings
Berzoff, Flanagan, & Hertz. In Inside out and outside in: Psychodynamic
clinical theory and psychopathology in contemporary multicultural contexts

Flanagan, & Hertz. In Inside out and outside in: Psychodynamic clinical
theory and psychopathology in contemporary multicultural contexts (3rd ed.,

Flanagan, & Hertz. In Inside out and outside in: Psychodynamic clinical
theory and psychopathology in contemporary multicultural contexts (3rd ed.,

3 9/18/17

Psychosocial Theory (Erikson)

Required Readings:
ego mastery. In Human behavior theory and social work practice (pp. 79-104).
Hawthorne, NY: Aldine de Gruyter, Inc. (On Blackboard)

In Contemporary human behavior theory: A critical perspective for social
SAGE Publications, Inc. (Skip Object Relations Theory)

Case Study #1

Recommended Readings:

4

Relational Psychodynamic Theories: Object Relations and Attachment Theory (Mahler and Bowlby)

9/25/17

Required Readings:


Case Study #1

Recommended Readings:


The Learning Theories (Micro Theories)

5

Behavior Theory (Pavlov, Watson, Skinner)

Required Readings

Revised: May 2017


Case Study #2

**Recommended Reading**


6  
**Cognitive Theory (Ellis, Beck); Social Cognitive Learning Theory (Bandura)**

**10/16/17**

**Required Reading**


Case Study # 2

**Recommended Reading**


Revised: May 2017


**7**

Review of Psychological and Learning Theories: Preparation for Micro Analysis Paper

10/23/17

**FAMILY SYSTEMS THEORIES (MEZZO THEORIES)**

**8**

Family Emotional Systems Theory (Bowen)

10/30/17

**Required Reading:**


**Case Study # 3**

**Recommended Reading:**


Revised: May 2017
Micro Analysis Paper Due

9
11/6/17

Structural Family Systems Theory (Minuchin)

Required Reading:


Case Study # 3

Recommended Reading

ORGANIZATIONAL & COMMUNITY THEORYEIS (MACRO THEORIES)

10
11/13/17

General Systems Theory (Roots across disciplines, Bertalanffy)

Required Readings


Case Study # 4

Recommended Readings


**MEZZO ANALYSIS PAPER DUE**

### Organizational Theory (Weber)

**11**

**11/20/17**

**Required Readings:**


**Case Study # 4**

**Recommended Reading**

### Conflict Theory (Marx)

**12**

**11/24/17**

**Required Readings:**

**Recommended Reading**


**Case Study # 5**

### 4th Concept Test

### Empowerment and Diversity (Solomon, Sue)

**13**

**12/4/17**

**Required Readings**

Revised: May 2017


Case Study # 5

**Recommended Readings**


**Bringing it All Together: Using Theory to Explain Problems and Needs**

**Required Readings:**

**MACRO ANALYSIS PAPER DUE**

Revised: May 2017
<table>
<thead>
<tr>
<th>Micro Theory Application Paper Instructions and Grading Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT (80%)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction:</strong>  What theory have you selected for this paper? Present the basic assumption of this theory? Name the two concepts from this theory that you will use for this paper? What problem(s) encountered by one of the family members will you analyze using this theory? Write a brief opening statement that gives the reader a clear, cogent, and concise presentation of the theory, two concepts, and a problem situation for one of the individual family members in the Rodriguez Family Case. (1/2 page)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Theory:</strong>  Discuss the two theoretical concepts. Include in your discussion references from professional literature on these concepts? Write a robust discussion of the theoretical concepts, including: 1) the definition and analysis of the concepts; and 2) a minimum of four scholarly references that support your discussion. Your references should be independently located apart for your required readings. Acceptable literature consists of peer-reviewed journal articles, chapters from scholarly books, professional literature, and government publications. (2 pages)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Application:</strong>  Discuss the connection between the problem situation you have identified in the Introduction and the selected concepts. Write a robust discussion of the case that 1) explains the identified problem situation according to the two concepts; and 2) uses the case information to demonstrate the meaning of the concepts. Omit any discussion of practice interventions. (1.5 pages).</td>
<td>30</td>
</tr>
<tr>
<td><strong>Summary:</strong>  Write one paragraph that connects the basic assumption of the theory, the two concepts, and the explanation of the individual problem situation. (One paragraph)</td>
<td>5</td>
</tr>
<tr>
<td><strong>Social Work Perspective:</strong>  Discuss how the theory or concepts do or do not address the strengths-based perspective (capacities, resources and assets) as well as the person-in-environment perspective that characterizes professional social work (the transactions between persons and their social context. (1/2 page)</td>
<td>10</td>
</tr>
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</table>

**GRADUATE-LEVEL WRITING (20%)**

| Organization, clarity, and demonstration of well-development sentences and paragraphs | 5 |
| Use of at least four references beyond required readings from this or other courses | 5 |
| Use of correct grammar and spelling; no writing errors | 5 |

Revised: May 2017
Use of correct APA formatting following the APA Manual, 6th edition
Read Page 40 for a model paper.

<table>
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<tr>
<th>Points</th>
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<tr>
<td>5</td>
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<td><strong>TOTAL</strong></td>
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### Mezzo Theory Application Paper Instructions and Grading Criteria

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<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>CONTENT (80%)</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Introduction: What theory have you selected for this paper? Present the basic assumption of this theory. Name the two concepts from the theory that you will use in this paper? What family problem(s) will you analyze using this theory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a brief opening statement that gives the reader a clear, cogent, and concise presentation of the theory and two of the family system concepts that you have chosen to explain a problematical family situation from the Rodriguez Family Case. (1/2 page)</td>
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<tr>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Theory: Discuss the two theoretical concepts you have selected for this paper. Include in your discussion references from professional literature on these concepts. Write a robust discussion of the theoretical concepts, including: 1) the definition and analysis of the concepts; and 2) a minimum of four scholarly references that support your discussion. Your references should be independently located apart from your required readings. Acceptable literature consists of peer-reviewed journal articles, chapters from scholarly books, professional literature, and government publications. (2 pages)</th>
</tr>
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<tbody>
<tr>
<td>30</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Application: Discuss the connection between the problem situation you have identified in the Introduction and the family system concepts. Write a robust discussion of the case that 1) explains the identified problem situation according to the concepts; and 2) uses the case information to demonstrate the meaning of the concepts. Omit any discussion of practice interventions. (1.5 pages).</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary: Write one paragraph that connects the basic assumption of the theory, the two concepts, and the explanation of the family problem situation. (One paragraph)</th>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Social Work Perspective: Discuss how the theory or concepts do or do not address the strengths-based perspective (capacities, resources and assets) as well as the person-in-environment perspective that characterizes professional social work (the transactions between persons and their social context. (1/2 page)</th>
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| **GRADUATE-LEVEL WRITING (20%)** |

<table>
<thead>
<tr>
<th>Organization, clarity, and demonstration of well-development sentences and paragraphs</th>
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<td>5</td>
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<table>
<thead>
<tr>
<th>Use of at least four references beyond required readings from this or other courses</th>
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Revised: May 2017
Macro Theory Application Paper Instructions and Grading Criteria

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<tr>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>CONTENT (80%)</td>
</tr>
<tr>
<td>Introduction: What theory have you selected for this paper? Present the basic assumption of this theory? Name the two concepts from the theory that you will use in this paper? What organizational or community problem(s) will you analyze using this theory? Write a brief opening statement that gives the reader a clear, cogent, and concise presentation of the theory and two concepts that you have chosen to explain an organizational or community problem situation found in the Rodriguez Family Case. (1/2 page)</td>
</tr>
<tr>
<td>Theory: Discuss the two theoretical concepts you have selected for this paper. Include in your discussion professional literature on these concepts. Write a robust discussion of the theoretical concepts, including: 1) the definition and analysis of the concepts; and 2) a minimum of four scholarly references that support your discussion. Your references should be independently located apart for your required readings. Acceptable literature consists of peer-reviewed journal articles, chapters from scholarly books, professional literature, and government publications.</td>
</tr>
<tr>
<td>Application: Discuss the connection between the problem situation you have identified in the Introduction and the organizational or community concepts. Write a robust discussion of the case that 1) explains the identified problem situation according to the concepts; and 2) uses the case information to demonstrate the meaning of the concepts. Omit any discussion of practice interventions. (1.5 pages)</td>
</tr>
<tr>
<td>Summary: Write one paragraph that connects the basic assumption of the theory, the two concepts, and the explanation of the problem situation. (One paragraph)</td>
</tr>
<tr>
<td>Social Work Perspective: Discuss how the theory or concepts do or do not address the strengths-based perspective (capacities, resources and assets) as well as the person-in-environment perspective that characterizes professional social work (the transactions between persons and their social context. (1/2 page)</td>
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GRADUATE-LEVEL WRITING (20%) | |
| Organization, clarity, and demonstration of well-development sentences and paragraphs | 5 |

Revised: May 2017
| Use of at least four references beyond required readings from this or other courses | 5 |
| Use of correct grammar and spelling; no writing errors | 5 |
| Use of correct APA formatting following the APA Manual, 6th edition  
Read Page 40 for a model paper. | 5 |
| **TOTAL** | **100** |