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. 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.

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>
</table>
| **Professional Identity:** Identify as a professional social worker & conduct self accordingly | 1. Social workers practice personal reflection and self-correction to assure continual professional development.  
2. Social workers engage in career-long learning. | Application of theory to practice papers; PowerPoint slides; Readings |
| **Ethical Practice:**          | 1. Social workers recognize and manage personal values in a way that allows professional values to guide practice. | Application of theory to practice papers; PowerPoint slides; Readings |
| **Critical Thinking:** Apply critical thinking to inform and communicate professional judgments | 1. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.  
2. Social workers analyze models of assessment, prevention, intervention, and evaluation.  
3. Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. | Application of theory to practice papers; Tests demonstrating knowledge; PowerPoint slides; Readings |
| **Diversity in Practice:** Engage diversity and difference in practice. | 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.  
2. Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences. | Application of theory to practice papers; PowerPoint slides; Readings |
### Research Based Practice:
Engage in research-informed practice and practice-informed research

| 1. Social workers use research evidence to inform practice. | Application of theory to practice papers |

### Human Behavior:
Apply knowledge of human behavior and the social environment

| 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. | Application of theory to practice papers;  
Tests demonstrating knowledge;  
PowerPoint slides;  
Readings |

### Practice Contexts:
Respond to contexts that shape practice

| 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. | Application of theory to practice papers |

### Engage, Assess, Intervene, Evaluate:
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

| 1. Social workers collect, organize, and interpret client data. | Application of theory to practice papers;  
Tests demonstrating knowledge;  
PowerPoint slides;  
Readings |

### III. ADDITIONAL EDUCATIONAL OBJECTIVES

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

1. Understand the differences between a “perspective” and a “theory” and 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.
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, 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 Friday. 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 may 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.

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SSS 571: Spring 2017

| Assignment 1 | Test 1 | Opens February 1, 2017 | 10% |
| Assignment 2 | Test 2 | Opens February 15, 2017 | 10% |
| Assignment 3 | Micro Analysis Paper | March 1, 2017 | 15% |
| Assignment 4 | Test 3 | Opens March 15, 2017 | 10% |
| Assignment 5 | Mezzo Analysis Paper | March 29, 2017 | 15% |
| Assignment 6 | Test 4 | Opens April 11, 2017 | 10% |
| Assignment 7 | Macro Analysis Paper | April 26, 2017/Options** | 15% |
| Assignment 8 | Preparation, Attendance, and Participation | Ongoing | 15% |

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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<td>C</td>
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<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.

When in class, all pagers, cell phones, and other electronic devices are to be turned off or set to silent operation. Phones are to be stored out of reach so as not to be a distraction. Computers and tablets are to be used in class to further learning only and not for other purposes. The instructor reserves the right to create a technology-free classroom should problems arise in the classroom.

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learning environment.

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.

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. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another 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, cite references where material is quoted or adapted from existing sources, adhere to APA format, and carefully proof read by the student before submission to the instructor for grading.

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

• Contribute constructively to the classroom culture
• Demonstrate self-directed learning
• Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
• Demonstrate competence in academic planning and 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 class time and instructor’s time and attention in and out of class
• Behave in a manner consistent with the ethical principles of the social work profession.

C. Academic Honesty
Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy

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D. Confidentiality
Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. 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 professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation.

Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) 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 wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you must present that documentation to your instructors at the start of the course and arrange a meeting to discuss these accommodations.

F. Use of Electronic Devices
When in class, all pagers, cell phones, and other electronic devices are to be turned off or set to silent operation. Phones are to be stored out of reach so as not to be a distraction. Computers and tablets are to be used in class to further learning only and not for other purposes. The instructor reserves the right to create a technology-free classroom should problems arise in the learning environment.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPICS, READINGS, AND ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview and Critical Thinking about Human Behavior Theory</td>
</tr>
<tr>
<td>1/11/17</td>
<td>Required Readings</td>
</tr>
<tr>
<td></td>
<td>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?</td>
</tr>
</tbody>
</table>

Revised: December 2016
Recommended Reading


Unit One: Psychodynamic Theories (Micro Theories)

2 1/18/17

Classical and Contemporary Psychodynamic Theories

(S. Freud, H. Hartmann, A. Freud)

Required Readings


Case Study #1

Recommended Readings


3 1/25/17

Psychosocial Theory (Erikson)

Required Readings:
Case Study #1

**Recommended Readings:**


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

*2/1/17*

**Required Readings:**


Case Study #1

**Recommended Readings:**


The Learning Theories (Micro Theories)

5 Behavior Theory (Pavlov, Watson, Skinner)

Required Readings


Case Study #2 Recommended Reading


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

2/15/17 Required Reading


Case Study 2 Recommended Reading


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

2/22/17

**FAMILY SYSTEMS THEORIES (MEZZO THEORIES)**

8

**Family Emotional Systems Theory (Bowen)**

3/1/17

**Required Reading:**


**Case Study 3**

**Recommended Reading:**

Micro Analysis Paper Due

Structural Family Systems Theory (Minuchin)

3/15/17

Required Reading:


Case Study 3

Recommended Reading

ORGANIZATIONAL & COMMUNITY THEORIES (MACRO THEORIES)

10 3/29/17

General Systems Theory (Roots across disciplines, Bertalanffy)

Required Readings


Case Study 4

Recommended Readings


MEZZO ANALYSIS PAPER DUE

11
4/4/17
Organizational Theory (Weber)

Required Readings:

Case Study 4

Recommended Reading

12
4/11/17
Conflict Theory (Marx)

Required Readings:


Recommended Reading

Case Study 5

4th Concept Test
Empowerment and Diversity (Solomon, Sue)

Required Readings


Case Study 5

Recommended Readings


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

Required Readings:
Integrated Case Study (Previous 5 Case Study Readings): The Individual-in-Family-in-Community-in-Organizations-in-Society

MACRO ANALYSIS PAPER DUE
# Micro Theory Application Paper Instructions and Grading Criteria

<table>
<thead>
<tr>
<th>CONTENT (80%)</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> What theory have you selected to use for this paper? What is the basic assumption of this theory? Name the two concepts from the theory that you will use in this paper? What problem(s) will you analyze using this theory?</td>
<td>5</td>
</tr>
<tr>
<td>Write a brief opening statement that gives the reader a clear, cogent, and concise presentation of the theory and identify two concepts from it that you have chosen to explain a problem situation for one of the family members in the Rodriguez Family Case. (1/2 page)</td>
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</tr>
<tr>
<td><strong>Theory:</strong> What are the two theoretical concepts you have selected for this paper? What literature have you found on these concepts?</td>
<td>30</td>
</tr>
<tr>
<td>Write a robust discussion of the theoretical concepts, including: 1) the definition and an examination 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></td>
</tr>
<tr>
<td><strong>Application:</strong> What is the connection between the concepts and the problem situation you identified in the Introduction?</td>
<td>30</td>
</tr>
<tr>
<td>Write a robust discussion of the case that 1) uses the concepts to explain the identified problem situation, and 2) uses the case information to demonstrate the meaning of the concepts. Omit any discussion of practice interventions. (1.5 pages).</td>
<td></td>
</tr>
<tr>
<td><strong>Summary:</strong> Write one paragraph that summarizes the basic assumption of the theory, the definition of the two concepts, and how these concepts explain the problem situation.</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      |
| Use of correct APA formatting following the APA Manual, 6th edition | 5      |
| Read Page 40 for a model paper. |        |

**TOTAL** 100
<table>
<thead>
<tr>
<th>Mezzo Theory Application Paper Instructions and Grading Criteria</th>
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<td>5</td>
</tr>
<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 family problem situation from the Rodriguez Family Case. (1/2 page)</td>
<td></td>
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<td><strong>Theory:</strong> What are the two theoretical concepts you have selected for this paper? What literature have you found on these concepts?</td>
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<tr>
<td>Write a robust discussion of the theoretical concepts, including: 1) the definition and an examination 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>
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<td><strong>Application:</strong> What is the connection between the concepts and the problem situation you identified in the Introduction?</td>
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<td>Write a robust discussion of the case that 1) uses the concepts to explain the identified problem situation, and 2) uses the case information to demonstrate the meaning of the concepts. Omit any discussion of practice interventions. (1.5 pages).</td>
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<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>
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<td>Read Page 40 for a model paper.</td>
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## Macro Theory Application Paper Instructions and Grading Criteria

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<td><strong>Introduction:</strong> What theory have you selected to use for this paper? What is the basic assumption of this theory? Name the two concepts from the theory that you will use in this paper? What 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 identify two of its concepts that you have chosen to explain an organizational or community problem situation found in the Rodriguez Family Case or the community in which they live. (1/2 page)</td>
</tr>
<tr>
<td><strong>Theory:</strong> What are the two theoretical concepts you have selected for this paper? What literature have you found on these concepts? Write a robust discussion of the theoretical concepts, including: 1) the definition and an examination 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>
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<tr>
<td><strong>Application:</strong> What is the connection between the concepts and the problem situation you identified in the Introduction? Write a robust discussion of the case that 1) uses the concepts to explain the identified problem situation, and 2) uses the case information to demonstrate the meaning of the concepts. Omit any discussion of practice interventions. (1.5 pages).</td>
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<td><strong>Summary:</strong> Write one paragraph that summarizes the basic assumption of the theory, the definition of the two concepts, and how these concepts explain the problem situation.</td>
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Revised: December 2016