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 biopsychosocial-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.

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:**     | 1. Social workers practice personal reflection and self-correction to assure continual professional development.  
PowerPoints;  
Readings |
| Identify as a professional social worker & conduct self accordingly |                                                                                  |                                             |
| **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 paper;  
PowerPoints;  
Readings |
| **Critical Thinking:**         | 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 paper;  
Tests demonstrating knowledge;  
PowerPoints;  
Readings |
| Apply critical thinking to inform and communicate professional judgments |                                                                                  |                                             |
| **Diversity 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 paper;  
PowerPoints;  
Readings |
<p>| Engage diversity and difference in practice. |                                                                                  |                                             |</p>
<table>
<thead>
<tr>
<th><strong>Research Based Practice:</strong> Engage in research-informed practice and practice-informed research</th>
<th>1. Social workers use research evidence to inform practice.</th>
<th>Application of theory to practice paper</th>
</tr>
</thead>
</table>
| **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 paper; Tests demonstrating knowledge; PowerPoints; 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 paper |
| **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 paper; Tests demonstrating knowledge; PowerPoints; Readings |

### III. ADDITIONAL EDUCATIONAL OBJECTIVES

**At the completion of the course, the student should also be able to:**

1. Demonstrate knowledge of 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 at multiple levels of interaction and within a multicultural society.
3. Demonstrate knowledge of the complex and reciprocal interactions among individuals, dyads, families, small groups, organizations, social institutions, and communities.
IV. COURSE REQUIREMENTS

A. Required Texts


B. Recommended Text (this text is required for 572, but the chapters used in 571 will be on Blackboard)


C. Additional Required Readings

See course outline for additional readings. All readings not in the required text are posted on Blackboard. The course will be using an emerging Case Study that students will receive in “chapters” throughout the course. These chapters also will be posted on Blackboard.

D. Course Assignments

Assignment #1: Concept Tests

There will be a class session following each of the theory presentations where students will have the opportunity to *apply* the theoretical concepts to a case and *critique* the theory. Following class, students will take a short, objective test on Blackboard that will evaluate the student’s knowledge of the concepts presented in class and in the readings. Further discussion of this test will be discussed in class. The BB test must be taken within two days following the class discussion, such as two days after:

1. Concept Test 1 – Class #4 (on Class Sessions #2, #3, & #4)
2. Concept Test 2 – Class #7 (on Class Sessions #5, #6, & #7)
3. Concept Test 3 – Class #9 (on Class Sessions #8 & #9)
4. Concept Test 4 – Class #11 (on Class Sessions #10 & #11)
5. Concept Test 5 – Class #13 (on Class Sessions #12 & #13)

Assignment #2: Scholarly Paper

A scholarly paper assignment is designed to demonstrate students’ ability to integrate theory with knowledge about human behavior and the social environment and to apply this knowledge to a case study on the micro, mezzo, and macro levels. Details about the assignment will be distributed at the beginning of the semester, and the instructor will discuss the assignment further in class.

E. Grading Policy and Weights of Assignments

Grades will be based on the CUA Grading Policy as described in the *Graduate* Revised 06/10/2015
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 than that. 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>Assignment 1—five concept tests</th>
<th>10% per test = 50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2—Scholarly paper</td>
<td>40%</td>
</tr>
<tr>
<td>Preparation, Attendance, and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

(Refer to Professional Conduct Grid at end of syllabus)

**Grading System**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
</tr>
</tbody>
</table>

F. Preparation, Attendance & Participation

Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds 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. See p. 11 at the end of the syllabus for detailed information regarding the grade for professional conduct related to preparation, attendance, and class participation.

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](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.

Revised 06/10/2015
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 should be carefully proof read by the student before submission to the instructor for grading.

B. Behavioral Requirements: (Please refer to the grid for more details)

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

• Attend all classes and contribute constructively to the classroom culture
• Recognize and avoid behavior that jeopardizes the learning/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 class time and instructor’s time and attention in and out of class
• Behave in a manner that is 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 (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

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 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.

Revised 06/10/2015
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 and arrange a meeting with 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 (no internet usage). Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.

CLASS SCHEDULE

Class TOPICS, READINGS, AND ASSIGNMENTS

1  Course Introduction: Overview of Human Behavior Theory

   Required Readings

2  Thinking Critically about Human Behavior Theory;
   Psychodynamic Theory I: Historical/Conceptual Underpinnings

   Required Readings

3  Psychodynamic Theory I: Historical/Conceptual Underpinnings (continued);
   Psychodynamic Theory II: Contemporary Development through Attachment Theory

   Required Readings:


**Recommended Readings:**


**Psychodynamic Theory II: Application and Critique of Psychodynamic Theories/Attachment Theory**

**Required Readings:**
Emerging Case Study #1: “Juan, Maria & the Rodriguez Family”

**1st Concept Test**

**Behavior Theory and Cognitive Theory I: Historical/Conceptual Underpinnings**

**Required Readings:**

**Behavior Theory and Cognitive Theory II: Contemporary Development through Cognitive Behavioral Practice Theory**

**Required Readings:**

**Behaviorism and Cognitive Theory III: Application and Critique of Cognitive and Behavior Theories/Cognitive Behavior Practice Theory**

**Required Readings:**
Emerging Case Study #2: “Juan, Maria, & Blackwell High School”

**2nd Concept Test**

**General Systems Theory I: Conceptual/Historical Underpinnings and Contemporary Development through Family Emotional Systems and Structural Family Systems Theories**

Revised 06/02/2015
Required Readings

Recommended Readings

Required Readings:
Emerging Case Study #3: “The Rodriguez Family & Langley Heights”

3rd Concept Test

10 Organizational Theory I: Historical/Conceptual Underpinnings and Contemporary Development through Contingency Theory
Required Readings:

11 Organizational Theory II: Application and Critique of Organizational Theory/Contingency Theory
Required Readings:
Emerging Case Study #4: “The Rodriguez Family & the La Rosa Family & Community Services Organization”

4th Concept Test

12 Conflict/Critical Theory I: Historical/Conceptual Underpinnings and Contemporary Development through Empowerment Theory
Required Readings


Recommended Readings


13 Conflict/Critical Theory II: Application and Critique of Conflict/Critical Theory and Empowerment Theory

Required Readings:
Emerging Case Study #5: “The Latino(a) Community & the United States”

5th Concept Test

14 Bringing it All Together: Use of Theory for Generalist Social Work Practice

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

SCHOLARLY PAPER
Professional Conduct

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions, doing assignments, and participating in class activities. The class participation grade is a subjective grade given by the professor. The professor will use this matrix to determine the class participation grade (modified from Maznevski, M. (1996). Grading Class Participation. Teaching Concerns. http://www.virginia.edu/~trc/tcgpart.htm).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Class Participation Criteria (Carpenter-Aeby, 2001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No effort</td>
</tr>
<tr>
<td></td>
<td>Absent</td>
</tr>
<tr>
<td></td>
<td>No effort, disruptive, disrespectful.</td>
</tr>
<tr>
<td>60-70</td>
<td>Infrequent Effort</td>
</tr>
<tr>
<td></td>
<td>Present, not disruptive (This means coming in late.)</td>
</tr>
<tr>
<td></td>
<td>Tries to respond when called on but does not offer much.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates very infrequent involvement in class.</td>
</tr>
<tr>
<td>70-80</td>
<td>Moderate Effort</td>
</tr>
<tr>
<td></td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</td>
</tr>
<tr>
<td></td>
<td>Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</td>
</tr>
<tr>
<td></td>
<td>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates sporadic involvement.</td>
</tr>
<tr>
<td>80-90</td>
<td>Good Effort</td>
</tr>
<tr>
<td></td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</td>
</tr>
<tr>
<td></td>
<td>Offers interpretations and analysis of case material (more than just facts) to class.</td>
</tr>
<tr>
<td></td>
<td>Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates consistent ongoing involvement.</td>
</tr>
<tr>
<td>90-100</td>
<td>Excellent Effort</td>
</tr>
<tr>
<td></td>
<td>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</td>
</tr>
<tr>
<td></td>
<td>Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.</td>
</tr>
<tr>
<td></td>
<td>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates ongoing very active involvement.</td>
</tr>
<tr>
<td>Total Pts</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Revised 06/02/2015