

San José State University
School of Social Work
Course # 25098, SCWK 131 Human Behavior in the
Social Environment, Section 01, Spring, 2012

Instructor:	Hortencia A. Calvillo, LCSW
Office Location:	Washington Square #217G
Telephone:	(408) 924-5831
Email:	h95112@yahoo.com
Office Hours:	Mondays 11:00 to 12:00
Class Days/Time:	Mondays 12:00 to 2:45 pm
Classroom:	MacQuarrie Hall 322
Prerequisites:	SW130 recommended

Course Description

This course examines in detail major social system influences on human development and behavior, culture, society, social class, community, organizations, small groups, and family. Careful consideration is given to the impact of gender, race, ethnicity and sexual orientation.

Course Goals and Student Learning Objectives

Upon completion of SW 131, learners are expected to:

1. Explain and analyze the impact of major social systems (culture, society, social class, communities, organizations, small groups, and families) on human behavior.
Program Objectives: B2.1 (Theory/Life-span), B.3.4 (Organizations/agency)
2. Analyze the influence of social stratification, race, gender, sexual orientation, and ethnicity as it relates to human behavior.
Program Objectives: B1.1 (Transcultural perspective); B1.2 (Diversity); B3.1 (Power, privilege, oppression)
3. Identify the factors that contribute to prejudice, discrimination, and oppression and analyze the consequences of discrimination and oppression in the context of social work values and ethics.

Program Objectives: B3.1 (Power, privilege, oppression); B1.3 (Values & ethics)

4. Distinguish the impact of social and economic justice/injustice on dominant and non-dominant individuals, families, social groups and communities.
Program Objectives: B1.1 (Transcultural perspective); B1.2 (Diversity); B3.1 (Power, privilege, oppression)
5. Apply critical thinking to major theories and concepts used for understanding human behavior in social work practice.
Program Objectives: B4.2 (Research); B4.1 (Critical thinking);

Required Texts/Readings

1) Kirst-Ashman K.K. (2007). Human Behavior, Communities, Organizations, and Groups in the Macro Social Environment: An Empowerment Approach. (3rd ed.) Belmont, CA: Wadsworth Publishing. **ISBN-10:** 0495095141

2) Human Behavior and the Social Environment: Families and Groups. Thompson Custom Solutions ISBN: 0-495-46814-2. (This book, which contains several chapters from two different books, has been customized for this course and is only available at the Spartan Bookstore).

Other Readings

American Psychological Association. (2001). Publication Manual (6th ed.) Washington, DC: Author.

Library Liaison

Teresa Slobuski, Reference and Instruction Librarian - San Jose State University
Dr. Martin Luther King, Jr. Library. Teresa.Slobuski@sjsu.edu

Classroom Protocol

Each student is expected to attend all classes, making comments, which show that assigned readings were read and understood. The student should be able to support opinions with data and/or logical arguments, share ideas and listen to the ideas of others, maintain focused discussion and integrate class content with other courses in the major. Supplemental readings, and take home exams will be placed on the course website which can be accessed via my faculty webpage through the School of Social Work or directly at: <http://www.sjsu.edu/people/hortencia.calvillo/> The password to access documents will be given to you in class.

Please note that you cannot participate in class if you are not in attendance. **More than two absences will result in a reduction of points for class participation.** Students are reminded that the BASW is a professional degree and appropriate professional behavior,

e.g., punctuality in attendance, and timeliness in completing assignments is expected. Timely communication with the instructor is also expected. All class time is valuable, and if a student needs to leave due to illness or emergency, I expect to be informed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

The following assignments will be completed for this course:

Exam – I (take home, due March 12, 2012)	25 points
Exam – II (in class on April 16, 2012)	30 points
Exam – III (take home, due May 14, 2012)	30 points
<u>Attendance & Participation</u>	<u>15 points</u>
Total	100 points

The grading used in this course is as follows:

98 - 100	A+	73 - 76	C
93 - 97	A	70 - 72	C-
90 - 92	A-	67 - 69	D+
87 - 89	B+	63 - 66	D
83 - 86	B	60 - 62	D-
80 - 82	B-	0 - 59	F
77 - 79	C+		

Incomplete grades will only be given for cases of documented illness, or personal/family crisis. All assignments are expected to be turned in on time. Failure to do so for any reason (except documented and reasonable extenuating circumstances) will result in a lowered grade. You are expected to communicate by email and phone with the instructor if you have extenuating circumstances that require accommodation. Any assignment turned in at the office needs to be date stamped by office staff. Assignments will not be accepted by email. For in-class exams: *if an emergency arises, examinations may only be made up, by appointment, during the week of the scheduled examination.* Cheating on the

exam will result in an F on the exam.

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and

Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

SW131/ HBSE, Spring, 2012 Course Schedule

This schedule is subject to change with fair notice made in class and followed up by email.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 30	Overview of the course. Introduction of instructor and students, discussion of course objectives and content. Special themes of the course: diversity, populations at-risk, social and economic justice, ethics and values.
2	February 5	Theoretical, Conceptual & Empirical Foundations. Critical thinking: Evaluating theories, observation and research in the knowledge building process. The Transcultural perspective. Ecological Theory. Overview of major social systems (culture, society, social class, communities, organizations, small groups, and families). Influence of social stratification, race, gender, sexual orientation, and ethnicity as it relates to human behavior. Readings: Kirst-Ashman – Text, Chapters 1 & 12 – Intro to human behavior in the macro social environment, diversity, & populations at risk.
3	February 13	Families. Systems Theory. Family Life Cycle; Developmental sequences; Eco-map/sociogram of families. (Include culture, ethnicity, GLBT issues, gender in discussion of eco-map) Readings: Chapter 3, Goldenberg – Gender, culture, ethnicity factors in family functioning. <i>(From 2nd Text – custom-ordered)</i>
4	February 20	Families. Family Dynamics – Structure and Communication Stressful Life Events: Divorce & Death -- Impact on the family Readings: Chapters 10 & 11, Goldenberg – Structural Model; Strategic Model. <i>(From 2nd Text – custom-ordered)</i>
5	February 27	Strengthening Families: Risk & Protective Factors; Evidence-Based Strategies; Readings: Kumpfer (1999). Strengthening America’s Families. Exemplary Parenting & Family Strategies for Delinquency Prevention. U.S. Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention. (Available on course web-page). Video: Families First
6	March 5	Families. Case Study & Exam Review Video: Scared Silent
7	March 12	Organizations. Organizational Theories & Perspectives. Internal & External Environments; Traditional Organizations - Bureaucracies; Competition vs. Collaboration; Readings: Kirst-Ashman text – Chapters 5, 8. <u>Take Home Exam On Families Due In Class</u>
8	March 19	Organizations. Understanding organizational structure and performance – Logic Models Empowerment in Organizations Readings: Kirst-Ashman text – Chapters 6, 7

Week	Date	Topics, Readings, Assignments, Deadlines
9	March 26	SPRING BREAK March 26 – March 30, 2012
10	April 2	Group Formation/Dynamics. Decision-making in groups. Types and functions of groups, Group dynamics – Social Facilitation, Loafing, Polarization, Group Think; Group Facilitation – Role of the Facilitator. Readings: Forsyth, Chapters 4 & 5. (<i>From – custom-ordered</i>)
11	April 9	Group Dynamics. Stages of group development; Roles Readings: Kirst-Ashman text – Chapters 3, 4 Forsyth, Chapter 6. (<i>From – custom-ordered</i>) Video: 12 Angry Men/ Exam Review
12	April 16	IN-CLASS EXAM – On Groups & Organizations
13	April 23	Communities. Theories & Perspectives on Community Readings: Kirst-Ashman text – Chapters 9, 10 Computer Networks as Social Networks, Wellman, B. (2001). <i>Science</i> , 293, 2031-2034. (Available on course web-page) Social Capital, Smith, M. (2005). (Available on course web-page)
14	April 30	Communities. Neighborhood Development. Why Neighborhood & Community Conditions May Matter For Young Children. Readings: “From Neurons to Neighborhoods: The Science of Early Childhood Development.” Institute of Medicine (2000) (Available on course web-page). Kirst-Ashman – Chapter 11
15	May 7	Synthesis: Families, Groups, Organizations, and Communities. “Where Children Grow Up: Understanding How Neighborhoods Effect Child Outcomes.” University of Pittsburgh Office of Child Development (n.d.). (Available on course web-page). Video: Holding Ground
16	May 14	Final Class, Summary of Course Take Home Exam on Communities due in class.
Final Exam		Venue and Time: due May 14 in class

BIBLIOGRAPHY

Families

Kumpfer, K. L. (1999). Strengthening America's Families. Exemplary Parenting & Family Strategies for Delinquency Prevention. U.S. Dept. of Justice, Office of Juvenile Justice and Delinquency Prevention.

Szapocznik, J., & Williams, R.A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. Clinical Child and Family Psychology Review, 3 (2), 117-135.

Groups

Drinka, T.J., & Clark, P.G. (2000). Health Care Teamwork: Interdisciplinary Practice and Teaching Westport, CT; Greenwood Publishing.

Guin, C.C., Merrill, T.S., Noble, D.N. (2003). From Misery to Mission: Forensic Social Workers on Multidisciplinary Mitigation Teams. Social Work, Vol. 48,(3):362-71.

Organizations

Hasenfeld, Y. (1992). Human Services as Complex Organizations, (ed.), Newbury Park, CA: Sage Publications.

Netting, F.E. & O'Connor, M.K. (2003). Organization practice: A social worker's guide to understanding human services. Boston, MA: Allyn & Bacon.

W.K. Kellogg Foundation. (2004). Using Logic Models to Bring Together Planning, Evaluation, and Action. Logic Model Development Guide. Battle Creek, MI, Author. <http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf>

Communities

Medoff, P. and Sklar, H. (1994). Streets of hope: The fall and rise of an urban neighborhood. Boston, MA: South End Press.

Portes A. (1998). Social capital: its origins and applications in modern sociology. Annual Review of Sociology, (22), 1-24.

Sampson, R.J., Raudenbush, S.W., & Earls, F. (1997) Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy, Science, (277), 5328, 918 -924.

Shonkoff, J.P. & Phillips, D.A. (2000). (eds.) From Neurons to Neighborhoods: The Science of Early Childhood Development. The National Academies Press.
www.nap.edu

Wellman, B. (2001). Computer Networks as Social Networks. *Science*, (293), 2031-2034.
Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking¹ and communication² skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5th ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism³ is unacceptable. It may be monitored by your instructor with commercial

¹Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

²Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

³According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work”

plagiarism detection services.⁴ Any student who plagiarizes will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

¹Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

¹Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

¹According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work” (http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

¹See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

FIRES EARTHQUAKES AND OTHER DISASTERS:

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.

(http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm).

⁴See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES:

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.
- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be re-entered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Re-enter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.