Course Title:
Human Behavior II: Groups, Organizations, and Communities

Course Number:
SWK 5243-101

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

Class Dates, Location and Hours:
Dates: March 20-21, April 3-4, 17-18 & May 1-2, 2015
Location: Room 115, Zarrow Hall, 700 Elm Avenue, Norman OK
Hours: Fri 5:00-9:00 p.m.; Sat 9:00 a.m.-5:00 p.m.
Last day to enroll or drop without penalty: March 19, 2015

Campus Map and Parking Information: A map of the campus can be found on the OU website at: http://www.ou.edu/map/. The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. Students can park almost anywhere on campus including the parking garages, permits are not required and meters don’t have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

Site Director:
Bethany Neubauer. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Sue Durrett, M.S.W.
Mailing Address: Anne and Henry Zarrow School of Social Work
311 Zarrow Hall
Norman, OK 73019
Telephone Number: 405-919-2225
E-mail Address: sdur2128@gmail.com
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at www.oklahoma.bkstr.com is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m.
to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

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

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

**Course Outline:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapters/Quiz</th>
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<tr>
<td>March 20 &amp; 21</td>
<td>Chapters 1-4</td>
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<tr>
<td>March 27th</td>
<td>Quiz 1 due in D2L</td>
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<td>April 3 &amp; 4</td>
<td>Chapters 5-9</td>
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<td>April 10th</td>
<td>Quiz 2 due in D2L</td>
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<td>April 17 &amp; 18</td>
<td>Chapters 10-13</td>
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April 24th Quiz 3 due in D2L
May 1st Comprehensive Final Exam
May 2nd Presentations and papers will be due the same day in Dropbox-D2L

Assignments, Grading and Due Dates:

Assignment #1: Macro Community Analysis Using Theoretical Models—Due 4/4/15—D2L dropbox

Rationale
This assignment is designed to measure HBSEII educational outcomes as they relate to a student’s understanding of macro theories as applied to explain the development and operation of communities. Students will also develop an understanding of social justice and resource allocation from the macro perspective.

Instructions:
Think of the United States as a community within a global ecosystem. Pick a particular social justice issue, such as access to health care, poverty, crime, etc. and analyze the problem using the theoretical models of organizations and communities we have discussed in class. The goal is for you to understand, at the most macro of levels, the systemic social, economic, and political forces that affect human behavior. (Total of 10-12 pages)

Part 1: Macro Community Analysis
Within this portion of the assignment, you will select a particular social ill and comprehensively describe the extent of the problem. For instance, if you choose health inequality, spend the first half of your paper describing the extent of the problem within the U.S. community, while also comparing the US community to other communities in other parts of the global “system.” The idea is for you to see the linkage between what occurs in other parts of the world and what happens here, which in turn affects human behavior down to the micro level. Please include at least 5 scholarly sources for this part of your paper.

Part II: Application of Theory
Using the data collected during your analysis of a social issue within the U.S macro community, please apply theoretical models discussed in class to explain the issue from a theoretical perspective. For instance, if you chose access to health care as your issue for examination, you might discuss our employer based insurance model from a systems perspective by recognizing how those inputs put pressure on the cost of business, which in turn creates an economic force that pressures companies to gradually transfer the costs of health care to employees. In the same manner, you could examine the matter using conflict theory on multiple levels, such as conflict between nations and conflict between non-geographic communities within the U.S. (i.e. conflict between health insurers, physicians, manufacturers, etc.). Please describe your issue using at least 3 separate macro human behavior theories discussed in class, with an additional 5 scholarly references for this portion of the assignment.

Assignment #2: Presentation and Report on Groups/Organizations—Due 5/2/15—D2L dropbox 20 minutes in length

Rationale:
This assignment is designed to measure the HBSEII educational outcomes as they relate to understanding group and organizational theories as delineated in the educational outcomes. A particular focus will be placed on mezzo organizational systems and their political economies.

Instructions:
You will give a presentation on an organization. You will also deliver a paper containing the same elements of you presentation. The paper is due the same day/time of your presentation. All elements of the presentation/paper/ must be guided by class readings and lectures. You may use other sources as a complement. You will probably need to interview some of the employees of the organization in order to obtain some information. You may invite someone from the agency to attend your presentation. If you
decide to do so, please let me know ahead of time. Also, do not depend on your guest to present your full presentation.

**Guidelines for Paper/Presentation**

1. Both the presentation and paper incorporates, relates, and discusses appropriately and sufficiently relevant course concepts from lectures and readings that relates to group and organizational theories.

2. Specific to the oral presentation: The presentation can use one or a combination of audiovisual materials: PowerPoint plus optional materials such as photographs, videos (no more than a 5 minute video), handouts, brochures, posters, etc. in order to enhance students’ understanding of the topic.

**Paper/Presentation Outline:**

The following 12 sections are required to create the presentation/paper:

1. Organization (agency) mission, vision (if it has one), goals and objectives. Theoretical foundation(s) of agency. If stated (systems, ecological, feminist, strengths perspective, etc.). If not stated, what seems to be the theoretical foundation that guides the organization? Explain. Is there a difference between stated (official) theoretical foundation and official goals, and the actual theory and goals that guide the organization on a day to day basis? Explain.

2. Brief history of the organization, nature of organization, (private, not-for-profit, governmental, etc.) and type of organizational theory (classical scientific, human relations, bureaucracy, learning organization, etc.). Explain. Please note that Theoretical Foundations (question #1) and Type of Organizational Theories (question #2) are different.

3. Employees/staff and population served. Breakdown of clients’ and employees demographics (% BSW, MSW, % by gender/ethnic group/ other relevant demographics). Type of services provided. You may make a table with this information instead of writing a paragraph.

4. Draw the current organizational chart. If the day to day functioning of the organization reflects a different (informal) structure, draw an additional chart that better reflects the reality of the organization.

5. Identify barriers of and support for organizational empowerment within the organization.

6. How is the organization handling diversity among staff and clients? What typology of organizational progression to pluralism describes your organization? Explain.

7. How is your organization using technology? How is it (or could be) benefiting from it? What barriers (material/human/environmental) would the organization have to overcome to benefit from technology?

8. Choose one of these two questions:
   a. Does the organization suffer from ‘gendered organizational logic’? Explain either way and relate the reality of the organization to the reading.
   b. Is there a ‘glass ceiling’ in your organization? Explain and give examples. If there is, how could it be removed? If there isn’t, what is the organization doing right and/or what factors can be attributed to this? Explain and relate the reality of the organization to the reading.

9. Apply the concept of Political Economy to the organization. Briefly describe the external and internal polity of the organization and the external and internal economy of the organization and how they impact the organization.

10. Explain the relationship of the organization with the larger social environment by addressing all of the following questions:
    a. What is the value of the organization (why is it important), within the community where it exists?
    b. How does the community respond to the organization? (this includes clients, donors, other organizations, the media, the society at large, etc.)
    c. Relate the work of the organization to two of the following concepts (the most relevant to your organization):
i. Poverty reduction
ii. Human capital
iii. Social capital
iv. Community building

11. Using the sections of the NASW Code of Ethics relevant to organizations, comment about your organization’s ethical standards. Maintain anonymity of employees/clients.

12. Summary and Recommendation: Based on the above assessment of your organization, summarize its strengths and include recommendations to improve the performance of the organization.

**Quizzes:**

Three quizzes will be given through D2L for 20% of Grade.

- Quiz 1 – March 27, 2015
- Quiz 2 – March 10, 2015
- Quiz 3 – April 24, 2015

**Comprehensive Final:**

An in-class comprehensive final covering all information within the quizzes and lectures will be given on May 1.

**Grading:**

This is a letter-graded course: A, B, C, D, or F. 92-100 = A; 84-91 = B; 76-83 = C; 69-75 = D; 68 & below = F

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Three Quizzes</td>
<td>March 27, 2015</td>
<td>20%</td>
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<td>April 10, 2015</td>
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<td>April 24, 2015</td>
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<td>Assignment 1</td>
<td>Due April 4, 2015—dropbox D2L</td>
<td>20%</td>
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<td>Assignment 2</td>
<td>Due May 2, 2015—Dropbox D2L 20 minutes in length</td>
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<tr>
<td>Comprehensive Final Exam</td>
<td>May 1, 2015</td>
<td>30%</td>
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<tr>
<td>Attendance/Participation</td>
<td>All class sessions</td>
<td>10%</td>
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**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Sue Durrett, MSW

Education

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

Current Positions

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

Frequently Taught Advanced Programs Courses

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

Major Areas of Teaching and Research Interest

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

Representative Honors and Awards Received

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

Major Professional Affiliations

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