

GEORGE MASON UNIVERSITY
Department of Social Work

SOCW 624, 3 credits, Section 003
Human Behavior and Social Systems II

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Prerequisites: SOCW 623

SYLLABUS

COURSE DESCRIPTION

Continues the study of human behavior and diversity by exploring the application of developmental theory and ecological principles to those in young adulthood, middle adulthood, and older adulthood.

INSTRUCTOR'S CONCEPTUALIZATION OF COURSE

This course is the second in a two-semester sequence designed to provide Master of Social Work students the required foundation content in the Human Behavior and the Social Environment (HBSE) curriculum area. SOCW 624 follows SOCW 623, Human Behavior and Social Systems I. These courses critically examine theories and concepts of human behavior and development while covering the entire lifespan from conception through later adulthood. Both courses emphasize a holistic, ecosystems perspective on human development, behavior, social problems, and social work practice.

How one conceptualizes human behavior, development, and social problems leads to how one chooses to intervene to effect planned social change. An ecological systems framework embodies a holistic philosophy and worldview, viewing people as inseparable from their environment. It is concerned with the interactions and quality of relationships between person(s) and environment, focusing on the “goodness of fit” at the interfaces. It examines the relationships between biological, psychological, social, spiritual, cultural, political, and economic systems and their impact on the functioning and development of humans across all environmental social systems levels: individual, family, group, organization, community, society, and global.

The HBSE courses integrate ecological systems, human rights, empowerment, and strengths-based perspectives for understanding persons in relation to their environment at all levels from the individual through the global. A celebration of human diversity and commitment to social and economic justice, community-building, social inclusion of marginalized population groups, and system transformation through planned social change undergird the HBSE sequence. Students should note that these are not social work practice courses. Our program conceptualizes the HBSE sequence as providing a solid theoretical foundation for professional social work and upon which students will build further knowledge, skills, and values through the other curriculum areas.

SOCW 624, Human Behavior and Social Systems II, builds upon the content of SOCW 623 and
SOCW 624 Human Behavior and Social Systems II

further cultivates students' appreciation for and understanding of a global, holistic, ecological systems perspective on social work and its value as a model for conceptualizing human behavior, development, social problems, and social work practice. SOCW 624 applies this model to the critical examination of the lifespan from young and middle adulthood through later adulthood across systems levels from the individual through the global.

10 CORE COURSE COMPETENCIES (CSWE EDUCATIONAL POLICY & ACCREDITATION STANDARDS, 2008)

1. Identify as a professional social worker and conduct oneself accordingly. (Competency 2.1.1)
2. Apply social work ethical principles to guide professional practice. (Competency 2.1.2)
3. Apply critical thinking to inform and communicate professional judgments. (Competency 2.1.3)
4. Engage diversity and difference in practice. (Competency 2.1.4)
5. Advance human rights and social and economic justice. (Competency 2.1.5)
6. Engage in research-informed practice and practice-informed research. (Competency 2.1.6)
7. Apply knowledge of human behavior and the social environment. (Competency 2.1.7)
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (Competency 2.1.8)
9. Respond to contexts that shape practice. (Competency 2.1.9)
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities (Competency 2.1.10 a,b,c,d)

COURSE COMPETENCY PRACTICE BEHAVIORS:

Upon completion of this course, students are expected to have further refined their ability to:

1. Conceptualize and explain human behavior, development, social problems, and social work from global and ecosystems perspectives, moving beyond a micro level medical model view, and provide a rationale for why this is needed.
2. Appreciate and explicate the need for a holistic conception of development including the relationship between human, social, economic, and political development.
3. Understand and explain human development and social work from an international human rights perspective, as well as the significance of transformation from a needs-based to a human rights-based framework.
4. Understand social work as community-building and human rights work while employing a holistic conception of human rights that also includes economic, social, cultural, and

solidarity rights in addition to civil and political rights.

5. Demonstrate ability to apply ecological systems, human rights, empowerment, and strengths perspectives and related concepts to social work practice situations.
6. Analyze and explain the importance of understanding the diversity of environmental experience, particularly in relation to populations-at-risk, e.g., by race and ethnicity, class, gender, age, sexual orientation, and physical and intellectual ability.
7. Understand the relationship between and incorporate into their developing conceptualization of social work the concepts of social inclusion and exclusion, social and economic justice, development, and diversity.
8. Critically reflect upon and cultivate social work values and ethics into the developing personal-professional self by examining a variety of national and international viewpoints, examining potential value conflicts in practice situations, and increasing self-awareness.
9. Use ecomaps, genograms, and other ecological systems-oriented tools and relate them to social work practice assessment, intervention and evaluation.
10. Understand developmental tasks and milestones for each age group across the lifespan.
11. Analyze environmental risks and opportunities that affect development at micro, meso, exo, and macro levels.
12. Critically evaluate theories and explain their own developing conceptualizations and theoretical perspectives on human behavior, development, and social work.
13. Communicate effectively both in writing and orally in one-to-one, small group, and large group settings.

REQUIRED READINGS

The following required texts for this course are used in both SOCW 623 and 624:

Zastrow, C., & Kirst-Ashman, K.K (2010). *Understanding human behavior and the social environment*. Belmont, CA: Brooks/Cole.

Reichert, E. (Ed.). (2007). *Challenges in human rights: A social work perspective*. New York: Columbia University Press.

Additionally, other readings will be assigned throughout this course and provided as E-Reserve reading or directly available via Internet websites. Items from SOCW 623 E-Reserves will remain available for your reference in addition to new sources added for SOCW 624. These include the following articles and books (selected chapters):

Garbarino, J. (1992). *Children and families in the social environment* (2nd ed.). Hawthorne, NY:

Aldine de Gruyter.

Gilgun, J. F. (2005). An ecosystemic approach to assessment. In B. Compton, B. Galaway & B. Cournoyer (Eds.), *Social work processes* (pp.349-360). Belmont, CA: Brooks/Cole.

Healy, L. (2008). Exploring the history of social work as a human rights profession. *International Social Work*. 51, 735-748.

Ife, J. (2007). The new international agendas: What role for social work? *Paper presented as the Inaugural Hokenstad International Social Work Lecture* at the Council for Social Work Education Annual Program Meeting. San Francisco, October 2007.

Kugelmass, J. W., & Ritchie, D. J. (Eds.). (2003). *Advocating for children and families in an emerging democracy: The post-soviet experience in Lithuania*. Greenwich, CT: Information Age Publishing.

Ramanathan, C.S., & Link, R.J. (Eds.). (1999). *All our futures: Principles and resources for social work practice in a global era*. Belmont, CA: Brooks/Cole.

Saleebey, D. (Ed.). (2009). *The strengths perspective in social work practice*. Boston: Pearson Education/Allyn and Bacon.

United Nations Centre for Human Rights (1994). *Human rights and social work: A manual for schools of social work and the social work profession*. NY: United Nations.

GENERAL COURSE EXPECTATIONS

The American with Disabilities Act of 1990 provides protection from discrimination for qualified individuals with disabilities. Students who are qualified by the GMU Disability Resource Center and require special accommodations must provide faculty with documentation explaining the required accommodations at the *beginning* of the semester. **If you are a student with a disability and you need academic accommodations, please contact the Disability Resource Center (DRC) at (703) 993-2474. All academic accommodations must be arranged through the DRC.**

Students are expected to adhere to the University's academic policies and honor system.

Good writing skills are crucial for social workers. Being able to organize thoughts in clear sentences, using proper Standard English, is essential. All written materials submitted in this class will be evaluated on construction, grammar, spelling and usage, as well as on content.

Students are expected to read and understand the materials in the texts. Class sessions are intended to supplement, not substitute for, the required readings.

The policy on internet resources is as follows: In conducting research for an assignment, students are expected to use a combination of library and internet resources. When using an

internet source, you must cite the origin of the material.

Cellular phones are to be turned off or placed on silent mode during class time. They are disruptive to other students and to the instructor, and compromise the concentration needed for successful learning.

Late papers will be penalized one full letter grade. After one week, they will not be accepted at all, absent prior written approval of the instructor. *Please keep a copy of anything you turn in.* Written assignments not handed directly to the instructor should be submitted, in person, to administrative staff in the Social Work Department office between the hours of 8:30am and 4:30pm. If papers are left in faculty boxes or slipped under closed doors, they will not be considered received unless and until they are retrieved by the instructor. Students may not send assignments to the instructor via email or fax unless they have received prior approval to do so. Assignments submitted electronically should not be considered “received” until a return confirmation from the instructor is received.

Students are expected to regularly attend classes. Any absence from class should be communicated to the instructor in advance. Participation in classroom discussions and exercises will be used as a criterion for the student’s overall performance.

INSTRUCTOR'S EXPECTATIONS

The course experience is intended to enable each of us to get to know ourselves and each other a little better. It is hoped that we will grow as individuals and as a group. This necessitates each of us assuming responsibility for what happens in this course. The instructor expects each person to:

- attend and actively participate in all class sessions (Please NOTE that since the instructor’s philosophy of education and conceptualization of the teaching – learning process emphasizes active learning and dialogue, rather than a lecture format, laptops are not to be used in class except when granted special permission by the instructor)
- complete all reading and writing assignments on time
- evaluate her or his own performance and learning and provide feedback to classmates and to the instructor through completion of a course evaluation and other more informal means.
- take the initiative to seek clarification of materials or expectations that are unclear.
- abide by expectations and policies identified in this syllabus and the GMU Honor Code.

GRADING

Journal	40%
Presentation / Facilitation	30%
Final Paper	30%

ASSIGNMENTS AND EVALUATION

Students will engage in active learning, speaking and writing throughout the semester. Writing will take the form both of formal and informal, graded and non-graded, exercises.

The nature of assignments and evaluations, including grading, will be discussed as a group at the beginning of the course. Discussion will focus on the following:

- A. Course Journal. Each student is required to develop and maintain a course journal for this course. The journal entries are weekly critical reflections on assigned readings and class sessions; you are expected to demonstrate that you have completed all readings and are attempting to integrate this material and content from class sessions into your developing personal-professional framework. A handout regarding guidelines and expectations for this assignment is in the syllabus and will be discussed in the first class session. (40% of course grade)
- B. Presentation/Facilitation. All students will sign up for a group that corresponds to a specific topic of human development on the syllabus. The responsibility of each group is to identify an issue relevant to the particular topic that you have been assigned and teach the class, facilitating a discussion afterwards. Once the group decides on an issue, each group is to develop an exciting presentation of no more than 20 minutes with a video clip that helps students understand the nature of the issue being discussed. This will be followed by a 10-15 minute facilitated discussion. The entire presentation will be between 30-40 minutes.

For example, the group of students assigned to week #3, International human rights, chose to focus on presenting about the Elimination of All Forms of Discrimination Against Women (CEDAW). They researched the issue, created a Powerpoint, assigned various aspects of the presentation to members of the group, and found a 4-minute clip on youtube.com that depicted the story of a woman who found freedom from oppression and the organization that helped her do so. They then developed critical thinking questions to ask the class afterwards to facilitate discussion about their topic.

The group presentation must feature a video clip that represents a current issue relevant to the group's particular focus. Video clips can be obtained from sources on the internet such as cnn.com, youtube.com, ted.com, can be taped from the television, from a film, or developed by a student. The presentation itself should be no longer than 20 minutes; therefore, clips of 4-5 minutes should be used. Information presented must be properly referenced. A good presentation is engaging, provides visual and provides the audience with current information. Creativity in presentation is encouraged.

Each group member is to have a role in the research and presentation of the material, and each student should present on the material they researched. If you are absent from the class during the signups, the instructor will assign you to a group.

The group presentations will be evaluated according to the following. A rubric can be

found in the syllabus.

- Clarity and organization of the presentation, including engagement of the audience.
- Quality of content; knowledge of the subject matter
- Teamwork, including participation of all team members
- Appropriate video clip

All group members will complete a group evaluation form, which is found at the end of the syllabus. This form must be submitted at the time of the group presentation. The evaluations will be kept confidential and is intended to obtain feedback regarding the group process. (30% of course grade)

- D. Final Paper. Each student will submit a final integrative paper focusing on ecosystemic assessment of your family utilizing a genogram and ecomap(s). Use “An Ecosystemic Approach to Assessment” by Jane Gilgun as a guide for analyzing and discussing your family and its members across the generations in terms of historical and developmental data including, for example, individual and family life cycle stages and Bronfenbrenner’s four systems levels of environmental influences. Be sure to include an analytical presentation of the macrosystem influences on each of the three generations represented in your genogram; this will include consideration of the “stratification system where opportunity, power, privilege and prestige are allocated along the dimensions of age, sex, social class, race, and sexual orientation, to name just a few” (Gilgun, 2005, pp. 349-350 and 353-354). Refer to and incorporate other course readings as appropriate. Remember to think of bio-psycho-social-spiritual needs and functioning in a cultural context. This paper should include 7 – 10 pages of text in addition to the genogram and ecomap(s) and is due at the final class session of the course. (30% of course grade)

COURSE SCHEDULE

- #1, 1/25/12: Course Intro and Overview: Review of syllabus, expectations clarification, and course planning including clarification of assignments.
- #2, 2/1/12: A Global and Human Rights Framework for Social Work: Review human rights content from SOCW 623; UN Universal Declaration of Human Rights (UDHR) as foundation; Global distributive justice and creation of a human rights culture; Economic, social, cultural, and collective rights as the neglected human rights; Youth for Human Rights PSAs video on the UDHR.

Reading Due: Reichert Chapters 3 & 7 Journal #1 Due

- #3, 2/8/12: A Global and Human Rights Framework for Social Work (continued): International human rights instruments and practice focusing on targeted vulnerable populations such as women and children; Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and Convention on the Rights of the Child (CRC); Inter-American Institute for Human Rights video: *Inner Force*.

Reading Due: Reichert Chapters 8 & 10
Journal #2 Due

- #4, 2/15: Human Rights, Global Social and Economic Justice Issues, and Social Work: Need for social development in social work; Global perspective on violence, human development, and community-building: NASW Global Violence video

Reading Due: Reichert Chapter 4; Ife, J. (2007). The new international agendas: What role for social work? (available from E-Reserves)
Journal #3 Due

- #5, 2/22: Human Rights, Global Social and Economic Justice Issues, and Social Work (continued): Complete discussion regarding content of NASW Global Violence video; Wrap-up previous reading and class session content to date, relate it to, and discuss content from Ife lecture

Reading Due: (1) IFSW.ORG Website: link to Human Rights Website and read pp. 1-11; link to Healy on History of Social Work as a Human Rights Profession; link to Ethics in Social Work, Statement of Principles.
(2) Saleebey Chapter 1
Journal #4 Due

- #6, 2/29: Global Perspective on Social Work Values and Ethics; Integration of Holistic, Ecosystems, Human Rights, Empowerment, and Strengths Perspectives into Social Work

- #7, 3/7: In-class activity regarding Domestic/International crisis scenarios.

3/12/12 No Class/Spring Break!!!! (3/12-3/18)

- #8, 3/21: Human Development in Relation to Gender, Gender Identity, Gender Expression, and Sexism: Relate course content to date to content from Zastrow & Kirst-Ashman, Chapter 9.

Reading Due: Zastrow & Kirst-Ashman, Chapters 9 & 10
Journal #5 Due

- #9, 3/28: Biological and Psychological Aspects of Young and Middle Adulthood: People living with HIV/AIDS as a population at risk – video: *Pandemic – Facing AIDS*.

Reading Due: Zastrow & Kirst-Ashman, Chapter 11.
Journal #6 Due

- #10, 4/4: Sociological Aspects of Young and Middle Adulthood: Focus on Family System

Assessment and Intervention (e.g., use of ecomaps and genograms); Discussion of Gilgun article and examples of ecomaps and genograms; Discussion of Final Paper assignment.

**Reading Due: Zastrow & Kirst-Ashman, Chapter 12;
Gilgun's "An Ecosystemic Approach to Assessment"
Journal #7 Due**

#11, 4/11: Sexual Orientation: Definitions and Experiences of Gay, Lesbian, Bisexual, Transgendered, and Questioning Persons; Homophobia and Sources of Prejudice and Discrimination; A Social Work Response; Discussion of final paper assignment.

**Reading Due: Zastrow & Kirst-Ashman, Chapter 13 & 14.
Journal #8 Due**

#12, 4/18: Biological, Psychological, and Social Aspects of Later Adulthood; Updates and Discussion of Final Paper.

**Reading Due: Zastrow & Kirst-Ashman, Chapters 15 & 16.
Journal #9 Due**

#13, 4/25: Begin Course Wrap-Up: Course Concept Mapping Activity; Discussion of Final Paper and Begin Sharing of Genograms and Ecomaps.

#14, 5/2 Final class session: Course Wrap up – summary, reflections, and course evaluations.

FINAL TERM PAPER DUE

FINAL JOURNAL SUMMARY/INTEGRATIVE REFLECTION DUE

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**SOCW 624: Human Behavior and Social Systems II
COURSE JOURNAL ASSIGNMENT**

Each student is required to develop and maintain a journal for this course. Journal entries should identify key concepts and issues presented in each assigned reading and provide critical reflections on and discussion of them. It should also include critical reflections on each class session, its content and process.

Hopefully, the journal will be more than a purely descriptive experience: rather, a more personal and meaningful reflection, analysis, and synthesis of the course content and experience. A final integrative summary of the journal experience will be required at the end of the course.

Journal entries will be collected weekly and graded a minimum of four times with letter grades. Students are also invited to specify any particular entries on which they desire feedback. Final grades for the journal will average the graded weekly entries and consider the quality of the final integrative summary and the comprehensiveness of all weekly journal entries. Guidelines for the journal and grading are based upon the following expectations.

A/A- High quality journal entries incorporating critical reflections on each assigned reading and each class session (minimum of two typed pages per week). High quality integrative reflective summary (minimum of two typed pages) at end of course.

B+/B/B- Quality critical reflections each week, but falling short of the quality and/or minimum requirement for “A level” work described above. Integrative reflective summary (minimum of two typed pages) at end of course.

C+/C/C- Incomplete and/or low quality entries regarding content of each assigned reading and class session. Integrative summary at end of course.

D+/D/D- Poor quality and/or incomplete journal. Journal summary at end of course

F Failure to do the above

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SOCW 624: Human Behavior and Social Systems II

After identifying key concepts and issues presented in the reading and class session, focus on discussing the one or more of the following:

- What most struck you in each reading or presentation and why.
- What you learned from this reading or presentation and how, in what ways, it is relevant to your current or future work, its implications for your personal-professional development.
- **Major questions, issues, and concerns you have about the content, i.e., that were raised for you or by you and that you would like to discuss with classmates and the professor.**
- Relationship of content to your field practicum and/or paid or volunteer work experience.
- Knowledge, skills, and values/attitudes that you need to further cultivate in order to become an effective social work professional.
- Synthesis of key concepts and emerging themes that are appearing in the course readings, class sessions, and your journal entries.

SOCW 624

Group Presentation & Discussion Facilitation (30%)

Name:

Date of Presentation:

Topic:

Clarity, organization of presentation.	Quality of content	Teamwork	Video clip
<input type="checkbox"/> 10-9 pts: Clear, organized, well delivered, and engaging. Logical flow to the presentation. Good use of time. Work was properly referenced. Facilitated discussion was relevant, integrated key concepts and engaged students.	<input type="checkbox"/> 10-9 pts: Provided relevant and useful information. Group demonstrated a mastery of the topic. Information was applicable to the topic.	<input type="checkbox"/> 5 pts: All members participated in research and presentation of the material. All members participated in the facilitated discussion.	<input type="checkbox"/> 5 pts: Video clip was relevant and enhanced the presentation.
<input type="checkbox"/> 8-7 pts: Generally clear, organized, and engaging. Parts either lacking in clarity, or uneven flow. Some information not well integrated. Fair/good use of time. Not all work properly referenced. Facilitated discussion was engaging and included critical thinking, but did not integrate relevant material well.	<input type="checkbox"/> 8-7 pts: Information was inconsistent in development and comprehensiveness. Some information not supported by evidence, or not relevant to the topic. Mastery of the topic was lacking, or not exhibited by all members.	<input type="checkbox"/> 4-3 pts: Not all members participated fully in presentation.	<input type="checkbox"/> 4-3 pts: Video clip was either not fully relevant or did not enhance the presentation.
<input type="checkbox"/> 6-5 pts: Aspects of presentation confusing, or individual components not integrated into the whole. Fair to poor use of time. Missing or minimal references. Facilitated discussion was confusing and did not flow well. It was too short and did not engage the students critically.	<input type="checkbox"/> 6-5 pts: Information inaccurate or not relevant to topic. Information weakly supported or evidence is not relevant or reliable. Tenuous or minimal relevance to developmental stage.	<input type="checkbox"/> 2-1 pts: Not all members participated fully in presentation or discussion.	<input type="checkbox"/> 2-1 pts: Video clip present, but was not relevant and did not enhance the presentation
<input type="checkbox"/> 4-0 pts: Disorganized, inaccurate and unclear. Poorly integrated. Missing references. Discussion lacked structure, time, focus, critical thinking and was not engaging.	<input type="checkbox"/> 4-0 pts: Significant portion of material inaccurate. Supporting evidence not present. Mastery of the topic not demonstrated. Not relevant to developmental stage.	<input type="checkbox"/> 0 pts: Not all members participated.	<input type="checkbox"/> 0 pts: Video clip was absent

SOCIAL WORK 624: HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II
Group Presentation Assignment: Group Member Evaluation Form

Evaluated by: _____ Group Topic: _____

Member Name # 1: _____ Member Name # 2: _____

Member Name # 3: _____ Member Name # 4: _____

Using the scale, rate your team members in the following areas:
(1-strongly agree; 2-agree; 3-neutral; 4-disagree; 5-strongly disagree)

	# 1	# 2	# 3	# 4	Yourself
The student helped with the initial planning.					
The student actively participated in team sessions					
The student was available for consultation					
The student was integral to the completion of the project.					
The work of the team was equally distributed					
The student completed all of his/her share of the work for the final project.					

Please make any additional comments regarding how you worked as a group & the group process:

How did you communicate regarding the project?

What are the strengths of this assignment?

What would you recommend to improve this assignment?

SOCW 624
Final Paper (30%)
Refer to Final Paper Assignment Guidelines in the Syllabus

Student Name:

Grade:

Required Elements	Required Elements <input type="checkbox"/> Title page <input type="checkbox"/> Abstract <input type="checkbox"/> Paper body, including headings <input type="checkbox"/> Conclusion <input type="checkbox"/> References
Writing (10)	Outstanding (10-9 points) <input type="checkbox"/> APA format correctly used. Citations provided. <input type="checkbox"/> Paper is well organized. Clear introduction and summary. Correct writing mechanics. <input type="checkbox"/> 7-10 pages, typed, double-spaced, 1" margins
	Good (8-7 points) <input type="checkbox"/> Not all elements of APA formatting correctly used. <input type="checkbox"/> Paper is organized, but statements are not entirely clear or relevant. Incomplete or unclear introduction or conclusion. Occasional incorrect writing mechanics <input type="checkbox"/> 7-10 pages, typed, double-spaced, margins not 1"
	Fair (6-5 points) <input type="checkbox"/> Several incorrect formatting elements. <input type="checkbox"/> Paper is generally organized, but often inconsistent, lacking in clarity, or poorly developed statements. Incomplete conclusion and/or introduction. Poor writing mechanics. <input type="checkbox"/> Less than 7 pages, format is not consistent with guidelines
	Unacceptable (5-0 points) <input type="checkbox"/> Multiple incorrect formatting elements. Minimal references. <input type="checkbox"/> Paper is disorganized; statements are poorly constructed; introduction and/or conclusion not present or vague; multiple incorrect writing mechanics <input type="checkbox"/> Less than 7 pages, format is not consistent with guidelines
Analysis (20)	Outstanding (20-19 points) <input type="checkbox"/> A clear assessment of family is included using a holistic, ecological systems perspective <input type="checkbox"/> An ecomap and genogram with 3 generations are clearly depicted <input type="checkbox"/> Critical analysis of family structure is relevant and insightful <input type="checkbox"/> Includes biopsychosocial historical, developmental data and macrosystem influences on 3 generations <input type="checkbox"/> Analysis is supported by a minimum of 4 relevant references (assigned reading and professional articles) <input type="checkbox"/> All of the required elements are present
	Good (18-17 points) <input type="checkbox"/> An assessment of family is included but the holistic, ecological systems perspective is not well developed <input type="checkbox"/> An ecomap and genogram is included but the 3 generations are vaguely identified <input type="checkbox"/> Analysis is minimally relevant and insightful <input type="checkbox"/> The biopsychosocialspiritual framework, developmental data and macrosystem influences are not fully developed <input type="checkbox"/> Analysis is supported by 4 references but they are not relevant or professional <input type="checkbox"/> The required elements are present
	Fair (16-15 points) <input type="checkbox"/> An assessment of family is included but the holistic, ecological systems perspective is not included <input type="checkbox"/> The ecomap and genogram are minimally outlined and do not include 3 generations <input type="checkbox"/> Analysis nominally relevant and insightful <input type="checkbox"/> The biopsychosocialspiritual framework, developmental data and macrosystems are not developed <input type="checkbox"/> Analysis includes only 3 relevant and professional references <input type="checkbox"/> One or more of the required elements are missing

	<p>Unacceptable (14-0 points)</p> <ul style="list-style-type: none"> <input type="checkbox"/> The family assessment is nominal or missing <input type="checkbox"/> Analysis using a holistic, ecological systems perspective is not included <input type="checkbox"/> The ecomap and/or genogram is not included <input type="checkbox"/> Analysis is not insightful/ relevant, does not include the biopsychosocialspiritual perspective or macrosystem influences <input type="checkbox"/> Analysis includes less than 3 references, which are not well supported <input type="checkbox"/> Missing three or more of required elements.
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SOCW 624: Human Behavior and Social Systems II

ADDITIONAL READINGS

- Andersen, R., Carter, I., & Lowe, G.R. (1999). *Human behavior in the social environment: A social systems approach*. New York: Aldine de Gruyter.
- Anderson, M.L., & Collins, P.H. (2000). *Race, class and gender anthology*. New York: Wadsworth.
- Ashford, J.B., Lecroy, C., & Lortie, K.L. (2001). *Human behavior in the social environment – A multidimensional perspective*. New York: Brooks/Cole.
- Bloom, M., & Klein, W. (Eds.). (1997). *Controversial issues in human behavior and the social environment*. Boston: Allyn and Bacon.
- Bricker-Jenkins, M., & Hooyman, N. (Eds.). (1986). *Not for women only: Social work practice for a feminist future*. Washington, DC: NASW Press.
- Bronfenbrenner, U. (1977). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Ewalt, P.L., Freeman, E.M., Kirk, S.A., & Poole, D.L. (Eds.). (1996). *Multicultural issues in social work*. Washington, DC: NASW Press.
- Kirst-Ashman, K. (2000). *Human behavior, communities, organizations, and groups in the macro social environment: An empowerment approach*. New York: Brooks/Cole.
- Germain, C. (1991). *Human behavior in the social environment: An ecological view*. New York: Columbia University Press.
- Greene, R.R. (1994). *Human behavior theory and social work practice*. New York: Aldine de Gruyter.
- Hokenstad, M.C., & Midgley, J. (Eds.). (1997). *Lessons from abroad: Adapting international social welfare innovations*. Washington, DC: NASW Press.
- Hokenstad, M.C., & Midgley, J. (Eds.). (2004). *Issues in international social work: global challenges for a new century*. Washington, DC: NASW Press.
- Hunter, S., & Hicjerson, J.C. (2003). *Understanding and working with lesbian, gay, bisexual, and transgender persons*. Washington, DC: NASW Press.
- Kemp, S.P., Whittaker, J.K., & Tracy, E.M. (1997). *Person – environment practice: The social ecology of interpersonal helping*. New York: Aldine de Gruyter.
- Noonan Walsh, P., & LeRoy, B. (2004). *Women with disabilities aging well*. Baltimore: Brookes.
- Queralt, M. (1996). *The social environment and human behavior: A diversity perspective*. Boston: Allyn and Bacon.

- Reichert, E. (2006). *Understanding human rights: An exercise book*. Thousand Oaks, CA: Sage.
- Rosenfeld, L.B., Caye, J.S., Ayalon, O., & Mooli, L. (2004). *When their worlds fall apart: Helping families and children manage the effects of disasters*. Washington, DC: NASW Press.
- Ryan, W. (1976). *Blaming the victim* (Rev., updated ed.). New York: Random House.
- Saleebey, D. (Ed.). (1997). *The strengths perspective in social work practice*. New York: Longman.
- Saleebey, D. (2001). *Human behavior and social environments: A biopsychosocial approach*. New York: Columbia University Press.
- See, L.A. (1998). *Human behavior in the social environment from an African-American perspective*. New York: Haworth.
- Urdang, Esther (2002). *Human behavior in the social environment: Interweaving the inner and outer worlds*. New York: Haworth.
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