

**University of West Florida
Department of Social Work
SOW 3113
Human Behavior in Organizations and Communities (HBOC)
3 credits
Fall 2024**

Instructor: Melissa Helmly, LCSW
Email: mhelmly@uwf.edu
Office Hours: Virtual by appointment
Class: Online
Prerequisites/Corequisites: None

Texts / Materials

Required texts:

Kirst-Ashman, K. K., & Hull, G. H. (2018). *Generalist practice with organizations and communities* (Edition 7). Brooks/Cole Social Work. (ISBN: 9781305943292)

The textbook for this course are available on Reserve at the Circulation Desk at the John C. Pace Library for a 2-hour loan period (books must stay in the Library). Please take advantage of this resource, but keep in mind that copies of textbooks for each course are limited and may be in use by another student, particularly right before an assignment or reading is due, so plan your textbook use accordingly. This service is available for print format textbooks only.

Recommended texts:

Stevenson, Bryan (2014). *Just Mercy: A Story of Justice and Redemption*. Random House/Spiegel and Grau. (OPTIONAL)

Required Materials:

- Internet Access (broadband is recommended)
- Activated UWF ArgoNet Account

Minimum Technical Skills and Special Technology Utilized by Students

- Activate a MyUWF student account
- Access the MyUWF portal a minimum of 2-3 times a week
- Access UWF email account (Gmail) 2-3 times a week

- Have basic word-processing knowledge
- Other skills or technologies if applicable

See: UWF Resources – [Important Student Information](#) for technology web links

Technology Support

Canvas Support Hotline (Open 24/7) - 1-844-866-3349

UWF ITS Help Desk - 1-850-474-2075 or email itshelpdesk@uwf.edu

Course Description

Introduces the future practitioner to the concept of change agent within organizations, institutions, and communities. Prepares the student with academic concepts on community organization as a prelude to the practice course. Emphasis is placed on the student's ethical responsibilities to the client, organizational structure of human service agencies and the elements common to them. Students will understand structural and organizational differences between profit and nonprofit agencies. Students will experience organizational obstacles to planned change. The dynamics of gender, class, race, ethnicity, and sexual orientation are examined in relationship to how they are played out within the organizational context.

Student Learning Outcomes (SLOs)

- Explain theories of human behavior and the social environment person-in-environment, and other multidisciplinary theoretical frameworks for working with individuals, families, groups and communities (Competency 6)
- Evaluate intersectionality of multiple factors, both nature and nurture, that influence a person's uniqueness and resources or obstacles within the environment (Competency 2,
- Discuss theories of human need, human rights, global interconnections, human rights violations, social justice and strategies for change (Competency 3)
- Describe methods of evaluating practice with individuals, families, groups and organizations (Competency 9)
- Use and translate research evidence to inform and improve practice, policy and service delivery (Competency 4)
- Choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies (Competency 9)

The CSWE EPAS can be found at <https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf> (Links to an external site).

Program Goals

This course is required for undergraduate students to qualify for the Bachelor's Degree in Social Work (BSW). It introduces them to the concepts of micro, mezzo, and macro practice and teaches them the skills necessary

to bring about change on any of the three levels. It also offers them a hands-on opportunity to assess and interact with members of the community via a community project.

Department of Social Work Mission Statement

The mission of the social work program is to prepare social work practitioners who demonstrate and practice the critical thinking skills, values, ethics, and knowledge delineated by the CSWE guidelines and the NASW Code of Ethics.

MSW Mission Statement

The Master of Social Work (M.S.W.) program prepares graduates to work with individuals, families, groups, communities, and organizations within medical and behavioral health settings, with a special focus on military populations. The Master of Social Work program at UWF develops advanced practitioners who can demonstrate clinical and critical thinking skills necessary to assist clients in a broad range of dilemmas and settings. Guided by a diverse faculty, the department is committed to promoting human rights, social and economic justice, and respect for diversity to improve the lives of the individuals and communities we serve.

Generalist Practice

“Generalist practice” means that social workers must be able to work with systems of various sizes: individual, family, small group, community, organization. Generalist practitioners use an eclectic theoretical base. They are comfortable with several different research-based theories of practice and can apply these in a way that best meets the needs of the client system. Generalist practice uses a problem-solving approach (assessment, planning, intervention, evaluation, termination, and follow-up), and it is driven by systems theory. The generalist practitioner is able to intervene with multiple interacting systems on behalf of the client. Generalist practice knowledge and skills are transferable from one field of practice to another. Generalist practitioners use critical thinking skills and practice lifelong learning.

Topics

- CH 1 - Introduction to Generalist Practice
- CH 2 - Stress and Time Management
- CH 3 - Using Micro Skills with Organizations and Communities
- CH 4 - Group Skills for Organizational and Community Change
- CH 5 - Understanding Organizations
- CH 6 - Decision Making for Organizational Change
- CH 7 - Implementing Macro Interventions: Agency Policy, Projects, and Programs
- CH 8 - Understanding Neighborhoods and Communities
- CH 9 - Macro Practice in Communities
- CH 10 - Evaluating Macro Practice
- CH 11 - Advocacy and Social Action with Populations-at-Risk
- CH 12 - Ethics and Ethical Dilemmas in Practice with Organizations and Communities
- CH 13 - Using Supervision
- CH 14 - Developing and Managing Agency Resources

Grading / Evaluation

Grade Scheme

Letter grades will be assigned as follows:

Letter Grade	Range
A	100 to 94
A-	93 to 90
B+	89 to 87
B	86 to 83
B-	82 to 80
C+	79 to 77
C	76 to 73
C-	72 to 70
D+	69 to 66
D	65 to 60
F	59 or less

Grade Distribution –

Assignments	Point Values
Reflection Papers (15%) – “Prison State” (15 points) Medical Hot Spots (15 points)	30 points
Mid-Term Quiz (25%)	50 points
Activities/Discussions (10%) – Personal Standpoint Statement (5 points) Personality and Expression Style (5 points) The Interrupters (5 points) Community Assessment (5 points)	20 points
At-Risk Population Project (50%) – Paper (45 points) Presentation (45 points) Student Evaluation (10 points)	100 points
Total	200 points

Course Requirements –

Instructional Method – ***This is an asynchronous online course. Asynchronous means that students work independently and at their own pace, with no scheduled class meetings. It is critical to comprehend the level of autonomy and self-motivation required to succeed in an online course.***

Written assignments, examinations, and a community group project will focus on the application of lecture material, documentaries, online PowerPoint presentations and assigned readings. Instructions and supplemental handouts for each assignment are found in the respective modules. All papers are expected to follow the latest APA style.

Reflection Papers (15% of total grade)

Reflection papers are required for two documentaries, one accompanied by an article, as well. These are critical thinking pieces, not a summary of the videos. APA style is required for these assignments, including a title page and a reference page.

Mid-Term Quiz (25% of total grade)

The Mid-Term Quiz will be given online and will be open for seven days. It will cover the chapters indicated and may draw broadly on content throughout the semester.

Activities/Discussion Posts (10% of total grade)

Students are encouraged to participate and actively engage in discussion posts. You will receive individual scores that are based upon the quality of your response to discussions, as well as your comments and engagement with peers. *****Students will also have the opportunity to receive 1-5 points added to their lowest grade based on their level of participation in discussions as extra credit. If the student completes the minimum requirements or less, no additional points will be given. *****

At-Risk Populations Project (50% of total grade)

Students have the option of working with a partner, in a small group (2-4), or individually for this project. Students will choose a population at-risk and do a community project or advocate for a change that benefits this population. This project will also include a presentation (video, PowerPoint, etc.) and a paper discussing outcomes of the project, as well as history, social work perspective, and current issues facing this population. The project should use the IMAGINE model as a basis for developing community resources. The presentation and paper should be viewed through one of the theoretical lenses discussed in the second chapter. After the presentations are posted in the respective discussion post, each student should comment with a meaningful post on a minimum of 2 of their peer's presentations. The overall project grade will be comprised of three parts: the presentation (uploaded into Discussion board), the paper (submitted for instructor's review), and the posts on 2+ peer presentations.

Late Assignments

Students are expected to actively engage in the online class, actively participate based upon assigned readings, and utilize Canvas to communicate and complete course assignments. Please know that I understand

we are all dealing with our own lives and all that goes along with it. Communication is extremely important! Please do not hesitate to reach out to me concerning late assignments or missed due dates. Students are strongly encouraged to complete assignments by the due dates listed in the course outline in order to stay on track for the semester. Please be aware that late assignments may not be accepted and/or may be penalized at the instructor's discretion.

Academic Calendar

Please check [the official UWF Academic Calendar](#) for important dates, including holidays, withdrawal, and registration dates.

Course Calendar

Please see pages 7-8 for a detailed course calendar. Please be aware these dates and/or assignments can be subject to change.

NASW Code of Ethics

The NASW Code of Ethics will be followed. Students will especially honor client confidentiality when involved in agency-based assignments. Review the [Code of Ethics – NASW](#)

Additional Syllabus Statements Page

Please visit:

<https://confluence.uwf.edu/display/public/Additional+Syllabus+Statements>

This page includes a set of central policies related to course modality, recording in class, academic conduct, Turnitin, and Sexual Discrimination or Harassment Reporting that apply to all courses at UWF. You can also find technology and student support resources like Student Accessibility Resources, Military & Veterans Resource Center, Mental Health Support, Ask-a-Librarian, Writing Lab, Tutoring and Learning Resources, and Emergency Information that all students may find helpful.

Tentative Course Schedule –

The schedule presented in Table 3 is accurate as of the first day of the semester. If any changes occur, you will be notified via student email and/or Canvas announcements.

Table 3

Tentative Course Schedule

Week/Unit	Dates	Modules/Topics	Assignments/Readings
Week 1:	Aug 19 – 25	Module 1: Welcome Week	➤ Discussion – Introduction Post ➤ Film: “Prison State”
Week 2:	Aug 26 – Sep 1	Module 2: CH 1 - Introduction to Generalist Practice	➤ Activity – Personal Standpoint Statement due Sep 1 at 11:59 PM ➤ Film: “Bail and the Poor” ➤ Film: “Why We Need Bail Reform” ➤ Reflection Paper – “Prison State” due Sep 1 at 11:59 PM
Week 3:	Sep 2 – 8	Module 3: CH 2 - Stress and Time Management	➤ Activity – Personality and Expression Style due Sep 8 at 11:59 PM
Week 4:	Sep 9 – 15	Module 4: CH 3 - Using Micro Skills with Organizations and Communities	
Week 5:	Sep 16 – 22	Module 5: CH 4 - Group Skills for Organizational and Community Change	➤ Film: “The Interrupters” ➤ Discussion – “The Interrupters” Discussion Questions Post due Sep 22 at 11:59 PM ➤ Submit Project Topic by Sep 22 at 11:59 PM
Week 6:	Sep 23 – 29	Module 6: CH 5 - Understanding Organizations	
Week 7:	Sep 30 – Oct 6	Module 7: CH 6 - Decision Making for Organizational Change	➤ Film: “Doctor Hot Spots” ➤ Article: “THE HOT SPOTTERS: Can we lower medical costs by giving the neediest patients better care?” by Atul Gawande, New Yorker, January 24, 2011.
Week 8:	Oct 7 – 13	Module 8: Online Midterm Quiz – CH 1-6	➤ Opens Oct 7 at 12:00 AM - Closes Oct 20 11:59 PM

Week/Unit	Dates	Modules/Topics	Assignments/Readings
Week 9:	Oct 14 – 20	Module 9: CH 7 - Implementing Macro Interventions: Agency Policy, Projects, and Programs	
Week 10:	Oct 21 – 27	Module 10: CH 8 - Understanding Neighborhoods and Communities	
Week 11:	Oct 28 – Nov 3	Module 11: CH 9 - Macro Practice in Communities CH 10 - Evaluating Macro Practice	➤ Film: "I Grew Up in Westboro Baptist Church. Here's Why I Left." ➤ Reflection Paper – Doctor Hot Spots Paper due Nov 3 at 11:59 PM
Week 12:	Nov 4 – 10	Module 12: CH 11 - Advocacy and Social Action with Populations-at-Risk	➤ Work on Project
Week 13:	Nov 11 – 17	Module 13: CH 12 - Ethics and Ethical Dilemmas in Practice with Organizations and Communities	➤ Work on Project
Week 14:	Nov 18 – 24	Module 14: CH 13 - Using Supervision	➤ Work on Project
Week 15:	Nov 25 – Dec 1	Module 15: CH 14 – Developing and Managing Agency Resources	➤ Work on Project
Week 16:	Dec 2 – 7		➤ Project: Paper and Presentation due Dec 2 at 11:59 PM ➤ Discussion – Peer Discussion Post due Dec 7 at 11:59 PM