

SYLLABUS FOR HBSE: A MULTISYSTEMS APPROACH (SWRK 212)	
Fall 2019	California State University, Fresno
Course Information:	Instructor Name:
Unit: 3	Office Number:
Time:	E-Mail:
Location:	Telephone:
Website:	Office Hours:

Catalog Statement

Provides knowledge of the theories that attempt to bring understanding to the behavior of people as individuals, members of families, groups, organizations, and communities.

Course Description

Fundamental theories that reinforce the Department's mission statement including empowerment theory will be presented. Biological developmental issues will be explored as well as theories that bring understanding to individual behavior including; psychodynamic theory, theories of lifespan, and cognitive development. Theories that enhance the understanding of group dynamics, community interaction, and theories that help explain behavior in organizations will be examined and discussed.

The major focus of the seminar brings to the student an understanding of human behavior and the relevance of environmental context. In addition, the course emphasizes the distinct relationship of theory to social work practice for the advanced social work practitioner. For example, the seminar will examine how issues of human diversity, populations at risk and social and economic justice impact human development and behavior. The course will help students to learn how theory can help social workers assess the interrelationship of these factors and develop a plan of intervention. The course will incorporate information on the unique cultural aspects of the university's region including the diverse racial and ethnicities represented in the Valley.

Prerequisites

None

Required Textbooks and Materials

Payne, M. (2016) *Modern Social Work Theory*, (4th edition). Oxford University Press. London.

Supporting Materials

Ashford, J.B., LeCroy, C.W. & Williams, L.R. (2018). *Human Behavior in the Social Environment: A Multidimensional Perspective* (6th ed.). Belmont, CA: Brooks/Cole

Note: The instructor will periodically assign and post required readings from journals and websites. These articles may be posted in advance on Canvas or available in the library.

Examinations and Major Assignments

Quizzes/Queries (3@ 5 pts. each)

To reinforce concepts specified in the readings, 4 quizzes or short answer question sets will be administered either in class or via Blackboard outside of classroom meeting times. These will test students' comprehension of terms, concepts and theories featured in assigned readings and lectures.

Multisystem Assessments

Personal Case Study- (20 pts) In order to apply knowledge gained in this course, students will conduct 3 multisystem assessments. The first one will be a 7 page typed essay that will serve two purposes: to help the instructor get to know the students, and for students to begin to apply basic multisystems, biopsychosocial theories and concepts to personal material.

(COMMON ASSIGNMENTS) (2 @ 25 pts. each)

1. Traumatic Life Event Case Analysis- Common Assignment 1 (25 points):

This essay will be a 10-12 page paper that will focus on the effects of a traumatic life event as it relates to the individual, the family, and to the community. Since a prime objective of the assignment is to apply important concepts to a specific individual/subject students are expected to apply the multisystems perspective and utilize specific theoretical frameworks to explain human development/behavior issues featured in the case. These may include developmental theories e.g. psychodynamic, psychosocial, systems, bicultural identity, cognitive behavioral, social learning, and many others.

2. Group Paper & Presentation- Common Assignment 2 (100 points):

By mid-term each student will be assigned to a group (2-4 members) that will study and present on a specific community (spatial and identificational), problems it faces, and both formal and informal efforts to resolve these issues. Each presentation will feature a theoretical framework discussed during the course to develop an assessment of the community (as client), a rationale for choosing the selected framework, and a description of intervention plans as they have been employed by the agency to address client needs.

Attendance (15 points)

SWRK 212 is a weekly seminar and therefore requires your active and meaningful participation. Students are expected to attend classes regularly, and to engage in class discussion and class activities throughout the semester. Students will be allowed up to 2 *excused* absences during the course of the semester without it affecting points earned in this area. In order to be considered an excused absence, a doctor's note must be presented at the class following the excused absence except in extenuating circumstances. For unexcused absences and those beyond the two excused absences, students will receive a 5 point deduction for each class missed. Tardiness or early departures from class will be noted by the instructor and could result in point reductions.

Assignment and Examination Schedule

Activity	Points	Per cent
Quizzes/Queries (3@5 pts. each)	15	20%
Personal Case Study	20	20%
Traumatic Life Event/Multisystem Assessments	25	25%
Group Paper & Presentation	25	25%
Attendance and Participation	15	10%
TOTAL	100	100%

Grading

Final grades will be based on accumulated points from each assignment. Grades will be based on the following point spread:

91-100	A
81-90	B
71-80	C
70 and below	F

Evaluative Criteria

Course grades will be awarded to all students based on fair and explicit criteria established by individual instructors and disseminated to students at the outset of the course. General guidelines, which will be considered in the evaluation of oral or written work include:

Content: should be appropriate to graduate level social work; solid data sources; reflective, informed judgment (rather than spurious opinion or conclusions); and completeness and relatedness of described ideas to identified task.

Organization: oral or written assignments/responses should display coherence, consistency and logic in the development of given lines of reasoning or articulated themes/major points.

Presentation: attention should be given to sentence structure, spelling, grammar, neatness, and formatting/style should comport with acceptable APA guidelines.

The following is a description of what the letter grades represent:

“A” indicates excellent overall work. Signs of intellectual curiosity, interest, creativity, superior insight or understanding of course content are components of excellence, as is consistent adherence to the content, organization and presentation stated above.

“B” indicates very good quality work on two of the three components but deficiencies are present in one of the components (content, organization, or presentation).

“C” indicates very good quality work on one of the above three components or some short-comings on all 3 components.

Instructors reserve the right to permit rewriting of assignments that receive lower than a “B” grade.

Course Goals and Primary Learning Outcomes

Course Goals

The primary aims of this course are guided by the following goals:

1. To provide our students with knowledge of the major developmental theories that inform social work practice and the skills to apply them to multiple systems in the context of a global perspective.
2. To equip students with the skills to assess multiple systems among populations at risk and to apply theories within the context of human behavior and developmental processes.

Learning Outcomes

- 1.1 To be able to define and describe characteristics of the biological development of human beings across the lifespan.
- 1.2 To be able to define and describe at least one current developmental theory. To be able to understand, define and describe systems theory and apply the multisystems framework when working with individuals, families and groups in national and international settings.
- 1.3 To be able to define and describe at least one current theory that explains individual behavior. To be able to define and describe the primary assertions of psychodynamic, psychosocial, cognitive, behavioral, and social learning theories as they relate to human behavior in the context of individual growth and development.
- 1.4 To be able to define and describe at least one current theory that explains human behavior in a group situation not excluding families. To be able to define and describe family systems theory, field theory, exchange theory, symbolic interaction theory and other theories that explain human behavior within the context of families and small groups.
- 1.5 To be able to define and describe the impact of ethnicity on differential familial experiences as they occur intra- and inter-nationally.
- 1.6 To be able to define and describe at least one current theory that explains human behavior in organizations. To define and describe Weberian theory, human relations theory, and other theories that explain human behavior within the context of organizations.
- 1.7 To be able to define and describe at least one current theory that explains human behavior within communities. To define and describe ecological theory and other theories of human behavior and development processes within the context of communities.

- 2.1 To be able to use knowledge of the biological development of human beings in the psychosocial assessment and plan development in social work practice and examine how these differ cross-culturally and cross-nationally.
- 2.2 To be able to use bio-psycho-social theory in the assessment and plan development in social work practice.
- 2.3 To be able to assess the societal systems and influences that impeded access to resources for populations at risk including people of color, women, people who are LGBT, people who are older, and people with disabilities and implement effective strategies to address them.
- 2.4 To define and describe empowerment theory, racial identity theory and other theories on cultural competence and plan effective interventions to address oppression and discriminatory behavior confronted over the life span.
- 2.5 To be able to use at least one current theory of human behavior in organizations in assessment and plan development in social work practice. To examine oppression as it affects populations at risk within a global perspective and compare and contrast strategies to address issues of social justice.
- 2.6 To be able to use at least one current theory of human behavior in communities in assessment and plan development in social work practice as a foundation for developing skills to advocate for social justice.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Policies & Safety Issues

Participation: Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are expected to assume responsibility for their own learning and to actively be engaged in class discussions and activities. Students must come prepared for class, and all assigned readings and assignments must be completed prior to class.

Late Papers: The instructor will accept late papers for reasonable cause. However, instructor permission to submit the paper late must be obtained prior to the designated due date. Five (5) points will be deducted from papers when permission for late submission has not been obtained. Papers over five (5) days late will receive failing grades.

Rewritten Papers: Poorly written or incomplete papers, graded “C” or lower, may be rewritten and resubmitted by a due date assigned by the instructor. In fairness to students who turn their work in on time, rewritten papers may not receive a grade higher than a “B”. Rewritten papers

must demonstrate evidence of original work and comply with all the expectations outlined in the assignment.

Use of Electronic Devices (cell phones, pagers, etc.): To minimize class disruptions, please turn these devices off during class. If you are required to be “on-call,” please advise me at the beginning of class, turn off the “audio,” and sit near the door, if possible, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, record the lecture etc. Texting, web-surfing and reading email during class are not permitted.

University Policies

Students with Disabilities

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

Cheating and Plagiarism

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](http://www.fresnostate.edu/adminserv/technology/) (<http://www.fresnostate.edu/adminserv/technology/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy

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**Tentative Course Schedule
(Monday and Wednesday Course)**

Wk	Date	Topic	Reading Assignment
1	Aug 21	Introduction	
2	Aug 28	Theory intro Multidim.l/Biopsysoc	Chapter 1,2
3	Sept 4	Theory and practice	Chapter 3
4	Sept 11	Quiz/Query1; Psychodynamic Theory	Chapter 4 Intro
5	Sept 18	Paper 1	Chapter 4
6	Sept 25	Crisis and Task-Centered Theory	Chapter 5 Intro
7	Oct 2		Chapter 5
8	Oct 9	Quiz/Query2; Cognitive Behavioral Theory	Chapter 6 Intro
9	Oct 16	Quiz 2	Chapter 6
10	Oct 23*	Systems and Ecological Theory	Chapter 7 Intro
11	Oct 30	Paper 2	Chapter 7
12	Nov 6	Quiz/Query 3; Lifespan Development Theories	Ashford, LeCroy, Wms
13	Nov 13	Developmental Theories Cont'd	Ashford, et al.
14	Nov 20	Community Development Theories	TBD
--	Nov 27	Holiday Nov.27-29	
15	Dec 4	Group Theories	TBD
16	Dec 11	Group Paper and Group Presentations	

Finals week	Days	Dates
Final Exam Preparation & Faculty Consultation Days:	Thursday and Friday	Dec 12, 13
Final Semester Examinations	Monday-Thursday	Dec 16-19
Final Exam in this course	NA	NA