I. COURSE DOMAIN AND BOUNDARIES

The purpose of this course is to introduce graduate social work students to knowledge related to human behavior as a base for social work practice. This course is the human behavior portion of the integrative summer bridge. In this course students are introduced to major micro, mezzo, and macro theories of human behavior. Students will develop a deeper understanding of theoretical approaches used to guide social work assessments. Students will critically analyze human behavior theories with special regard to their: (1) relevance to individuals, families groups, organizations, institutions, and communities; (2) inclusion of biological, psychological, and spiritual factors affecting human behavior and development; (3) consideration of social, cultural and economic forces affecting human behavior and development; and, (4) consistency with social work values and ethics; especially how they build upon social work’s commitment to social justice.

Students in the class will also be introduced to developmental derailments that individuals and families may face. Students will gain a beginning understanding of the centrality of ethnicity, race, class, trauma, sexual orientation, spirituality, and gender on developmental derailments.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - Apply social work principles to guide professional practice</td>
</tr>
<tr>
<td>3 - Apply critical thinking to inform and communicate professional judgments</td>
</tr>
<tr>
<td>4 - Engage diversity and difference in practice</td>
</tr>
<tr>
<td>5 - Advance human rights and social and economic justice</td>
</tr>
<tr>
<td>6 - Engage in research-informed practice and practice-informed research</td>
</tr>
<tr>
<td>7 - Apply knowledge of human behavior and the social environment</td>
</tr>
<tr>
<td>8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
</tr>
<tr>
<td>9 - Respond to contexts that shape practice</td>
</tr>
<tr>
<td>10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
</tr>
</tbody>
</table>
II. Learning Outcomes:

By the end of this course students will be able to:

- apply basic social work purposes and values to the study and analysis of human behavior in the social environment (Competency 2-A)

- compare, construct, and evaluate theories of human behavior with an understanding of their implicit value base and their relevance to social work practice (Competency 3-A)

- evaluate theories of human behavior with an understanding of their implicit value base, their regard to issues of diversity and their commitment to social justice and their relevance to social work practice (Competency 4-A)

- compare, contrast, and evaluate theories of human behavior with regard to issues of diversity and their commitment to social justice, and their relevance to social work practice (Competency 4-C)

- discuss the contribution of various theoretical perspectives to the understanding of change and development as they relate to human diversity and oppression on human behavior in groups (Competency 5-A)

- compare and critically evaluate various human behavior theories with regard to strengths and weaknesses, change and development in groups, compatibility with social work values and ethics, especially with regard to the promotion of social and economic justice, and practice implications (Competency 5-C)

- recognize the role research plays in generating, supporting and revising theories and concepts of human behavior (Competency 6-A)

- examine social systems theory as a way of thinking about the units and levels of interaction (Competency 7-A)

- use the system theory and the ecological perspective and other theoretical variables to describe and assess the behavior, functioning and development of individuals and families (Competency 7-B)

- use systems theory and the ecological perspective and other theoretical models to describe and assess the behavior and functioning of social systems (Competency 8-B)

- use systems theory and the ecological perspective and other theoretical models to describe and assess the behavior and functioning of social systems (Competency 9-A)

- use systems theory and the ecological perspective and other theoretical models to describe and assess the behavior and functioning of social systems (Competency 10-B)

- apply basic social work purposes and values to the study and analysis of human behavior in the social environment (Competency 10-C)
• recognize the role research plays in generating, supporting and revising theories and concepts of human behavior (Competency 10-D)

III. PERFORMANCE CRITERIA

Students are expected to demonstrate their progress in basic comprehension and integration of the course material through class assignments, i.e., papers, presentations, exams and discussions.

IV. COURSE TEXTS AND READINGS

Textbook:


Recommended Readings:


Additional recommended readings will be assigned from professional journal sources and book chapters, as listed in this syllabus.
V. ORGANIZATION OF THE COURSE

The study of micro, mezzo and macro human behavior theories comprise the majority of the course content. Family theory receives a special emphasis. The course concludes with an introduction to the multi-causality nature of psychopathology. The basic method of classroom instruction will be lecture-discussion. At times there will also be films and guest speakers.

VI. ROLE OF THE STUDENT

Attendance Policy for Summer Bridge Courses:

With the understanding that some students may encounter a situation necessitating their absence from class, students are permitted one absence from this course before losing points from their grade. For each subsequent absence, students will lose three grade points. Due to a variety of reasons, such as weather conditions or traffic congestion, some students might occasionally arrive late. In consideration of such possibilities, students are permitted two late class arrivals before losing attendance points. For every subsequent late arrival, students will lose two points from their grade.

VI. ROLE OF THE STUDENT: The following is a specification of the attendance policy.

Students are expected to attend all class sessions; absences from class and tardiness will affect the student's grade. Five points will be deducted from the student’s grade for a missed class. For each subsequent class missed, students will lose one letter grade. More than three absences will result in students being asked to withdraw from the class. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

Please note:
This policy is subject to modification at the Instructor’s discretion should a student’s life circumstances warrant alteration of the policy. Such circumstances may include severe illness of the student or immediate family member, or a death in the family. Should any such situations occur, request for modification of the attendance policy must be discussed with the Instructor.

Students are expected to be prepared at class time for discussions pertaining to assigned readings. In order to be courteous to classmates, cell phones (texting) should not be used during class.

Academic Honesty: All students are expected to submit their own original work. The presentation of another’s words or ideas as your own, without giving credit to the source is
regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO.

**Special Accomodations:**
"If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University."

**VII. GRADING POLICY**

Final grades will be determined in the following manner:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Analyses</td>
<td>100</td>
<td>A = 95-100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B- = 80-82.9</td>
</tr>
<tr>
<td>Theory Paper</td>
<td>100</td>
<td>A- = 90-94.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C+ = 77-79.9</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25</td>
<td>B+ = 87-89.9</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>45</td>
<td>B = 83-86.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F = below 70</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**VIII. ASSIGNMENTS**

1. **Article Analyses.**

   Write summaries and critical reviews of 1 journal article using theories studied in course. Students will choose one of the articles on pages 7, 8, and 9 of the syllabus. For each article, provide (1) a copy of the article, (2) a brief summary of the article and the theory used, and (3) how the theory was used in the article, and (4) an evaluative commentary of the article’s use of the theory. A critical analysis on an article differs from a summary of an article. The critique should focus on the article’s use of the theory – How was the theory used? How helpful was the theory in understanding the issue/concept of the article? Why do you think this article was grounded on this theory? Each review should be 2-3 pages only with 1 page maximum for the summary of the article and theory used in the article, and 1 page minimum for the evaluative commentary on the article’s use of the theory. Grades for this project will primarily be based on the quality of the evaluative commentary. All papers must use APA style of referencing.

2. **Theory Paper.**

   Each student will be required to write a 6-8 page paper on two human behavior theories that are discussed in your text. The paper should:
1. Describe two theories.
2. Contrast and compare the principal concepts of each theory.
3. Compare and contrast the strengths and weaknesses of the theories.
4. Compare and contrast the theories’ compatibility with social work values and ethics, and its commitment to economic and social justice.
5. Assess the theories’ contribution to better understand human behavior.
6. Assess the theories’ contribution to social work practice.
7. How would you apply these to your social work practice?

All late papers will receive a 4-point penalty reduction per calendar day. All papers must use APA style referencing.

3. Quizzes.
Four quizzes will be given as part of the course. The three highest will count towards the final grade, and the lowest grade will be dropped, with exception of the final quiz on the last day of class. Quizzes cannot be made up. If you miss one of the quizzes, that one will count as the grade that you will be able to drop. The quizzes are designed to test the students’ knowledge of the chapter material as well as the class discussions/presentations. It is important to keep up with all reading assignments.

Course Content

Human Behavior Theory

Session 1 & 2: July 29, August 1, 2011
Introduction to Theory & Systems Theory
Read Chapters 1 & 2 in Robbins et al. (2012).

Session 3: August 3, 2011 – Quiz #1
Conflict Theory & Theories of Empowerment
Read Chapters 3 & 4 in Robbins et al.

Session 4: August 5, 2011
Feminist Theory and Psychodynamic Theory
Read Chapters 5 & 6 in Robbins et al. (2012).

Sessions 5 & 6: August 8 & 10, 2011 - Quiz #2 (August 10, 2011)
Theories of Cognitive and Moral Development
Read Chapter 9 in Robbins et al. (2012).

Session 7: August 12, 2011
Article Analysis Due
Behaviorism, Social Learning and Exchange Theory
Read Chapter 11 in Robbins et al. (2006).

Session 8: August 15, 2011 – Quiz #3
Transpersonal Theory and Symbolic Interaction
Read Chapters 10 & 13 in Robbins et al. (2012).

Session 9 & 10: August 17; August 19, 2011 – Theory Paper Due
Theory paper due (session 10)
Theories of Life Span Development
Read Chapter 8 in Robbins et al. (2012).

Session 11: August 22, 2011
Theories of Assimilation, Acculturation, Bicultural Socialization and Ethnic Minority Identity
Read Chapter 6 in Robbins et al. (2012).

Session 12: August 24, 2011 – Quiz #4
Phenomenology, Social Constructionism and Hermeneutics & Application of Theories
Read Chapters 11 & 14 in Robbins et al. (2012).

ARTICLES FOR ANALYSIS


**Bibliography**

**Evidence Based Practice**


Books on Ethics, Critical Thinking, Controversial Issues, and the Profession


Generalist Texts:


Human Behavior and the Social Environment


Direct Practice


Research and Evaluation


