



Course Syllabus

SW 302

Human Behavior in the Social Environment II

Semester/Year

Credit Hours: 3

Faculty Information

First Last, PhD, LCSW

Office hours:

Assistant Professor of Social Work Phone:

Location:

Best way to reach me

The best way to reach me is through email:

- Email address

Response time

You can expect a response from me within 24-48 hours, excluding weekends. I can sometimes respond to you on evenings/weekends, but not always.

Prerequisites

This is a required course for the Bachelors of Social Work degree. It also meets the requirements for a General Education Requirement (GER). It is taken by both majors and non-majors. Human Behavior in the Social Environment II is the second of two courses in the HBSE sequence (Prerequisite: SW 301).

Required Text & Other Materials

Zastrow, C. H., & Kirst-Ashman, K. K. (2016). *Human Behavior and the Social Environment* (10th edition.). Belmont, CA: Cengage Learning.

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Multimedia activities	<input type="checkbox"/> Debates	<input checked="" type="checkbox"/> Reflection
<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Lecture	<input checked="" type="checkbox"/> Presentation	<input type="checkbox"/> Group project
<input checked="" type="checkbox"/> Skill practice	<input checked="" type="checkbox"/> Asynchronous Discussion	<input checked="" type="checkbox"/> Paper	<input checked="" type="checkbox"/> Written homework
<input checked="" type="checkbox"/> Experiential activities	<input type="checkbox"/> Role play	<input checked="" type="checkbox"/> Skill demonstration	<input checked="" type="checkbox"/> Peer feedback
<input checked="" type="checkbox"/> Synchronous chat	<input checked="" type="checkbox"/> Quizzes or Exams	<input checked="" type="checkbox"/> Watching	<input type="checkbox"/> Other

American Psychological Association – APA (2010). *Publication Manual of the APA - American Psychological Association (2nd Printing) (6th edition.)*. Washington, D.C.

Articles and videos as assigned.

Course Description

Emphasis is placed on using a social systems framework to understand human behavior in the context of group, organizational and community environments. Special emphasis is given to issues related to the consequences of human diversity in these contexts. HBSE II is a Social Work major requirement and a General Education Requirement course.

Generalist Practice

The faculty of the Brescia University Social Work Program is committed to the provision of an educational experience that will train professional Baccalaureate level social workers in generalist practice. Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies outlined by the CSWE EPAS 2015.

Principal Instructional Techniques

This online course was created using universal design principles to assist individuals with a variety of learning differences. Every effort has been made to present content in different formats to accommodate the individual learning differences of students. There are both synchronous and asynchronous learning components. Your attendance at weekly chats is required. Other activities, such as quizzes and discussions, are completed on your own. Please keep in mind that all assignments, including discussions, have due dates – this is not a “self-paced” course. Please refer to the Course Schedule for when assignments are due.

Student Learning Objectives

SLO 1: Analysis of Human Service Organization/Presentation - Social workers understand that every person regardless of position in society has fundamental human rights such as freedom,

safety, privacy, an adequate standard of living, healthcare, and education. Social workers are knowledgeable about theories of human need and social justice strategies. *(Initial)*

SLO 2: Analysis of Human Service Organization/Presentation – Social Workers understand that evidence that informs practice derives from multi-disciplinary ways of knowing. Understand the processes for translating research findings into effective practice. *(Initial)*

SLO 3: Analysis of Human Service Organization/Presentation - Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. *(Initial)*

SLO 4: Analysis of Human Service Organization/Presentation - Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. *(Initial)*

SLO 5: Analysis of Human Service Organization/Presentation - Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. *(Initial)*

SLO 6: Analysis of Human Service Organization/Presentation - Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. *(Initial)*

Course Requirements

Participation

*Class participation and attendance are critical to success in this class. The student is expected not only complete assignments, but to be alert and participate in meaningful class discussions. The student is encouraged to bring information from outside sources to class for sharing with others. Students missing 20% or more of the scheduled class meetings may be dropped one letter grade or be denied credit for the course unless there are extenuating circumstances. (See Student Handbook for the University's Attendance Policy).

Due Dates for Assignments

Due Date	Name of Assignment	Weight toward Final Grade
Week 5	Project I – Group Analysis	15%
Week 8	Project II – Analysis of Human Services Organization/Presentation	15%
Weekly	Quizzes (5 pts each)	30%
Weekly	Written Assignments	30%
Weekly	Participation	10%

Late papers will be marked down 10% for each day late, weekends included, unless previous arrangements have been approved by the instructor at least 48 hours prior to the due date. Should an emergency arise, students are expected to communicate with the instructor as soon as possible if not prior to the due date of the assignment to prevent deductions.

Completion of Assignments

Each assignment in this course is an integral part of the student's learning and/or assessment of learning. It is expected that students will complete all assignments. Students who do not complete all assignments may be denied credit for the course at the instructor's discretion, regardless of grade in the course.

All written assignments are to be typed, double spaced, with 1" margins on all sides. Writing style, spelling, grammar, punctuation, **APA formatting**, etc. count towards the grade and are weighted heavily.

APA style formatting serves as the preferred citation method of the social work profession. The design of this course emphasizes APA format and highlights the importance of students learning how to correctly apply APA format. In addition to the required APA manual, students can access apastyle.org or other APA recommended sites from [Fr. Leonard Alvey Library](#).

Students are expected to plan ahead and have total responsibility for technical difficulties that may occur such as computer/word processing malfunctions, etc. All written assignments are due on the date stated in the syllabus, with specific date/time indicated in the assignment section for that week, unless other instructions have been given by the instructor.

Technology Requirements

Students are required to have a computer, e-mail, and Internet access to enroll in this course. This course is delivered via online instruction. All materials, with the exclusion of the textbook, are delivered via the Internet.

- Headset with microphone (Note: the microphone on your PC/laptop is not sufficient).
- Webcam
- Internet access, preferably on a daily basis
- Capability to record and post videos (phone, webcam, etc.)

Email

The Brescia University email account is the required form of email communication between students and instructors (including adjunct instructors) and other university staff. Please check your Brescia University email daily.

Time Zone

All assignment due dates and times reflect the [Central time zone](#). All scheduled chats are held according to the Central time zone, as well.

Weekly Chats

All synchronous chats are held on _____ from _____ (pm) to _____ (pm) in the Adobe Connect classroom. The first class meeting is _____. The last class meeting is _____. The link to the classroom is located at the top of your MOODLE course page. Attendance is required.

Methods of Evaluation

Description of Course Assignments

Assignment	Description
Project I – Group Analysis Project	<p data-bbox="435 306 1414 499">Attend and observe a group meeting in your surrounding community. Examples of types of groups are found on pages 407-411 and may include community groups, self-help groups, task groups, educational groups, etc. You will need to get the group you plan to attend approved, in advance, by the instructor. In order to do so timely, please email the instructor no later than week 3 of the course with details regarding your group for approval.</p> <p data-bbox="435 533 1414 688">For this project, you are to objectively analyze the group you observe. In order to do this, it is recommended for you to refrain from using a group of which you are currently a member for this assignment. You will also need to maintain confidentiality of group members, so when writing the paper you can refer to group members as “one group member/participant”.</p> <p data-bbox="435 722 1179 753">Please complete the following requirements in a 4-5 page paper:</p> <ol data-bbox="483 787 1414 1732" style="list-style-type: none"> <li data-bbox="483 787 1414 884">1) Explain the purpose of the group: why does the group meet? What need in the community does the group fulfill? What type of group is this? How long has the group existed? (2 paragraphs) <li data-bbox="483 917 1414 1268">2) Describe the persons constituting the group membership: How many people attended the session you observed? What diversity did you observe among members? Be especially sensitive to any of the following diverse persons: disabled persons, minority persons of color, women, gay men, lesbians, persons distinguished by age, religion, socioeconomic class or culture. Refer to the Spotlight on Diversity 8.1, page 386, when discussing group membership and racial issues. Using knowledge of groups that you have gained from readings or outside scholarly sources, discuss the importance of diversity in your paper. Even if little diversity is present within your observed group, you must still reflect knowledge of diversity in your paper. (1-2 paragraphs) <li data-bbox="483 1302 1414 1434">3) The environment in which the meeting took place: was the environment welcoming and how so? Was the meeting space adequate for the size of the group? Include any other relative observations related to environment. (1-2 paragraphs) <li data-bbox="483 1467 1414 1600">4) Issues dealt with by the group: What was the structure of the meeting? (Only discuss a brief overview, I do not want a play by play of what happened) What were the major topics discussed by the group? (2-3 paragraphs) <li data-bbox="483 1633 1414 1732">5) What leadership approach did the leader apply to the group session? Did this approach seem effective for this type of group? Explain your reasoning. (1-2 paragraphs)

	<p>6) Identify at least 2 task roles and 2 maintenance roles observed during your group session. Either the group leader or a group member can display the roles. Give examples to illustrate how the individual exhibited the characteristic of each role. (2-3 paragraphs)</p> <p>7) Incorporate 3 scholarly sources to support your observations. At least 2 of the 3 references should be from scholarly, peer reviewed journal articles. The other source can come from a reliable website or from the group leader you observed, sharing practice wisdom. (To find scholarly, peer-reviewed articles it is recommended to use the university library database social work journals, PSYCinfo, Medline or other databases with the option to limit search results to scholarly, peer reviewed, full text material only. Websites should contain .org, .edu, or .gov only) Apply APA formatting standards to this paper. Be sure to include in-text citations in the body of your paper to credit all sources in addition to the complete References list. Some suggestions of topics to research: the effectiveness of the type of group you observed, the effectiveness of the leadership style applied in groups, how to balance task and maintenance roles in leadership, diversity in group social work.</p> <p>***Students must average a passing score based on the rubric criteria for this assignment to demonstrate minimal competency and pass the course.</p>
<p>Project II – Analysis of Human Services Organization</p>	<p>Students will analyze a Human Services Organization using the framework in Highlight 12.12 in the textbook for this course using one of the two following formats:</p> <ol style="list-style-type: none"> 1. Students will prepare a 4-5 page paper including all requirements of the assignment as listed below. Students are encouraged to review the detailed rubric for this assignment prior to beginning the assignment. 2. Students will digitally record a 5 minute video of themselves conducting an “infomercial” for the Human Services Agency the student analyzes. If choosing this option, students must understand that only the student should be in the video (you CANNOT have the agency, clients of the agency, or minors in your video). Students assume responsibility for ensuring the video is of good quality and is uploaded to the secure YouTube site. Here are step-by step instructions on how to upload a video onto YouTube: http://www.youtube.com/watch?v=CsXeCJTny2A <p>Please complete the following requirements for both formats:</p> <ol style="list-style-type: none"> 1. Contact a Human Services organization in your surrounding community. Interview an agency employee (likely in a management position) either in person or by phone. 2. In your interview with the agency representative, ask relative questions from the framework in addition to your own questions to gain an understanding of service provision of the agency: what types of problems do agency clients typically need help addressing? what services does the agency provide? How do they assess clients? After assessment, how does the agency determine what interventions to use with clients? What percentage of clients represent populations at risk/minority groups? How

	<p>does this compare to the community in which the agency is located? (3-5 paragraphs)</p> <ol style="list-style-type: none"> 3. Also ask questions from the framework in addition to your own questions to gain an understanding of how the agency engages with clients. Is there an employee handbook/Code of Conduct? How does the agency engage with the community? How do they raise awareness of their services and availability to meet needs of community members? (2-3 paragraphs) 4. Next, ask questions from the framework to gain an understanding of the operations and organizational model applied by the agency. What is the organizational structure? Does the agency include all levels of employees in decision making? How is morale at the agency-how does the agency know? Who determines policy and procedure and how is it communicated to all levels of employees? What is the agency turnover rate? What contributes to this? Based on your findings, describe the organizational model applied by the agency and explain your reasoning. Is this the appropriate model for the organization? If not, which model do you think would work best? Explain your reasoning. (3-5 paragraphs) 5. Furthermore, ask questions from the framework to gain an understanding of how the agency evaluates its effectiveness. Does the agency meet its goals? How do they know? Do they conduct any type of evaluation surveys and if so, how often? Is the method of evaluation effective? Why or why not? If not, what revisions do you recommend? (2-3 paragraphs) 6. Finally, using the Universal Declaration of Human Rights, explain how the services provided by the Human Services Organization you analyzed address one or more human right(s). Describe one way the agency currently advocates for or could potentially advocate for the identified human right(s). (1-2 paragraphs) 7. Evidence based information should be presented to support your analysis and reasoning. A total of 3 scholarly sources (interview with employee of agency/practice wisdom; one scholarly, peer-reviewed journal article, and organization website or literature if applicable) are required; preferably more. Your textbook does not count as part of the total number of sources. APA style is required. For students who choose the video option, present a slide or paper with your noted references at the conclusion of your video. (Some suggestions of research to explore: effective human service agency models, relationship between employees feeling valued/included in decision making and turnover rates/morale, evidence based practice in agency service area) <p>At the end of the assignment, all questions in the framework should be answered and included in the paper. Students are encouraged to review the rubric for this assignment at the end of the syllabus prior to completing it.</p> <p>***Students must average a passing score based on the rubric criteria for this assignment to demonstrate minimal competency and pass the course.</p>
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Quizzes (5)	Students must complete all quizzes to pass the course. Make up quizzes will only be permitted under extreme circumstances and arranged with the instructor. It is the student's responsibility to communicate with the instructor if emergencies arise which prevent completion of any assignment as scheduled.
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Grading Scale

90 – 100%	= A
80 – 89%	= B
70 – 79%	= C
60 – 69%	= D
< 59%	= F

Accommodations

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact _____ in the [Office of Disability Services](#) at _____ or _____ to coordinate reasonable accommodations for students with documented disabilities.

We are sensitive to the fact that students learn in different ways and at different paces. In addition, some students may have disabilities that affect their learning but they choose not to disclose that to others, even to obtain reasonable accommodations. For the benefit of all students, course instructors will use webcams and microphones in weekly chat sessions to provide students with both visual and auditory support. All chat sessions will be recorded to allow students to re-listen to lectures, re-focus on group discussion, and hear/see assignments more than once. The ability to "recover" lectures in this way assists students who have difficulty taking notes during actual chat times and aids in meeting the needs of students with learning differences. It is important to note, however, that listening to the recording is *not* a substitute for attending and participating in the chat session, and students who miss chats may be penalized. Also, just as you would protect confidential information discussed in the classroom, please do not share the chat recording with others or discuss it with others outside the course.

Academic Integrity

Students in the social work program are expected to follow the NASW Code of Ethics. Integrity is a core value of social work and requires behaviors that are honest, responsible, and ethical. Students are expected to behave in ways that are consistent with the Code of Ethics. Specifically, The NASW Code of Ethics covers academic integrity in several of its sections

NASW Code of Ethics (2008)		
Integrity is one of the six core values of social work.		
2.11	Unethical Conduct of Colleagues	Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive. (d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels

3.04	Client Records	Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
4.04	Dishonesty, Fraud, and Deception	Social workers should not engage in dishonesty, fraud, and deception.
4.06	Misrepresentations	Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.
4.08	Acknowledging Credit	a.) Social workers should take credit only for work they have actually performed. b.) Social workers should honestly acknowledge the work of others.
5.01	Integrity of the Profession	Social workers should work toward the maintenance and promotion of high standards of practice.

Students begin the course by reviewing the NASW Code of Ethics. Personal values and the Code of Ethics should be considered in relation to the material in the text. Throughout the course, values and ethics will be considered when working with groups, organizations and communities as well as the management of value conflicts. Special attention will be focused on working with individuals within groups who have different value systems.

BSW students are expected to know what constitutes academic dishonesty. If you are unsure, please ask your professor *before* you turn in work.

Examples of Academic Dishonesty

Exams and Quizzes

- Do not communicate with other students about the exams or quizzes.
- Do not seek help from another student. If you have questions, contact your instructor.
- Do not allow or make it easy for students to copy off of you.
- Do not photograph exams and quizzes.
- Do not use or obtain test banks.
- If there are students who take the quiz after you, do not help them study, do not tell them what is on it or what things to study.

Written Assignments

- Hand in work which you yourself have done specifically for this course and have not borrowed or purchased from someone else (plagiarism). Give full and proper credit to your sources.
- Do not copy and paste material (or type the exact words) that you find from the internet (plagiarism).
- Do not buy papers from internet or other sources (plagiarism).
- Cite all sources in the body of your paper and on the reference page using APA style.
- If you use another's exact words, those words should be enclosed in quotation marks and you should cite the source. Note: Some instructor's may prohibit quoted material.
- If you take a statistic from a source, you must cite the source.
- If you take an idea or sentence from a source, rearrange the wording or put it in your own words and put it in your paper, this is acceptable, but you must still cite the source (otherwise, it is plagiarism).

Group Assignments

- Distribute the tasks fairly among group members so that everyone is doing his or her fair share.
- Do not take credit for work you did not do.

Self-Plagiarism

- Self-plagiarism occurs when you turn in an assignment or a substantial portion of an assignment that you wrote to meet the requirements of a previous course. It is similar to the concept of “double-dipping,” meaning that you are compensated twice for the same work. You cannot use the same assignment twice. You may, however, paraphrase your previous work and cite it as such. Each assignment in this curriculum is designed to contribute to your learning experience. If you take a short-cut by self-plagiarizing, you have cheated yourself of this opportunity to learn. Self-plagiarism is not acceptable in any BSW course.

Consequences

I will talk to you if I suspect that you have plagiarized or in any way handed in an assignment that is not your original work. Similarly, you have a responsibility to ask me if you have questions or concerns about academic integrity.

If it is determined that you have engaged in academic dishonesty, you can expect any or all of the following consequences, depending upon the severity of the incident:

- a) give you an F for the assignment,
- b) earning an F in the course as a result of failing an assignment

In addition, you will be referred to the Academic Dean, who may impose additional penalties including academic probation, suspension from school or expulsion from the school.

Sexual Assault

Sexual assault of college students, especially female students, is a significant problem. Studies of campus sexual assault indicate that many assaults and attempted assaults are never reported. If you experience sexual assault, I encourage you to report it. If you would happen to share this with me, or if I become aware of it, I want to make sure you know about my legal reporting requirements. In all instances and to the extent possible, the University will protect the privacy of all parties. That said, under federal law, campus officials, including faculty (with some exceptions) who receive a report of sexual assault, whether from the student involved or a third party, must share that information with the appropriate University authorities for investigation and follow-up. This applies to both on-campus and online students. The University is obligated under the law to investigate the complaint and take appropriate actions to eliminate sexual harassment and sexual assault, prevent its recurrence, and address its effects. The University is obligated to conduct this investigation regardless of the complainant’s request regarding confidentiality of the process. Therefore, please know that by law, this is not information that I can keep confidential.

HIPAA Policy Statement

In line with the HIPAA regulations concerning protected health information, it is important that you understand that any consumer information you present in your work must be de-identified. This means is that any information that would allow someone to know who the person is must be changed or eliminated. This includes obvious things like names, birthdates, and less obvious information that is so unique to the person that it may allow for identification, either alone or when used in combination with other available information.

Class Schedule

Lesson 1 **Due Date**

Chat Session
Read: Chapter 1
Write: Graded Assignment

Lesson 2 **Due Date**

Chat Session
Read: Chapters 4 & 5
Write: Graded Assignment
Quiz: Lesson 2

Lesson 3 **Due Date**

Chat Session
Read: Chapter 8
Write: Graded Assignment
Quiz: Lesson 3

Email Project I Group for Analysis (approval)

Lesson 4 **Due Date**

Chat Session
Chat Replacement Assignment Due
Read: Chapter 9
Write: Graded Assignment
Quiz: Lesson 4

Lesson 5 **Due Date**

Chat Session
Read: Chapter 10
Write: Graded Assignment
Quiz: Lesson 5

Due: Project I – Group Analysis Paper

Lesson 6 **Due Date**

Chat Session
Read: Chapters 12 & 13
Write: Graded Assignment
Quiz: Lesson 6

Email Project II Agency for analysis (approval)

Lesson 7 **Due Date**

Chat Session

Read: Chapter 16
 Write: Graded Assignment
 Quiz: Lesson 7

Lesson 8 **Due Date**

Chat Session
 Read: Article in Moodle
Due: Project II – Analysis of Human Services Organization

Outcomes Assessment

<p>BU Educational Outcome #1 Student will demonstrate the ability to think critically, analyze information, and communicate effectively.</p>		
<p>BU GER Outcome #1 Student will read perceptively, write clearly and analytically, and speak effectively.</p>		
<p>BU GER Outcome #2 Student will think critically.</p>		
<p>BU GER Outcome #3 Student will synthesize and process information using traditional and technological tools.</p>		
<p>BU GER Outcome #6 Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.</p>		
<p>CSWE Competency #3 Advance Human Rights and Social, Economic, and Environmental Justice.</p>		
<p>Student Learning Outcome (SLO)</p>	<p>Method of Assessment</p>	<p>Level of Assessment</p>
<p>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Social workers are knowledgeable about theories of</p>	<p>Project II – Analysis of Human Services Organization</p>	<p>Initial</p>

human need and social justice strategies.		
CSWE Competency #4 Engage in practice-informed research and research-informed practice		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand that evidence that informs practice derives from multi-disciplinary ways of knowing. Understand the processes for translating research findings into effective practice.	Project II – Analysis of Human Services Organization	Initial
CSWE Competency #6 Engage with Individuals, Families, Groups, Organizations, and Communities.		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.	Project II – Analysis of Human Services Organization	Initial
CSWE Competency #7 Assess with Individuals, Families, Groups, Organizations, and Communities.		
Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Project II – Analysis of Human Services Organization	Initial
CSWE Competency #8		

Intervene with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Project II – Analysis of Human Services Organization	Initial

CSWE Competency #9
 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Project II – Analysis of Human Services Organization	Initial

BU Educational Outcome #2
 Student will attain competence in and apply a field of study in readiness for graduate school or a career in an appropriate field.

BU GER Outcome #2
 Student will think critically.

BU GER Outcome #6

Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.

CSWE Competency #6
Engage with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.	Project II – Analysis of Human Services Organization	Initial

CSWE Competency #7
Assess with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	Project II – Analysis of Human Services Organization	Initial

CSWE Competency #8
Intervene with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. Social workers understand that intervention is an ongoing component of the dynamic and interactive process of	Project II – Analysis of Human Services Organization	Initial

social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.		
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CSWE Competency #9
Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.	Project II – Analysis of Human Services Organization	Initial

BU Educational Outcome #3
Student will possess the capacity to adapt to diverse environments.

<p>BU GER Outcome #1 Student will read perceptively, write clearly and analytically, and speak effectively.</p>
<p>BU GER Outcome #2 Student will think critically.</p>
<p>BU GER Outcome #3 Student will synthesize and process information using traditional and technological tools.</p>
<p>BU GER Outcome #6 Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.</p>

CSWE Competency #3
Advance Human Rights and Social, Economic, and Environmental Justice.

Student Learning Outcome (SLO)	Method of Assessment	Level of Assessment
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<p>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Social workers are knowledgeable about theories of human need and social justice strategies.</p>	<p>Project II – Analysis of Human Services Organization</p>	<p>Initial</p>
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BU Educational Outcome #4
 Student will understand and apply ethical standards in promoting justice and service to others.

BU GER Outcome #1
 Student will read perceptively, write clearly and analytically, and speak effectively.

BU GER Outcome #2
 Student will think critically.

BU GER Outcome #3
 Student will synthesize and process information using traditional and technological tools.

BU GER Outcome #6
 Student will analyze the impact of the events, theories, and traditions that shape human behavior and societies of the world.

CSWE Competency #3
 Advance Human Rights and Social, Economic, and Environmental Justice.

<p style="text-align: center;">Student Learning Outcome (SLO)</p>	<p style="text-align: center;">Method of Assessment</p>	<p style="text-align: center;">Level of Assessment</p>
<p>Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Social workers are knowledgeable about theories of human need and social justice strategies.</p>	<p>Project II – Analysis of Human Services Organization</p>	<p>Initial</p>

Student Name:

Project II – Analysis of Human Services Organization GRADING RUBRIC

SW 302 – Project II: Analysis of Human Services Org.	%	Excellent (4)	Competent (3)	Developing (2)	Insufficient (1)	Points
Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. Social workers are knowledgeable about theories of human need and social justice strategies. (Comp. 3 K)	15	Thoroughly discusses how service provision of agency connects to human rights and collaborates with constituencies in the community to address human need and social justice. Gives detailed examples to illustrate. (15)	Discusses how service provision of agency connects to human rights of clients. (11.25)	Minimally discusses how human rights connect to service provision of agency. (7.5)	Fails to discuss how human rights connects to service provision of agency. (3.75)	
Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. Understand the processes for translating research findings into effective practice. (Comp. 4 K) <ul style="list-style-type: none"> Applies 3 scholarly sources (interview with employee of agency: practice wisdom, one scholarly journal article, website of agency or literature at minimum) 	15	Presents a critique of a professional source of knowledge in relation to social work practice with documentation of other sources for further exploration. Applies required number and type of sources required. (15)	Critiques a professional source of knowledge in relation to social work practice. Applies majority of required sources. (11.25)	Presents a professional source of knowledge without a critique. Applies less than half of required sources. (7.5)	Fails to describe any sources of knowledge from a professional source. (3.75)	
Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies. Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. (Comp. 6 K) <ul style="list-style-type: none"> How does the agency raise awareness of their services and availability to meet needs of community members? What percentage of the agency's clients are people of color, women, gays or lesbians, older adults, or members of other at-risk populations? Is this percentage 	15	Thoroughly discusses the strategy(s) of the agency to engage with clients and constituencies in the community, and critiques the effectiveness of the strategy(s), with proposal of alternative strategy for further consideration. (15)	Discusses strategy(s) of the agency to engage with clients and constituencies in the community, in relation to effectiveness. (11.25)	Minimally discusses strategy(s) of the agency to engage with clients and constituencies in the community. (7.5)	Fails to discuss strategy(s) of the agency to engage with clients and constituencies in the community. (3.75)	

equivalent to the community demographics?						
<p>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate assessment with clients and constituencies. Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. (Comp. 7 K)</p> <ul style="list-style-type: none"> Effectively identifies social problems faced by agency consumers. Describes how agency personnel (and which personnel) assesses consumers. 	15	<p>Thoroughly discusses strategy(s) to assess clients and constituencies in the community, and critiques effectiveness of strategy(s), with proposal of alternative strategy for further consideration, including all three required criteria.</p> <p>(15)</p>	<p>Discusses strategy(s) of the agency to assess clients and constituencies in the community, in relation to effectiveness, including 2/3 required criteria.</p> <p>(11.25)</p>	<p>Minimally discusses strategy(s) of the agency to assess clients and constituencies in the community. Addresses only 1/3 required criteria.</p> <p>(7.5)</p>	<p>Fails to discuss strategy(s) of the agency to assess clients and constituencies in the community.</p> <p>(3.75)</p>	
<p>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate intervention with clients and constituencies. Understand methods of identifying and analyzing evidence-informed interventions to achieve client and constituency goals. (Comp. 8 K)</p> <ul style="list-style-type: none"> Adequately identifies and explains services provided by the agency. Addresses process of how agency determines interventions to implement with consumers. 	15	<p>Thoroughly discusses the strategy(s) of the agency to intervene with clients and constituencies in the community, and critiques the effectiveness of the strategy(s), with proposal of alternative strategy for further consideration.</p> <p>(15)</p>	<p>Discusses strategy(s) of the agency to intervene with clients and constituencies in the community, in relation to effectiveness.</p> <p>(11.25)</p>	<p>Minimally discusses strategy(s) of the agency to intervene with clients and constituencies in the community.</p> <p>(7.5)</p>	<p>Fails to discuss strategy(s) of the agency to intervene with clients and constituencies in the community.</p> <p>(3.75)</p>	
<p>Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. (Comp. 9 K)</p> <ul style="list-style-type: none"> Presents extensive understanding of agency operations: explains utilization of employee handbook/Code of Conduct; organizational structure of agency/chain of 	15	<p>Thoroughly discusses the strategy(s) of the agency to evaluate outcomes with clients and constituencies in the community, and critiques the effectiveness of the strategy(s), with proposal of alternative strategy for further consideration. Addresses all required criteria.</p>	<p>Discusses strategy(s) of the agency to evaluate outcomes with clients and constituencies in the community, in relation to effectiveness.</p>	<p>Minimally discusses strategy(s) of the agency to evaluate outcomes with clients and constituencies in the community.</p> <p>Addresses 1/3 required criteria.</p>	<p>Fails to discuss strategy(s) of the agency to evaluate outcomes with clients and constituencies in the community.</p> <p>(3.75)</p>	

<p>command; application of organizational model</p> <ul style="list-style-type: none"> • Explores agency evaluation method based on employees-turn over rate, morale, inclusion of all employees in decision making processes • Explains agency's process of evaluation-discusses if agency meets identified goals, how agency evaluates progress with individual consumers and collectively or over time 		(15)	<p>Addresses 2/3 required criteria.</p> <p>(11.25)</p>	(7.5)		
<p>Correct use of grammar, sentence structure, spelling and punctuation.</p>	10	<p>Almost entirely free of mechanical errors.</p> <p>(10)</p>	<p>Mechanical or structural errors are a distraction, but do not confuse overall understanding.</p> <p>(7.5)</p>	<p>Mechanical errors present that hinder the connection of ideas.</p> <p>(5)</p>	<p>Many mechanical errors in paper are distracting with no structured flow of ideas.</p> <p>(2.5)</p>	
Total Points						