

**MALONE UNIVERSITY**

Semester: Spring 2019

Instructor: Jane Hoyt-Oliver

**COURSE SYLLABUS**

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**OFFICE HOURS: M: 9-10, 11-12,1-2:30;Tuesday 12:00-12:30, Wednesday 1-3; Thursday 2:30-3:30; Friday by appointment only**

COURSE: SWK 242

Credit Hours: 4

COURSE NAME: Human Behavior and the Social Environment

The enrollment restriction for this course: 25 Students

The prerequisite for this course is: SWK 222 or permission by professor

**I. Generalist Practice at Malone University:**

Generalist practice is grounded in the liberal arts and the person and environment construct. Generalist social work empowers individuals, families, groups and communities to protect, enhance and create relationships that foster the profession's six core values: competency, service, caring relationships, personal uniqueness and worth, social justice and integrity toward the goals of fostering people's well-being and freedom of choice.

Definition adapted from:  
CSWE 2008, Reamer 1982

**II. Course Description:**

This course examines different social science theories about human growth and development. The intent is to look at these theories in relation to the generalist social work perspective and in relation to diverse ethnic, racial, gender, religious, and age-related groups. It provides an understanding of the interactions between and among human biological, social, psychological, and cultural systems as they affect and are in turn, affected by human behaviors.

**III. Mission Statement of the Social Work Program at Malone University:**

The Malone University Social Work Program draws on its unique context as an Evangelical Friends institution with access to urban, rural, and international practice opportunities to prepare entry-level social work practitioners who are capable of culturally appropriate practice across diverse populations who promote social justice and who can ethically integrate Christian faith with social work practice. This foundation fosters the growth of practice wisdom and scientific inquiry with an overarching purpose of enhancing the quality of life for micro, mezzo, and macro systems in relation to their environment.

#### **IV. Goals of the Social Work Program at Malone University:**

The goals of the social work program are to:

1. Prepare students for beginning generalist social work practice. This includes developing entry level competency across system levels, meeting licensure requirements and developing an awareness of the importance of ongoing professional development.

\* assists students to develop competencies 1,2,3,4,5,6,7,8,9

2. Assist students to recognize their own heritage and traditions and to gain knowledge and perspective to engage people from cultures, ethnic groups, and religions different from their own.

\*assists students to develop competencies 1,2,3,4,6,7,8,9,10

3. Assist students understand the interface between personal faith and social work, and to be able to make appropriate applications of each.

\* assists students to develop competencies 1,2,3,6,7,8,10

#### **V. Competencies of the Social Work Program at Malone University:**

Graduates of the Malone University Social Work Program will:

1. Demonstrate Ethical and Professional Behavior.
2. Engage Diversity and Difference in Practice.
3. Advance Human Rights and Social, Economic, and Environmental Justice.
4. Engage in Practice-informed Research and Research-informed Practice.
5. Engage in Policy Practice.
6. Engage with Individuals, Families, Groups, Organizations, and Communities.
7. Assess Individuals, Families, Groups, Organizations, and Communities.)
8. Intervene with Individuals, Families, Groups, Organizations, and Communities.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
10. Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience. (Malone University Social Work Program Core Competency #10)

## VI. Course and Clinical/Field/Laboratory Experience Outcomes (including knowledge, skills, attitudes and values):

**CSWE Practice Behaviors addressed in this course:** (See Section Xv of this syllabus for a complete list of all practice behaviors):

### PRACTICE BEHAVIORS:

#### From Competency 1:

- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;

#### From Competency 2:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

#### From Competency 10:

- Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups
- Recognize the importance of spirituality to the human experience

### Additional Course Outcomes:

Upon completion of the course students will increase their ability to:

- engage in career-long learning
- practice personal reflection and self-correction to assure continual professional development
- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- analyze models of assessment, prevention, intervention, and evaluation
- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- recognize and communicate their understanding of the importance of difference in shaping life experiences
- view themselves as learners and engage those with whom they work as informants
- understand the forms and mechanisms of oppression and discrimination
- advocate for human rights and social and economic justice
- use research evidence to inform practice
- critique and apply knowledge to understand person and environment
- implement prevention interventions that enhance client capacities
- Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups
- Recognize the importance of spirituality to the human experience

## VII. Required Texts:

Lythcott-Haims, J. (2017). *Real American: A Memoir*. New York: Henry Holt and Co.

Schrive, J. (2015). *Human Behavior and the social environment: Shifting paradigms in essential knowledge for social work practice*. Boston: Allyn and Bacon.

## VIII. Student Accountability Guidelines:

Please note:

- A. For classroom discussion and testing, the professor will assume all information has been read.
- B. Your professor upholds and **STRONGLY SUPPORTS** the Malone Academic Integrity Policy (see Malone Catalog). According to the policy, professors may impose appropriate sanctions for violation of the policy. Possible sanctions include giving a lower or failing grade for the assignment or giving a failing grade for the course.
- C. All sources used in papers must be cited; this includes paraphrased material as well as direct quotations. The use of someone else's words or ideas without acknowledgement of the source constitutes plagiarism, which is a violation of the Malone Academic Integrity Policy (see Malone Catalog and Item "B" above).
- D. Students who wish to appeal a professor's decision (including decisions regarding the Academic Integrity Policy) must follow the appeal process discussed in the Malone catalog.
- E. *Class Absence Policy*. Students are expected to attend every class meeting of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absence from class;
  - 1) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student, or death in the family; 2) religious observances that prevent the student from attending class; 3) participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, academic field trips, and special events connected with coursework; 4) government-required activities, such as military assignments, jury duty, or court appearances; and 5) any other absence formally approved through the Office of the Provost.

### NETIQUETTE (Online Etiquette)

- Written communications can enable you to get to know your instructor and classmates on a deep, rather than just a superficial level. You will have opportunities to express your thoughts in depth through the online communication tools, but there are special rules of personal conduct that apply to online communication in this class.
- Make sure to have a meaningful subject line for your email and message board contributions so others will know what to expect. (Notice that when you reply to a discussion post, you can change the subject line if appropriate to something more meaningful.)
- Be polite and respectful. It can be tempting to let yourself go in an environment that feels anonymous, but remember that there are real people reading your messages. Good online manners are vital to a productive and supportive online learning environment. A useful test for

anything you're about to post or mail is to ask yourself, "Would I say this to the person's face?" If the answer is no, rewrite and reread.

- Be tolerant of views expressed by others. Keep in mind that you probably have something to gain from exposure to views and backgrounds different than your own.
- When reacting to someone else's message, address the ideas, not the person. Again, remember that there are real people on the other end.
- Be careful when using sarcasm and humor, and don't include any obscenities in your messages. Without face-to-face communications, it is more difficult to interpret the shades of meaning in the messages. People may misinterpret your remark, and you never know who may be offended by expressions that are commonplace to you.
- Avoid using all capital letters, which are interpreted as shouting.
- Don't send commercial advertisements or "chain mail" to your classmates.
- Avoid lengthy posts—or, warn the reader about the length before they start to read.
- If you want to post a message only to one person, send a private email message
- The discussion board is not a chat room. Use Standard English grammar and spelling, not abbreviated chat language. You are expected to post messages of substance, not simply "I agree".
- Discussion is an integrated aspect of this course. Given the topics that are covered, it is likely that there will be strong responses for a variety of reasons. I encourage the free exchange of ideas, and feel that this is an extremely valuable part of our learning experience. Please keep the following things in mind.
  - Avoid making personal attacks on others in the class. Aside from being hurtful, it also tends to discourage people from participating.
  - Try to be open to points being made by others. The diversity of experience and philosophy represented in the class are an important part of the learning process.

### **Social Work Program Policy on Academic Writing**

Academic writing in social work is expected to identify and build upon the work of reliable authors. In this process, it is very important that students adhere to the following requirements:

- Current American Psychological Association (APA) style must be used for formatting and citation of all social work papers.
- Both quotations and paraphrased material must be cited in APA style.
- Quotations should not make up a large portion of any paper. It is important that students show an ability to understand, synthesize, and critically integrate the thoughts of others by putting these thoughts into their own words.
- APA style title pages should be used for all papers.
- APA style headers should be utilized, including page numbers.
- Abstracts are not necessary for student papers.
- All APA guidelines should be followed unless this policy or a professor states otherwise.
- Headings should be used and should correspond to the various aspects of the assignment.
- Professional and academic sources should be used for all papers. Wikipedia and similar websites of unsubstantiated quality and validity should not be used as sources. Popular websites and other media may be used to discuss the popular understanding of, or conversation around, a topic, but information from such sources should not be presented as factual or reliable unless other corroborating sources are cited.
- All papers should be typed utilizing standard fonts and 12 point size.
- All papers should be firmly stapled in the left hand top corner. If the paper is too long for a staple to firmly hold the paper together the paper may be placed in a lightweight binder.

## IX. Accessibility Services – Disability Accommodations Statement

Malone values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in all learning experiences. If you have a learning difference or a disability – including a mental health, medical, or physical impairment– that would impact your educational experience in this class, please contact the Student Accessibility Services in the Center for Student Success to schedule a meeting with Director Anna Meadows. She will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. To learn more about available supports, email [ameadows@malone.edu](mailto:ameadows@malone.edu), call (330)471-8496, or go to the Center for Student Success in Founder’s Hall room 68. If you’ve already been granted accommodations at Malone, please let me know as soon as possible so that we can discuss your academic accommodations.

## X. Methods of Evaluation (Grading System):

Evaluation Tool	Points
<b>5 Quizzes @ 50 points each</b>	<b>250</b>
<b>Mid-term take-home exam</b>	<b>100</b>
<b>Group mid-term presentation</b>	<b>100</b>
<b>6 journals @ 20 points each</b>	<b>120</b>
Oral final exam “What have I learned this semester? How have I changed?”	<b>80</b>
Outside class experiences 35 hours total	<b>350</b>
Class participation: both your presence and your participation	<b>100</b>
<b>TOTAL POINTS</b>	
	<b>1100</b>

## XI. Grading Scale:

Percentage Total Points	Grade
100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+
66-63	D
62-60	D-
59-0	F

## XII. Assignments:

This class provides social work and criminal justice majors with information regarding the interaction between an individual and his/her Environment. It will provide opportunities to look at several ways in which leading social work theorists order information about such interactions.

To be a practitioner of excellence, a social worker and other helping professionals must develop ways to understand and order her/his own life processes. Once a person gains self-insight, he/she should be more capable to listening to the life stories, pains and dreams of others. This course is designed to provide students with a variety of ways to understand their own constructs of the world as well as providing information on ways others might construct life differently. Assignments will combine traditional "academic" learning with creative process. It is hoped that by using the mediums of art, film, journaling, as well as reading both non-fiction books and novels, the student will observe how others construct their understanding of being. Such understanding is designed to build intellectual bridges over which students can journey to discover the ways by which clients construct their lives. These discoveries can then help toward developing strategies for positive change within the client's own worldview.

### A. Special Activities outside the classroom:

The class is designated a four credit class. Lectures will be held on Tuesday, Thursday, 9-10:15. Each student will spend an additional 35 hours participating in activities approved by or approved by your professor. These hours will be planned activities that will allow students to integrate class lectures with the "real world". Students will be expected to attend events and the time allocated for credit toward each event will be noted. This work mirrors the professional commitment to continuing education and will be required of all students.

Your professor will work with class members to create/recommend experiences that are convenient to the student, but the burden to complete the hours will be on the individual student. This mirrors the commitment to professionalism that is the hallmark of any professional. Your professor is open to scheduling group times to watch films, go to plays, etc. Some students in the past have used spring break urban service opportunities or activities at community organizations to fulfill these hours. For example, a local community group, is needing help the last week in January to count the number of homeless people in Stark County. The time you spend working on the homeless count as well as any time spent in training could count toward your hours. If you have a creative idea, for students to fulfill hours, let me know! We will share the idea with the class and provide all with the opportunities. All hours **MUST** be approved in advance to receive credit, however.

This semester SWK 242 have an opportunity to join a book study that fits the objectives of the course. The book we will read this year is *Southern Discomfort: A memoir* by Tena Clark. Students who attend and **actively participate in the book study will receive 1.5 hours credit for every session attended: 45 min. for the session and 45 min. for reading the assignment.** The book is new but should be available through the public library or as an ebook. If more than 2 students are interested in this option, the group will typically meet on Thursdays right after class, beginning the first week in February. Please note, however than some weeks your professor may have meetings which will be announced in advance. We will read and discuss several chapters every week and will end the group before our Easter break.

Books can be approved to be read on the student's own, but must be cleared in advance. I am also happy to recommend several books that lend themselves to the objective of this course. If a book is read on one's own, a reflection paper connecting the learning from class lectures to the book read will be required as a part of the 36 hour requirement. Please note that simply listing books or movies, or utilizing basic movie information will not fulfill this requirement. Students must assume your professor has seen the movies or read the books more than once, (because the vast majority of time your professor has done so and will never assign a movie or a book that has not been previewed). It is expected that students will exercise critical thinking skills when reflecting on the material.

**B. Tests/Quizzes:**

A quiz is given typically every other week during the first two thirds of the semester as part of the class. Each quiz will be worth 50 points. Tests will cover text and lecture material. Students will be expected to come to class ready to be tested on all material both in class and extra assignments as noted.

**C. Journal entries:**

Students are to use the readings and lectures to interpret and quantify their own lives. Most weeks, the syllabus provides questions pertinent to the lectures. Students must select 6 questions, answer them and turn them in for evaluation. The first assignment, **due the second day of class, is mandatory**. Students will have several questions to choose from for the other 5 entries. Journals are due at specific times. It is the student's obligation to keep track of when his/her journals are due: they will not be accepted any later than the day they are due.

Journal entries must be typewritten and no longer than 2 pages in length. The questions posed require more than two pages to answer. It is expected that the students will clarify and simplify without losing the richness and meaning of the answer. The very best journals are written in draft form first to get sufficient detail and scope to the question, then condensed without losing the essence of the argument into a two page response. This assignment is designed to assist students to begin to write accurately and concisely: a significant skill required of all professional social workers. Journal entries will be graded for content, accuracy, grammar, structure and clarity. If readings are specifically cited in your journal, they must use APA format.

**D. Part One of Midterm exam:**

In an effort to underscore reality that people use a variety of ways to tell a story, a creative midterm will be required. An exam will be handed out based on the book **Real American: A Memoir** by Julie Lythcott-Haims. Students will submit their typewritten responses to the mid-term. Students will be expected to utilize both clinical and theoretical judgments based on the readings and lectures up to that point in the class. All sources must be cited and APA style is required.

**F. Part Two Group Presentation presentations of major theorist:**

The second part of the midterm exam will be a presentation of a major theorist from the dominant paradigm: (e.g. Freud, Piaget, Kohlberg, Skinner, Erikson, and Levinson). This project will be presented to the faculty member and the class on the assigned date. Students are expected to "go beyond" what they learned in PSYC 121. They should present "new" information about the theorist and dabble in some primary source readings about the theory which is being presented. A power point presentation of between 15- 20 minutes should be provided in class then uploaded to Moodle. These power point presentations will be available for all students to study when they take the quiz over these theorists. Be aware that your group's accuracy will enhance the entire classes' understanding.

**G. Oral Final Exam "What Have I learned?" :**

During the final exam period, each student will be asked to present a synopsis of his or her intellectual/emotional growth over the semester. Students may use their journal entries as the basis for the presentation, but it is expected that information from some of the theoretical perspectives discussed throughout the semester will inform this presentation.



**H. Small Group Work/ Class Participation:**

This class will utilize a number of creative strategies to help engage students with the material. Come to class prepared to work enhance the class structure and will be rewarded accordingly.

A note on Academic integrity: The professor holds to the policy on academic integrity as outlined in the handbook. Plagiarism will not be tolerated.

**XIII. Course Calendar – Tentative Course Outline:**

DATE	CLASS TOPIC	ASSIGNMENT DUE
January 8	Introductions to each other and the course. How the course contributes to Generalist SWK: why it may assist those interested in criminal and restorative justice	
Jan.10	Introducing yourself to each other through collage	Journal Assignment #1 MANDATORY: Use and 8 ½ X 11 sheet of paper to create a collage of who you are. You must include some reference to your gender, ethnicity and family of origin. Any other roles or important issues that you believe describe you are also welcome. Each student will be expected to use this collage in class today to provide a 3-5 minute introduction of you to other class members in class on Jan. 17. This will constitute the first of six journal assignments and should be designed to fit into your journal.  Reading: Shriver. pp. 1-9
Jan.15	Paradigms and Social Work	Complete Chapter 1 On Moodle: The Iceberg of Identity
Jan. 17	Paradigms and Social Work	Shriver:pp.19-26  On Moodle: There is no scientific method
Jan. 22	Paradigms and Social Work:	<b>Quiz over Chapter 1</b>  Shriver: Complete Chapter 2  Begin reading “Real American”  On Moodle: Immigration in Reverse
Jan 24	Thinking about thinking Tools for Practice: Critical Thinking, Organizing what we “know”, Appreciating Ambiguity and considering language	Shriver pp. 40-48  On Moodle: Scientists move closer to Understanding Schizophrenia:

		<p><b>Journal Assignment #2</b> Select an object that has meaning to you. Describe the object <b>first</b> from a “scientific” perspective <b>and then</b> from an “interpretive”/”subjective” perspective. Be very specific about each description; for example, a description from a scientific perspective should include <b>specific</b> measurements, weight, the materials used in manufacturing the object etc. <b><i>If you don’t know these things, do a little bit of research!</i></b> The interpretative perspective should include the object’s personal meaning to you, its history for you and your sense of its future meaning for your life.</p> <p>After you have completed both descriptions,</p> <p><b>***THEN**</b> Write a short paragraph which details</p> <p>Which perspective is easier for you to describe Why do you think that might be? Are you naturally more “attuned” to one or the other way of thinking? Relate these descriptions to your understanding of what is “real”. Does the object’s “story” or its “factual” reality hold more weight in your life?</p>
Jan .29	Knowledge for Practice: Are we all the same? Cultural competence and EBP	<p><b>Journal Assignment # 3:</b> Plan to spend at least ½ hour observing your friends or family. Then reflect how the use of language about others helps the people you observed exclude those that are not “like them” and how language provides ways to include those who are “like them”.</p> <p><b>Quiz # 2 over Chapter 2 today</b></p>
Jan. 31	Describing the World: Conflict, Interactionist and Functional Theories	<p>Shriver pp. 49-56</p> <p>Complete reading <i>Real American</i></p>
Feb.5	Describing the World: Mid-range Theories	Shriver Chapter 4
Feb.7	Traditional Perspectives on Individuals	On Moodle: (1)The True Roots of Southern Cooking, (2) What people around the world mean when they say they’re happy
Feb.12	Traditional Perspectives on Individuals	Shriver, Chapter 5 pp. 80-90
Feb.14	<b>Group Presentations</b>	<b>Journal Assignment # 4:</b> Write about your family utilizing one of the traditional developmental perspectives discussed in Shriver. How does your role in your family

		reflect/refute the theorist's ideas about human development
Feb. 19	<b>Group Presentations</b>	On Moodle:(1) This is what white privilege is,(2)The everyday trauma of being a Black man in America,(3) The father of my country was a slave, (3)
Feb. 21	Alternative Perspectives on Individuals	Shriver 111-143, On moodle: (1) I won't keep your secrets any more, (2) Selection from " <i>American Like Me</i> " (Ferrera, 2018) A short essay by Reshma Sauja
Feb.26	Alternative Perspectives on Individuals	<b>Mid-term due in Dr. Hoyt-Oliver's box today</b> <b>Study for the quiz next class: material to be covered: Traditional Theories of human development</b> On Moodle: (1) Love and Marriage South Asian Style, (2) What it's like to be a fashion model, (3) You are special! Now stop being Different Shriver 145-153
Feb. 28	The faces of Power- review in class	<b>Quiz # 3 today</b> <b>Journal Assignment # 5</b> As you read and evaluate the information in chapter 5 What is either new/exciting about considering alternative approaches to understanding people or what is challenging? Thoughtfully Discuss BOTH the information and why you react as you do.
March 5,7	Happy Spring Break!	
March 12	Alternative Perspectives on Individuals	<b>Journal Assignment # 6</b> Why might an alternative understanding of human development provide strength and empowerment for those marginalized by the majority culture? How might your use of one of the alternative theories strengthen your ability to work with a population group that you are interested in serving?
March 14	Familiness	<b>Quiz # 4 today</b>

		Shriver pp. 153-180
March 19	Familiness	<b>Journal Assignment # 7</b> How do you identify as a racial being? Discuss this question in light of the information pp.124-130
March 21	Familiness	Shriver pp. 193-209
March 26	An introduction to Groups	<b>Quiz # 5 today</b>  Shriver: Complete Chapter 8 on Groups  <b>Journal Assignment # 8</b> Think about a group in which you have been a member,(not a leader), that is no longer meeting, or with which you are no longer a participant. When did it begin? What were the rules that were discussed at the beginning of the group? Were these rules followed? Now think about the groups ending (or when you left the group). How did the group end? What went well? What might have been better? Discuss your experience with transitions and endings in light of the information in Shriver
March 28	Groups	Shriver pp. 241-259
April 2	No class: Juniors at NASW Lobby Day	Catch up on your reading!
April 4	Organizations	Shriver pp.260-273
April 9	Communities	Shriver:pp.274-294
April 11	Communities	<b>Journal Assignment # 10</b>  Think about your hometown. Who do the leaders listen to? Who Do they ignore? What are the boundaries of acceptable behavior as outlined by those in the dominant paradigm? Are there members of the community that are part of an alternative paradigm? How are their ideas received or ignored? Who benefits from these dynamics?
April 16	Thinking about international work	Shriver: Final Chapter
April 18	No class: Friday classes on Thursday	Blessed Easter!
April 23	Thinking about International social work	Develop your response for the final exam
April 25	Human interaction in the world: a summary of one person's life	Be prepared to provide your response to the final exam question. <b>All students MUST attend both this class and the class during the final exam period</b>

	Final Exam	Be prepared to provide your response to the final exam question. <b>All students MUST attend both this class and the class during the final exam period</b>

#### **XIV. Malone University Education Goals:**

As an academic institution in the Christian tradition of the Evangelical Friends Church, Malone is committed to intellectual enrichment in the context of Christian faith. We strive to provide an education that produces graduates with a love of truth and a vibrant, mature faith. Our intent is that students attain the wisdom, knowledge, and skills necessary to serve, engage, and transform the communities in which they live and work. To this end, we provide the curricular and co-curricular context in which to pursue the following educational goals.

##### **A. Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world. Meeting this goal requires that students**

1. understand, appreciate, and engage the intellectual traditions and social influences that shape American culture;
2. understand, appreciate, and engage diverse views and cultures, including international perspectives;
3. develop an enriched understanding of the nature of human identity, development, and behavior;
4. comprehend central concepts and employ key methods of inquiry of the natural and social sciences, fine arts, and humanities.

##### **B. Understand the biblical, historical, and theological foundations of the Christian faith. Meeting this goal requires that students**

1. know the central content and themes of the Bible, as well as key methods of biblical study;
2. understand the main contours of Christian history and theology, including those central to the Evangelical Friends' heritage;
3. understand and respond to Christian approaches to ethical and social issues inherent in learning and living.

##### **C. Think critically and creatively and communicate effectively in multiple contexts. Meeting this goal requires that students**

1. read and listen to the ideas of others with understanding and discernment;
2. develop the reasoning skills necessary to evaluate and construct arguments well;
3. become proficient in problem solving, using both quantitative and qualitative approaches;
4. speak and write clearly and effectively;
5. develop skills in creative thought and expression.

##### **D. Attain expertise in at least one profession or academic discipline and lay the foundation for meaningful work or further studies at the graduate level. Meeting this goal requires that students**

1. understand the content, methods, and assumptions of their chosen field(s) of expertise;
2. explore interdisciplinary connections between their chosen field(s) and other disciplines;
3. understand their personal aptitudes, gifts, and limitations, as they discern their vocational callings;
4. develop the ability to gather and reflect on relevant information and use technological resources;
5. apply specialized knowledge and skills constructively in collaboration with others.

**E. Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits. Meeting this goal requires that students**

1. read and think about the relevance of Christian faith to academic and vocational inquiry;
2. develop wisdom and appreciate the value of thoughtful reflection throughout a lifetime of learning;
3. understand and consider a lifetime commitment to follow Jesus Christ as Savior and Lord;
4. develop relationships characterized by love, compassion, and service to others;
5. recognize the ways in which a Christian view of human life encourages the pursuit of integrity, wellness, and stewardship of all the gifts and resources entrusted by God;
6. be challenged to embrace God's call by serving as agents of justice, reconciliation, peace, and truth who extend Christ's kingdom in their churches, communities, and the world.

**XV. Malone University Social Work Program Competencies and Practice Behaviors:**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

**Competency 2: Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

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, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

### **Competency 4: Engage In Practice-informed Research and Research-informed Practice**

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy, and service delivery.

### **Competency 5: Engage in Policy Practice**

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.



**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement 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. Social workers value the importance of human relationships. 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, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment 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. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

### **Malone University Social Work Program Core Competency #10**

Appropriately integrate Christian faith with professional social work practice and recognize the importance of spirituality to the human experience.

- Understand the Christian faith's commitment to caring for and empowering poor, disenfranchised, marginalized, and/or oppressed people groups
- Are able to articulate points of convergence and divergence between orthodox Christianity and the profession of social work
- Recognize the importance of spirituality to the human experience

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