

# Bemidji State University

## SOWK 3160: Human Behavior in the Social Environment II

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Designed to enable students to explain and assess group, organization, and community behavior/life span from an eco-systems perspective using a generalist social work practice approach. Students integrate the cultural competence continuum and the strengths perspective across the diversity dimensions of large human systems: group, organization, community, and society. Students also critically consider and examine models of large system development - group, organization, and community - as well as the relationships and interconnections between and among micro and macro systems. Prerequisites: POL 1200 and SOWK 2160.

**B. COURSE EFFECTIVE DATES:** 08/24/2009 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Alternative Perspectives of Community
2. Appreciate Inquiry
3. Community Assessment
4. Community Development Intervention
5. Community leadership Models
6. Demographics, Resilience, Efficacy & Diversity
7. Group Development & Process
8. Organizational Development
9. Organizations Definition Models
10. Public & Private Organizations  
Developing a Nonprofit Organization in Minnesota
11. Strategic planning

#### **D. LEARNING OUTCOMES (General)**

1. demonstrate understanding of large system development and apply the concepts of resilience, identity, self-efficacy as well as the strengths perspective and eco-systems model.
2. demonstrate assessment of professional and personal self  $\zeta$  paradigm and values  $\zeta$  in the engagement of the helping relationship and the employment of the Code of Ethics.
3. become familiar with and critically apply traditional and alternate models/ frameworks of large system development across the human diversity dimensions  $\zeta$  bio-psycho-social, economic, cultural, aesthetic, gender, race and ethnicity, sexual orientation in the assessment and shaping of effective intervention strategies and evaluative processes.
4. develop familiarity with and employ current research in critically assessing and advancing knowledge in HBSE II of large human systems.
5. demonstrate an understanding to and familiarity with large system development through life span and the relationship to and interaction with the social environment.
6. critically understand cultural diversity and competence as a central component in assessing a large system and the impact of oppression and injustice on the balance of the system.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted