

**CHAPTER 6:
HBSE**

Summer Graduation



Students celebrate graduation in the crystal-clear San Marcos River, which runs through campus

Piecing Together the Whole Picture: Human Behavior and the Social Environment

Reciprocal Interactions and Contexts

“The environment is
everything that isn’t me.”
-Albert Einstein

Social work is distinguished as a profession by the fact that it looks for a whole picture: it studies behavior as it is shaped by people’s interaction with the environment, and examines how the environment is molded by human behavior. This approach gives social workers a holistic, dynamic understanding of individuals and society which, in turn, serves as the knowledge base on which professionals build their practice skills and make practice decisions. Viewing the interaction between environment and behavior using the lens of systems theory is an approach that cuts across the School’s entire curriculum, providing a theoretical grounding for empirically-based social work practice with diverse systems of all sizes at all stages of life.



EDUCATIONAL POLICY 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and critique and apply knowledge to understand person and environment.

Our HBSE courses support two other competencies: 2.1.4 Engage diversity and difference in practice and 2.19 Respond to contexts that shape practice.

Foundation HBSE Courses

We currently organize Foundation HBSE content into two MSW courses that are organized by life cycle. As of fall 2012, we will be refining these courses to reflect a macro and micro study of HBSE. The Foundation HBSE courses, present and

“Life can only be
understood backwards;
but it must be lived
forwards.”
Kierkegaard

Several of our online
students in the first
online cohort
worked for public
child welfare.
During their time in
school, one of the
child welfare
supervisors in their
region was murdered
by an angry client.
This tragedy hit the
agency and the
students hard. The
students happened
to be taking
foundation HBSE at
the time, and they
extensively discussed
this situation,
analyzing how
behavior is affected
by environment.

future, build on the liberal arts base found in supportive social sciences. We revised our Foundation HBSE course offerings to give us greater opportunity to emphasize global influences and sustainability in how human development interacts with social environment.

Currently, our Foundation courses are as follows.

- **SOWK 5311 Human Behavior and Social Environment Birth Through Adolescence** explores human functioning in the pre-adult years, using eco-systems and developmental frameworks. The course builds generalist knowledge for practice with individuals, families, and organizations. It develops analytical reasoning, assessment skills, and understanding of diversity and social justice as factors in development.
- **SOWK 5318 Human Behavior and Social Environment Adulthood to End of Life** examines the human functioning of adults as they interact with the environment. Using eco-systems and developmental frameworks, students learn the generalist knowledge and values around adult development. They also learn analytical reasoning, assessment skills, and how to gauge the impact of diversity and social justice on the reciprocal relationship between development and the environment.

In fall 2012, we will replace SOWK 5311 with SOWK 5308, and replace SOWK 5318 with SOWK 5309. Students will cover the same material in a revised micro-macro fashion, which we believe is a more contemporary and holistic framework. The new courses are described here:

- **SOWK 5308 Human Behavior in Individual and Family Environments** explores individual and family dynamics across the life cycle, centering on human development, individual and group strengths, and the effects of cultural diversity. It enhances critical thinking and assessment skills about human behavior in social environments, and incorporates material on professional values, ethics, and social justice.
- **SOWK 5309 Human Behavior in Local and Global Social Environments** explores human functioning in the environment by studying families, groups, communities, organizations, and societies in local and global contexts. Through learning content on diversity, populations at risk, and social and economic justice, students build critical thinking and assessment skills using developmental and eco-systems frameworks.

HBSE Concentration Courses

Once MSW students have completed the foundation coursework, they take either the Administrative Leadership (AL) or Direct Practice (DP) advanced HBSE course. AL students take the following advanced HBSE course.

- **SOWK 5329 Organizational Development** examines how people’s behavior and the environment are related to organizations and large systems. It concentrates on inter-organizational contexts, as well as how organizational structure, funding, mandate, and policies affect human behavior. The effect of diversity on organizational functioning is part of this complex of information. AL students study how to alter organizations to achieve their goals of more humane services.

DP students take the following advanced HBSE course.

- **SOWK 5319 Diagnostic Assessment** looks at how individuals, families, and groups develop, and how their mental health and adaptive capacities are affected by the interaction of development with social environments. It delves into the etiology and course of mental and emotional disorders, weaving in the effects of culture. Students learn how to apply a strengths perspective to diagnosis, assessment, and treatment planning.

Camryn, an online student, lives in Colorado. She learned about needs of growing adolescents in her HBSE coursework. She completed a placement at a rural Colorado facility for at-risk adolescents and wrote a large grant proposal to develop services for these youngsters. The grant was funded and received a great deal of community recognition. She is now employed in that agency.

The Range of Social Systems and How They Affect Development

Students study the variable, fluid systems in which people live, such as families of all configurations, various religious groups, and diverse occupations. Using social systems theory, we teach students how the interactive, reciprocal effects of those systems influence behavior and environment, whether on the micro, mezzo, or macro levels. Students explore issues such as genetic influences on behavior, peer pressure, sex education in the schools, advertising and violence in the media, and stress in the workplace, examining how these and many other factors influence the larger culture, as well as the individual. While we identify biological, psychological, social, and spiritual attributes of people, we also evaluate the environment's physical, social, and ideological components. At the interface of these domains lies culture, a personal and environmental element. We study culture and diversity throughout our HBSE curriculum.

Reciprocal Relationships. Students investigate factors that set up risky reciprocal interactions between the individual and environment, such as poverty, culture, religion, gender identity. They study how sociopolitical processes affect uneven distribution of power and resources in society. They look at how systems, such as schools or the workplace or political structures, affect how people and groups of people develop, and whether that development lead them to healthy or unhealthy ways of living. HBSE leads us to evaluate the fluid, multi-dimensional systems that are both internal and external. The social work profession has tended to vacillate between emphasizing personal or social explanations for behavior and events. Our HBSE courses stress that all persons possess untapped reserves of mental, physical, and emotional resources that can help them grow and develop. Any factor can be seen as a source of resilience or vulnerability, or as a source of risk or support.

Students learn how these individual and environmental factors interact with the social worker's personal developmental and environmental circumstances as well. So HBSE curriculum lends itself to a great deal of self-study and self-evaluation. This process of studying the internal and external factors that shape us as individuals also leads us to study diversity, both as a source of strength and as a source of injustice in systems of various sizes. Students learn to recognize and appreciate differences. This perspective is most pertinent to how cultural and societal values interface.

- In both **SOWK 5311 HBSE I** and **SOWK 5318 HBSE II**, foundation students apply theories to extensive case scenarios in small discussion groups. One case involved a school-age African-American male whose teacher labeled him

Dr. Betsy Wisner, an experienced horse-woman, volunteers at a non-profit agency that provides equine-assisted therapies on a ranch. Along with Dr. Mary Jo Garcia Biggs, Dr. Wisner is working on a grant-funded project to study equine therapies for foster children. She brings insight from her work on the ranch into her practice classes and is working to develop the ranch into a field placement site for students interested in equine-assisted therapy.

as displaying oppositional behavior. Students apply systems, developmental, and diversity perspectives to the situation, developing an intervention which builds on strengths of the child, teacher, and school system.

- Direct Practice concentration students in **SOWK 5319 Diagnostic Assessment** examine how one can apply different theoretical perspectives to the same case, producing contrasting assessments and treatment plans, based on the differential emphasis each theory places on the impact of individual or environmental factors, or the interaction of factors. For example, psychodynamic and behavioral theories differ significantly on the nature of reciprocity in creating emotional problems or identifying interventions.
- Administrative Leadership concentration students in **SOWK 5329 Organizational Assessment** study how social values affect workplace regulations regarding age, gender, ability, and religion. For instance, students discuss a case scenario in which an employee dresses according to religious mandates and engages in daily prayer observances. Other employees find this behavior somewhat jarring and complain that it interferes with work schedules. Students discuss the reciprocity involved in such situations. Students also study how generational differences affect the relationship between a “Baby Boomer” supervisor and a “Millennium” supervisee.

The Theoretical Base of HBSE

Our HBSE courses prompt students to study how reciprocity, a key element in systems theory, influences psychodynamic and psychosocial personality development. They examine theories of cognitive and moral development, social learning and social role theories, racial identity development theory, theories of sexual orientation, and concepts of aging. Students examine how classification systems and labels can affect individuals. They investigate potential value conflicts in how society responds to issues such as reproductive choices, school achievement testing, same-sex marriages, and assisted suicide. We teach them to look at theories by analyzing theory-building, identifying benefits and limits of theories, and recognizing the need for theory-based practice. Students look at theories:

- Objectively: taking the theories at face value;
- Critically: analyzing theories through a lens to detect bias;
- Subjectively: filtering out personal developmental and contextual issues.

This approach provides students with a theoretical grounding upon which to build empirically-based practice and make reasonable assessments and defensible intervention decisions, based on systems theory, ecological theory, and developmental frameworks, as well as the effects of diversity on people. Our new foundation course, SOWK 5309, will also expand students’ thinking to human functioning in the global community.

Within this framework, students examine other theories that inform their understanding of human behavior in the social environment, both within and across systems. For instance, attachment theory comes into play within a psychosocial developmental and environmental context, particularly when we focus, for instance, on the infant interacting with the environment, notably the primary caregiver. Conflict theory serves to explain group behavior within larger social systems and society, as well as the motivations for oppressive behavior. The relevance of

various theories shift with different developmental stages, diverse groups, and systems level. Consequently, we present theories which are relevant to the course content. Currently, for example, attachment theory is quite relevant to an infant's development and at the system level of the individual and caretaker. It also applies to study of diverse group differences and factors of environmental risk. This learning is part of SOWK 5311.

Brian McCall,
Chancellor of the
Texas State
University System,
delivered his vision
statement in August
2011: "Picking up
the Pace". He
confirmed that Texas
State is the fastest-
growing university
system in the state.
(Texas State
University is the
largest institution in
the system.) In the
last 10 years, the
system has seen a
22% increase in 6-
year graduation rates,
and an 81% boost in
the number of
degrees it awards.
And it's a lean
operation: The
average per-student
appropriation is the
lowest in the state.

It is easy for students to focus on individual development, particularly since they draw parallels to their own personal life journey. We therefore ensure that students are exposed to the full range of theories and knowledge that apply across all system levels. Behavioral theory is relevant to making assessments of individual behavior and in guiding direct treatment planning. Behavior theory is also relevant to macro practice as we assess how behaviors shape organizational responses. Other courses in our curriculum reinforce student learning about systems. For instance, Foundation MSW students also learn and apply macro knowledge to their policy courses and their macro practice course, while they learn more about micro knowledge in their individual, family and group practice courses.

The concentration HBSE courses build specific advanced knowledge beyond the generalist foundation. The Direct Practice concentration HBSE course (5319), for example, focuses on diagnostic assessment, and students examine mental health problems from a bio-psycho-social-spiritual perspective and a framework of strengths. This leads them to study a range of accepted therapeutic theories, such as psychodynamic, humanistic, cognitive, and behavioral theories. It greatly expands students' knowledge about theories, in terms of both etiology and treatment. The Administrative Leadership HBSE course (5329) focuses on advanced theories to examine employee motivation and leadership, and to guide organizational assessment, development, communication, supervision, administration, and diversity. These theories include such thinking as scientific management, human relations theory, and total quality management.

Thinking Critically. Not only do the School's HBSE courses teach information and theories to explain human functioning, they also teach students how to conceptualize and think critically in order to analyze, select, and apply theories to guide their work with clients and client systems in many different situations. For example, students learn how to spot bias in theories, and how these biases can differentially affect client groups, particularly disadvantaged groups. Students discuss how to decide if a theory, or any part of it, applies to particular situations, how it may guide intervention, and how various theories can complement each other in helping us understand a client/client group's functioning and situation.

In our School, students learn the difference between clinical wisdom and empirical or theoretical knowledge. They learn the difference between a value judgment and research. Faculty present students with empirical knowledge in classes, and students integrate accepted theory and research into their knowledge base. Students, as a result, learn to use research, critically assess the importance of diverse factors, and acquire an informed critical perspective that incorporates theoretical knowledge in professional practice.

Looking at Various Systems and Contexts as They Influence Behavior

Dr. Hill Jones focuses attention with her students on self-care. One of her 5319 students, Sara, wrote to her after graduation, saying “In school it was always this “uugh, self-care again” attitude. It took working in the real world to appreciate its importance.” Sara now works at a mental health care facility. She and a co-worker are writing a book about social work for friends and families of social workers.

The Shifting Nature of Interactions and Contexts. By applying developmental theory, students learn that both systems and environments are constantly shifting and changing, while people are also in constant developmental flux. The landscape is forever changing. For instance, a person transitions from being a child within a family of origin to being a parent of a child in a family of procreation. As the child changes over time, so does the parent and the social role of parenting.

Not only do students need to be aware of shifting roles and contexts over time, but they also have to struggle to define “normal”, respecting differential developmental pathways. We present alternative developmental models (such as the dual challenges that diverse groups face based on factors such as economic status), so that students can see development as a dynamic process. Students study this material from the perspective of personal, familial, cultural, and spiritual values, which are a pervasive influence on how society views “appropriate” development of an individual, family, or larger organization.

Culture and Spiritual Influence. HBSE students study spiritual development. Life span developmental models explicate how spirituality emerges and evolves in the context of the larger life cycle. Erikson’s psychosocial developmental theory views spirituality as a universal construct woven throughout the life span but expressed in individual ways. The major themes of spirituality typically pertain to identity formation and interpersonal relationships. Spirituality can act much like culture in its influence on personal development, and it can play out in constructive or destructive ways at different stages of life. We help students develop a theoretical knowledge base (such as studying Kohlberg’s moral development framework or Fowler’s faith development theory) and apply critical thinking to spiritual development, so that they can make their best practice judgments in specific situations. Advanced Direct Practice students look at how spirituality influences etiology and treatment of mental problems, and they learn to distinguish between psychotic, compulsive thinking and/or extreme compulsive behavior, and learn how to deal with harmful effects. Larger systems are affected by the spiritual development, historical patterns, and political agendas of their members. Advanced Administrative Leadership students look at how spirituality affects employee rights, supervisory issues, and organizational culture. Students examine how cultural variations play out in spiritual expressions, and the effects these variations have on group functioning. For example, through case scenarios and classroom exercises, students study different cultures, but we encourage them to move this knowledge and sensitivity a step forward into cultural competence.

Learning Assessment and Intervention Based on Reciprocal Factors and Contexts.

The School centers on human behavior and social environment as it affect micro, mezzo, and macro client systems, but it also weaves HBSE material into other courses as well. Here are examples of ways we teach HBSE.

Jordan was a free-lance writer and editor before entering the MSW program. She became interested in services to the elderly and completed a placement at a nursing home in a rural community. While there, she used her writing skills to develop lively, readable material about the facility and its work, which the facility used to good advantage in promotion and fund-raising.

- Foundation students in **SOWK 5311 HBSE I** integrate practice and research content by identifying relevant empirical studies. They present five abstracts that pertain to developmental stages, prenatal through adolescence, and discuss how this research applies to assessment and intervention.
- Foundation students in both **SOWK 5311 HBSE I** and **SOWK 5318 HBSE II** write an extensive research paper on a topic which interests the student, such as how an individual's development and a family's functioning is affecting by schooling in a brick-and-mortar school system vs. schooling in the home. Students identify ten current empirical studies, critique them, and integrate themes using theories that they have studied in class.
- Direct Practice concentration students in **SOWK 5319 Diagnostic Assessment** watch videotapes of clinical interviews. The clients in these interviews experience active symptoms of different diagnostic categories. Following the interview, an MD psychiatrist, Ph.D. psychologist, RN psychiatric nurse, and an MSW staff the case. Students are intrigued by how these different professionals, from their education in their respective disciplines, view the interrelations of systems represented in the case. The MSW in these staffings always emphasizes the role of environment in the case much more than do the other professionals.
- Administrative Leadership concentration students, in **SOWK 5329 Organizational Assessment**, study various perspectives on leadership styles and supervision. They choose a human service organization which they then assess, examining what perspectives and values drive that organization's leadership format. They look at the linkages that develop in an organization between individual employees, work groups, policies, and the external environment.
- Direct Practice concentration students in **SOWK 5319 Diagnostic Assessment** consider a feminist critique of the medical model. They discuss ethical and cultural considerations of using the DSM, and how this will change with the new edition of the DSM. They also delve into the ramifications of deinstitutionalization, as well as the politics of "mental illness".
- Administrative Leadership concentration students in **SOWK 5329 Organizational Assessment** study historical and contemporary theories of human motivation and how those theories affect supervision and management. They also examine how culture influences roles and communication styles, how power is unequally distributed in organizations and society, and how vulnerable groups have limited access to influence. They also look at how perceptions of stigma and status can limit social influence and social mobility. They discuss organizational accountability, particularly in providing common human needs in an equitable manner.
- Foundation students in **SOWK 5311 HBSE I** conduct a psychosocial assessment based on an extensive case example involving an adolescent pregnant Hispanic female, her family, and her priest. The students then formulate a culturally-sensitive assessment and initial treatment plan. They draw heavily on systems thinking, developmental knowledge, and diversity theories.
- Foundation students in **SOWK 5318 HBSE II** look at shifting roles in a changing environment, such as the "mid-life crunch" in which adults may be parenting teens while caring for aging parents, or may be rearing grandchildren when they face declining health. Students study classism and ageism, examining these issues on the micro, mezzo, and macro levels. They

Mayra, an online student, lives in The Woodlands and did her placement at Kids' Meals, a Houston-based version of Meals on Wheels for pre-schoolers. Mayra found that the material she learned in her HBSE courses prepared her well to understand the affects of food insecurity on children. She did her research project on this topic.

- examine factors such as urban poverty, family violence, homelessness, and chemical dependence as these affect life-span development and society's development.
- In both foundation HBSE courses (5311 and 5318), students develop research papers focusing on a social problem and addressing how that problem interacts with issues of diversity, factors that are highlighted in vulnerable populations, and matters of social and economic justice. They examine their topics in light of a bio-psycho-social developmental framework and in terms of systems.
 - Direct Practice concentration students in **SOWK 5319 Diagnostic Assessment** apply developmental theory to advanced direct practice by analyzing case examples from the DSM casebook. We select cases from across the life span in which different bio-psycho-social factors are operating. For instance, several cases illustrate that social workers must always consider physical factors when making a mental health diagnosis.
 - Administrative Leadership concentration students in **SOWK 5329 Organizational Assessment** examine the development and dynamics of a human service organization, including organizational climate and culture. They look at the factors that affect employee motivation, satisfaction, well-being and family life, such as offering insurance coverage, or child-care assistance. One issue they examine is the age of the organization: new organizations face issues of developing workable policies, but they also have energy; more established organizations have created and tested policies, but they may lack vision and enthusiasm.
 - Foundation students in **SOWK 5311 HBSE I** apply a range of theories to a videotape call *Child of Rage*, which depicts the true story of a severely abused child and how long-term early attachment disorder affects her later functioning. The powerful visual impact of the video allows students to see the connections across theories (such as systems, developmental, family, attachment, behavioral, etc). Students then understand more fully the child's distress and the interventions designed to help her.
 - In **SOWK 5318 HBSE II**, foundation students complete a personal life history and developmental assessment which incorporates biological, psychological, spiritual, and social systems perspectives from birth through their current developmental stage.
 - Direct Practice concentration students in **SOWK 5319 Diagnostic Assessment** take field trips to local mental health settings, as well as a state hospital, a minimum security prison, and a long-term care facility. They take their knowledge out of the classroom and get a view of how knowledge is actually applied in practice, and how different size systems combine to address problems.
 - In **SOWK 5329 Organizational Assessment**, Administrative Leadership students learn about how personal issues, such as stress or alcohol abuse, affect larger system processes. They study how the organization can respond to micro-system issues with such things as employee assistance programs or wellness efforts to address both the personal and the larger organizational concerns. Students also examine how small group formation within a larger organization can be potent, either positively or negatively, and how to use small groups within the organization to help the organization meet its goals.
 - **SOWK 5329 Organizational Assessment** AL students learn about organizational change. They identify an issue such as burnout, researching

evidence-based interventions that organizations have used to address the issue. They examine how organizational culture affects change.

Using this conceptualization of assessment helps our students to move between different system sizes while using a similar array of thinking skills. It also helps students to think through the different professional roles a social worker might assume in addressing issues in various systems. For instance, a social worker, based on assessment, may work to intervene at any systems level, through counseling, advocacy, program design and implementation, or policy development.

Jason was drawn to the area of services with prisoners. He did a major paper in HBSE on the developmental issues of long-term prisoners as they age in the institution. He later completed his placement at a prison facility and now works in the state prison system. He hopes to become a prison warden later in his career.

As part of this important assessment process, students learn to:

- ❖ study the target system level (such as family or group),
- ❖ identify strengths (resiliency factors)
- ❖ identify weaknesses (vulnerability factors)
- ❖ examine the milieu of the larger social system (context)
- ❖ identify resources (protective factors)
- ❖ identify limitations (risk factors)
- ❖ weigh the influence of these protective and risk factors (main effects)
- ❖ determine how they influence each other (interactive effects)
- ❖ analyze which factors most affect the problem and which hold the most promise to resolve the problem (formulation)
- ❖ determine which components are most appropriate for intervention

This process, which links conceptual knowledge to practice, can be applied to any system level. Learning to use and interpret tools such as genograms or ecomaps or organizational flow charts are part of the assessment process.

Values. Social systems, we teach students, are imprinted by values. HBSE courses teach the interactive, reciprocal nature of relationships and values. This helps students to mirror their own values and compare them to professional, societal, and cultural values. Students, for example, explore their individual and family histories, assessing how these elements affect their functioning and their relationships with clients and client systems. This self-exploration sets the stage for students to develop a life-long pattern of seeking self-awareness, evaluating and changing their attitudes and behavior based on that self-awareness. Because the ultimate professional goal for them is to keep paramount the needs of the client or client system, it follows that students examine social systems to determine whether those systems contribute to the client/client group's well-being. They become versed in assessing the interaction of individuals and groups with the social environment, rather than "blaming the victim".

Research. Students also learn to use research as a means to build and critique theory, and to assess how social systems affect clients. Since HBSE focuses on using theory and knowledge to make sound assessments and effective plans, students need to be familiar with current literature on HBSE issues, and on how research can assist them in making appropriate decisions. Students, consequently, learn not only to critically evaluate theory, but to question research as well. This open-minded, informed skepticism forms the basis for ongoing, continued professional development through the course of our graduates' careers. It also leads them to be discriminating in examining and assessing social systems, and how they affect people's lives.

Interactions in Contexts. Behavior does not occur in a vacuum; it occurs in interaction with the environment. We stress with students that this interaction can be a source of resilience, strength, and pride—as well as a source of discrimination, oppression, and injustice. While people can influence their environment (and must do so to be fully empowered), there are often significant barriers to empowerment. Social workers must act and be advocates to remove those societal and personal barriers, so that people can achieve their potential.

Jamie, an online student who lives in Harker Heights, completed her practicum at Ft. Hood, the largest military installation in the world. Her education in the HBSE sequence prepared her to assess and understand the challenges that veterans face when returning from war.

- Foundation students in **SOWK 5311 HBSE I** participate in a number of self-awareness exercises that help them examine how values shape behavior in systems of various sizes. One exercise puts students onto panels, and other students ask them about their cultural backgrounds and values. They discuss how these cultural values interact with personal and societal values, and how these interacting values shape students as social workers. Students also complete a written assessment of their personal values about various groups, and any prejudices they have about certain groups. This personal reflection is kept confidential to encourage candor, but students are encouraged to target areas in which they would like to become more tolerant.
- In **SOWK 5318 HBSE II**, foundation students break into small groups and discuss those diversity issues that have either promoted their well-being, or deterred it. They look at system levels of family, groups, organizations, and communities. This activity helps them integrate theories and apply theories, through use of self, to practice situations.
- Direct Practice concentration students in **SOWK 5319 Diagnostic Assessment**, while studying cases from the DSM casebook that illustrate a broad range of diversity, examine several system levels in the case. They also locate and analyze research articles which address diversity factors in a diagnostic category and present those articles in class.
- Administrative Leadership concentration students in **SOWK 5329 Organizational Assessment** spend most of the semester examining how different-size systems affect organizations. They study numerous cases in which the individual operates in various groups within a larger organization governed by state and federal policies. For instance, one case they examine involves a social work agency administrator who applies for Ryan White federal funding, which requires that agencies use members of HIV-affected families to deliver services. The administrator must deal with the agency board and employees to develop policies which protect client confidentiality in the light of this federal mandate which essentially turns clients into service-providers. Students examine how organizational structure in this situation affect how the agency can ethically use groups and teams to achieve organizational goals.