

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW 514 and SW 515: Human Behavior and Social Environment I & II
Fall Semester 2002 – SW 514 – Sections # 02837 & 02840

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics, 2002*).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at 191 Hoskins Library (865) 974-6087. This will ensure that you are properly registered for services.

Course-Sequence Description

This two semester course-sequence (SW 514 & 515) examines the major social science theories that inform the social work profession's understanding of human behavior in social systems. An ecological/systems framework, together with a developmental approach, is used to provide an interactional understanding of human behavior. The course-sequence opens with an overview of ecological/systems theory, social constructionism, and critical theory with an introduction to the diversity perspective. Social systems are examined across the course-sequence, looking at community, organizations, groups, families, and individuals within both traditional and alternative perspectives. Social and economic influences that are addressed include poverty, racism, sexism, and homophobia. Development across the life span is conceptualized as the interplay between nature and nurture where biological and psycho social risks influence individual resiliency and environmental competence. A biopsychosocial perspective is used throughout the course to inform and examine the interaction between biological, social, psychological, and cultural systems.

HBSE I examines the life cycle using an ecological perspective from infancy through adolescence. HBSE II continues this examination from young adulthood through senescence. Both units consider the influence of different systems on the life cycle.

Course-Sequence Rationale

The content in this course-sequence focuses on human behavior in communities, organizations, groups, families, and life span development in the context of social structures, such as race, ethnicity, social class and gender roles. Because no one theory is adequate to encompass the human experience, students need to understand the explanatory power of various theories of human behavior within an ecological/systems framework. An ability to both critique and apply theory is a precursor for professional assessments of clients and client situations, as a guide for interventions, and for increasing client empowerment in their environments.

Course-Sequence Objectives

Upon completion of the course-sequence students are expected to be able to:

1. Understand and use a social systems/ecological framework to analyze human systems at different levels of organization from communities to individual incorporating both micro and macro theories;
2. Critique selected social theories from a diversity perspective;
3. Compare historical and traditional perspectives of community with emerging alternative manifestations of community;
4. Demonstrate knowledge of the similarities and differences in various types of family organization and their effects on the life course;
5. Demonstrate knowledge of risk and protective factors in the development of resiliency across the life span;
6. Identify the effects of ethnic, racial, cultural, economic, and gender variables on individuals and families over the life span;
7. Demonstrate knowledge of the interactive influence of biological, psychological, and social factors, including families, groups, organizations and communities, on human development and behavior;
8. Demonstrate knowledge of the impact of environmental conditions such as class, poverty, oppression and discrimination on the promotion and inhibition of behavior and development.

COURSE EXPECTATIONS FOR STUDENTS

1. Students are expected to attend all class sessions and to arrive on time, unless the student has notified the instructor in advance.
2. Students are expected to complete all assigned readings before coming to class.
3. Students are expected to complete and submit assignments on time within the guidelines provided.
4. Students should use the Publication Manual of the American Psychological Association, (5th edition), as a guide for writing papers and citing sources. Assignments are to be typed, double-spaced and use inclusive language.
5. Students are expected to offer the instructor clear, constructive feedback on the class.

STUDENT EVALUATION:

Attendance/In-Class Activities	10%
Group Presentation	20%
Mid-Term Exam	20%
Case Paper	30 %
Case Discussion	<u>20%</u> 100%

GRADING SCALE:

A	=	100-93%
B+	=	92-88%
B	=	87-80%
C+	=	79-74%
C	=	73-70%
D	=	< 70%

The evaluation of student competencies will be based on: a) in-class skill building and knowledge acquisition activities, b) group presentation, c) mid-term exam, d) case paper, and d) case discussion.

COURSE REQUIREMENTS AND GRADING:

In-Class Activities:

All students are expected to participate in small group and discussion activities designed to develop or reinforce social work knowledge, assessment skills, and values.

Group Project:

From an assigned life stage, identify a specific issue, or condition, i.e. biological, psychological, or social, that empirical research or developmental theory has consistently associated with the life stage. Develop a presentation that includes:

- A. An overview of the issue or condition
 1. define and describe the issue or condition; and
 2. discuss demographics and etiology.

- B. The consequences, effects, or impact of issue, or condition
 - 1. identify the potential bio-psychosocial manifestations of task, issue, or condition on developmental and behavioral outcomes; and
 - 2. link potential individual outcomes to family and community systems.
- C. Social and developmental theories
 - 1. discuss the underlying relationship between individuals in the assigned life stage and factors that put them at risk for the identified issue or condition.

***Mid-Term Examination:** In class mid-term exam will be given during session 6 Graded exams will be returned by the end of session 7. The in-class exam will include the following areas: multidimensional approach to eco-systemic assessment, strengths-based perspective, constructionist approach to diversity, micro and macro theories, and resiliency. Exam format will be multiple choice.

***Case Paper:** Case Paper is due by the end of session 12.

***Case Discussion:** Case discussions will occur during sessions 12 and 13.

* While additional details regarding these course requirements will be reviewed in-class, specific instructions for Case Paper/Discussion can be accessed OnLine @UT under Assignments.

REQUIRED TEXTS:

Ashford, J. B., LeCroy, C. W., Lortie, K. L. (2001). Human behavior in the social environment: A multidimensional perspective (2nd.). Pacific Grove, CA.: Brooks/Cole.

COURSE CALENDAR, TOPICAL OUTLINE, AND READINGS :

Session 1 Overview of the course
Week of 8/26/02 HBSE in the social work curriculum

Theoretical Frameworks (Paradigms) and Social Work Values/Ethics

Readings:

Blundo, R., Greene, R. R., & Gallant, P. (1994). A constructionist approach with diverse populations. In R. Greene, Human behavior theory: A diversity framework, (pp. 115-132). New York: Aldine deGruyter.

Discussion: Principles of Ethical Decision-Making and the Constructionist's Approach to Practice

Ecological, Social systems & Diversity Perspectives

Readings: Ashford, LeCroy & Lortie; Chapter 1

Greene, R. R., (1994). A diversity framework for human development. In R. R. Greene, Human behavior theory: A diversity framework, (pp.19-33). New York: Aldine deGruyter.

Session 2 Disenfranchised and Oppressed Populations/Communities

Resiliency Theory

Week of 9/2/02

Risks and Protective Factors

Strengths Perspective

Organizational Theories

Systems Theory

Chaos/Complexity Theories

Readings:

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and Cautions. Social Work, 41(3), 296-305.

Masten, A. S. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. American Psychologist, 53(2), 205-220.

Delgado, M. & Barton, K. (1998). Murals in Latino communities: Social indicators of community strength. Social Work, 43(4), 346-356.

McKnight, J. L. (1997). A 21st century map for healthy communities and families. Families in Society, 78(2), 117-127.

Hardcastle, D. A., Wenocur, S. & Powers, P. R. (1997). Theories for Community Practice by direct service practitioners. In David A. Hardcastle, Stanley Wenocur, & Patricia R. Powers, Community practice: theories and skills for social workers, pp.37-57. New York: Oxford University Press.

Weick, A., & Pope, L. (1988). Knowing what's best: A new look at self-determination. Social Casework, 69, 10-16.

Discussion: Self-Determination, Strengths Perspective, and Problem/Issue Identification

Session 3 Families as Systems
week of 9/9/02 Models for understanding Family Systems
Race & Ethnicity in Family Systems
Gender & Social Class in Family Systems

Readings: Ashford, LeCroy & Lortie, Chapters 4 & 11

Freeman, E. M. (1990). The Black family's life cycle: Operationalizing a strengths perspective. In S. M. L. Logan, E. M. Freeman, & R. G. McRoy (Eds.), Social work practice with Black families: A culturally specific perspective, (pp.55-72). New York: Longman.

Large Group Activity: Do values differ or are values manifest differently?

Group Project Topic Due!!!!

Session 4 Individual as a System - Developmental Theories
Week of 9/16/02 Psychological Dimensions
Stage Theories
Social Learning Theories

Readings: Ashford, LeCory, & Lortie, Chapter 3

Session 5 Individual as a System - Biophysical Dimension: Heredity & Biological Factors
Week of 9/23/02

Readings: Asford, LeCory, Lortie, Chapter 2

Gallagher, W. (1994). How we become what we are. The Atlantic Monthly, Sept., 33-55.

Session 6

Week of 9/30/02

Mid-Term Exam ————— In Class

Session 7

Week of 10/07/02

The Life Cycle: Pregnancy, the Newborn, and First Years

Fertility Issues

Early Infant Development

Cognitive & Physical Development

Attachment & Bonding

Environmental Factors

Readings: Ashford, LeCory, & Lortie, Chapters 5 & 6

VIDEOS: *Great Expectations and Labor of Love*

Small Group Activity: What do you know about your own early development?

Session 8

Week of 10/14/02

The Life Cycle: Pre-School

Language and Cultural Development

Gender Identity

Cognitive & Physical Development

Parenting Styles

Readings: Ashford, LeCory, & Lortie, Chapter 7

Kirby, L. D. & Fraser, M. W. (1997). Risk and Resilience in Childhood. In M. W. Fraser (Eds.) Risk and resilience in childhood: An ecological perspective,(pp.10-33). Washington, DC: NASW.

VIDEO: *Childhood: In the Land of the Giants*

Session 9

Week of 10/21/02

The Life Cycle: Middle Childhood

Socialization and Community Resources: School & Economic Factors

Learning and Moral Development

Cognitive & Physical Development

Readings: Ashford, LeCory, & Lortie, Chapter 8

Partida, J. (1996). The effects of immigration on children in the Mexican-American community. Child and Adolescent Social Work Journal, 13(3), 241-254.

Reimer, M. S. (2002). Gender, risk, and resilience in the middle school context. Children and Schools, 24(1), 35-47.

VIDEO: *Childhood: Life's Lessons, and Among Equals*

Session 10
Week of 10/28/02
The Life Cycle: Early Adolescence
Moral, Cognitive, & Physical Development
Identity Formation
Autonomy v. Attachment
Parenting Styles

Readings: Ashford, LeCory, & Lortie, Chapter 9

Poston, Carlos, W. S., (1990). The biracial identity development model: A needed addition. Journal of Counseling and Development, 69, 152-155.

Baumrind, D. (1991). Parenting Styles and Adolescent Development. The Encyclopedia of Adolescence. Garland Publishing.

Giordano, P. C., Cernkovich, S. A., & DeMaris, A. (1993). The family and peer relations of Black adolescents. Journal of Marriage and the Family 55, 277-287.

Brown, B. B. (1996). Visibility, vulnerability, development, and context: Ingredients for a fuller understanding of peer rejection in adolescence. Journal of Early Adolescence, 16(1), 27-36.

Burgess, C. (1999). Internal and external stress factors associated with the identity development of transgendered youth. Journal of Gay and Lesbian Social Services, 10(3/4), 35-47.

VIDEO: *Normal Pubertal Growth and Maturation*

Small Group Activity: Bickering and parenting styles: impact on social functioning

Session 11
Week of 11/04/02
Middle & Late Adolescence
Peer & Family Relations
Academic Achievement
Risky Behaviors
Chronic Physical Conditions

Readings: Ashford, LeCory, & Lortie, Chapter 10

Eamon, M. K. (2002). Effects of poverty on mathematics and reading achievement of young adolescents. The Journal of Early Adolescence, 22(1), 49-74.

Dempsey, D. L. (1994). Health and social issues of gay, lesbian and bisexual adolescents. Families in Society, 75(3), 160-167.

Resnick, M. D., Bearman, P. S., Blum, R. Wm. et al., (1997). Protecting Adolescents from harm: Findings from the national longitudinal study on adolescent health. Journal of American Medical Association, 278(10), 823-832.

Roberts, C. S., Turney, M. E., and Knowles, A. M. (1998). Psychosocial Issues of Adolescents with Cancer. Social Work in Health Care, 27(4), 3-18.

Session 12 **Case Papers Due** |||||

Week of 11/11/02

Case Discussion

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Session 13
Week of 11/18/02

Case Discussion

Session 14
Week of 11/25/02

Wrap – Up



SW514: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT

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Bacerra, R. M. (1988). The Mexican American Family. In C. H. Mindel, R. W. Habenstein, & R. Wright (Eds.), Ethnic families in America: Patterns and variations (3rd ed.). New York: Elsevier.

Baldwin, J. R. & Hecht, M. L. (1995). The layered perspective of cultural (in)tolerance(s). In R. L. Waiseman (Ed.), Intercultural communication theory. Thousand Oaks, CA: Sage.

Bandura, A. (1989). Social cognitive theory. In R. Vasta (Ed.), Annals of child development: Vol 6. Theories of child development: Revised formulations and current issues. Greenwich, CT: JAI Press.

Bartlett, H. (1970). The common base of social work practice. Washington, D. C.: National Association of Social Workers.

Baumrind, D. (1971). Current patterns of parental authority. Developmental Psychology Monographs, 4(1, Pt 2).

Baumrind, D. (1991). Effective parenting during the early adolescent transition. In P. A. Cowan & E. M. Hetherington (Eds.), Advances in family research (Vol 2). Hillsdale, NJ: Erlbaum.

Benson, P. (1990). The troubled journey: A portrait of 6th-12th grade youth. Minneapolis, MN: The Search Institute.

Berger, R. (1997). Adolescent immigrants in search of identity: Clingers, eradicators, vacillators, and integrators. Child and Adolescent Social Work Journal, 14(4), 263-275.

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Boehm, W. W. (1959). Objectives of the social work curriculum of the future (Vol.1). New York: Council on Social Work Education.

Brower, A. M. (1988). Can the ecological model guide social work practice? Social Service Review, 62, 411-429.

Carroad, D. (1994). Key child care and other federal programs for infants and toddlers. Children Today, 23(2), 14-36.

Clark, J. (1992). School social work in early childhood special education. School Social Work Journal, 16, 37-39.

Collins, P. H. (1990). Black feminist thought: Knowledge, consciousness, and the politics of empowerment. Boston: Unwin Hyman Inc.

Combs,-Orme, T., Risley-Curtiss, C., & Taylor, R. (1993). Predicting birth weight: Relative importance of sociodemographic, medical, and prenatal care variables. Social Service Review, 67(4), 617-630.

Corcoran, J. (2000). Ecological factors associated with adolescent sexual activity. Social Work in Health Care, 30(4), 93-111.

Cowger, C. D. (1994). Assessing client strengths: Clinical assessment for client empowerment. Social Work, 39(3), 262-268.

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Fertman, C. (1993). Creating successful collaborations between schools and community agencies. Children Today, 22(2), 32-34.

Gambrill, E. and Gibbs, L. (1996). Critical thinking for social workers: A workbook. Thousand Oaks, CA: Pine Forge Press.

Gutierrez, L., Delois, K., Linnea, G. (November, 1995). Understanding empowerment practice: Building on practitioner-based knowledge. Families in Society: The Journal of Contemporary Human Services.

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Johnson, H. C. (1989). The disruptive child: Problems of definition. Social Casework, 70, 469-478.

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Ryan, K. D., Kilmer, R. P., Cauce, A. M., Watanabe, H., & Hoyt, D. R., (2000). Psychological consequences of child maltreatment in homeless adolescents: Untangling the unique effects of maltreatment and family environment. Child Abuse and Neglect, 24(3), 333-352.

Reyes, O, Kobus, K. & Gillock, K. (1999). Career aspirations of urban, Mexican American adolescent females. Hispanic Journal of Behavioral Sciences, 21(3), 336-382.

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Sermabeikian, P. (1994). Our clients, ourselves: The spiritual perspective and social work practice. Social Work, 39(2), 178-183.

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