

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

SW 514: Human Behavior and Social Environment I

Fall Semester 2002 – SW 514

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Class: Wed. 9:00 – 11:50 A.M.
Office hours: By appointment

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 Description

This course 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 opens with an overview of ecological/systems theory, social constructionism, and critical theory with an introduction to the diversity perspective. Social systems are examined 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 psychosocial 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 Rationale

The content in this course 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 Objectives

By completion of the course students are expected to be able to demonstrate (through course activities, assignments and/or exams):

1. Understanding 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. The ability to critique selected social theories from a diversity perspective;
3. The ability to compare historical and traditional perspectives of community and organizations with emerging alternative manifestations of community and organizations;
4. Knowledge of the similarities and differences in various types of family organization and their effects on the life course;
5. Knowledge of risk and protective factors in the development of resiliency across the lifespan;
6. The ability to identify the effects of ethnic, racial, cultural, economic, sexual orientation, and gender variables on individuals and families over the life span;
7. Knowledge of the interactive influence of biological, psychological, and social factors, including families, groups, organizations and communities, on human development and behavior;
8. Knowledge of the impact of environmental conditions such as class, poverty,

oppression and discrimination on the promotion and inhibition of behavior and development.

Required Texts

Ashford, J.B., LeCroy, C.W. & Lortie, K.L. (2001). *Human Behavior in the Social Environment (2nd Ed.)*. Belmont, CA: Wadsworth.

Additional readings are on reserve in the library.

Course Requirements

Class sessions will be used to clarify and expand on assigned course readings. A variety of learning activities (e.g., student presentations, small group activities, class discussions, etc.) will be utilized to supplement the lectures and stimulate learning.

Students are expected to come to class prepared to discuss the assigned readings. Class participation is expected and the instructor reserves the right to give some weight, positive or negative, to classroom participation. Students are also expected to attend all classes.

Except in the case of a medical or personal emergency, a student who wishes an extension of time for a written assignment should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty (except in the case of an emergency).

Evaluation Procedures and Grades

The following scale will be used for the final course grade:

A+ = 96-100
A = 90-95
B+ = 86-89
B = 80-85
C+ = 76 - 79
C = 70 - 75
Below 70 = F

Mid-term exam	25%
Final exam	25%
Paper	25%
Group Presentation	15%
Class Participation	10%

Paper: Conduct an assessment on three children (an infant, child, and adolescent) using the various developmental theories presented in class, and critically assess the utility of these theories from an ecological/systems framework. A handout will be provided to assist with this assignment.

Papers must be typed, double-spaced and conform to **APA format** (4th ed.). Papers should be no longer than 12 pages (excluding references). Papers are due on **November 22, 2002**.

Group Presentation: Identify a specific issue, or condition (i.e., biological, psychological or social) that empirical research or development theory has consistently associated with a particular life stage. Develop a Power Point presentation that includes:

1. An overview of the issue or condition
 - A. define and describe the issue or condition
 - B. discuss demographics and etiology
2. Social and developmental theories
 - A. identify a theory or theories most useful in understanding issue or condition
 - B. discuss the application of these underlying theoretical assumptions in issue or condition
3. The consequences, effects, or impact of issue or condition
 - A. identify the potential bio-psycho-social manifestations of issue or condition on developmental and behavioral outcomes
 - B. link potential individual outcomes to family and community systems
4. Cultural and diversity perspectives of this issue or condition
 - A. compare and contrast issue or condition between two different cultures or ethnic groups in the U.S.
 - B. discuss implications for treatment with the two different groups

Group presentations will be completed in pairs and be between 10-15 minutes in length. A brief introductory session on Power Point will be provided in class.

Course Outline

Week	Date	Topic/Readings
1	8/21	Course overview/introduction, assignments, & student expectations
2	8/28	Ecological, Social Systems & Diversity Perspectives <ul style="list-style-type: none"> • Text – Chapter #1 A Multidimensional Framework for Assessing Social Functioning. • Longres, J.F. (2000). <i>Human Behavior in the Social Environment (3rd Ed.) – Chapter 1-3 pp. 3-67</i>. F.E. Peacock: Itasca: IL. • Goodwin, R. & Tang, C.S.K. (1996). Chinese personal relationships. In M.H. Bond (Ed.) <i>The Handbook of Chinese Psychology</i>. Oxford University Press: Hong Kong. • Appleby, G.A. (2001) Framework for practice with diverse and oppressed clients. 1-15. In <i>Diversity, Oppression, and Social Functioning Person-in-Environment Assessment and Intervention</i>. Boston: Allyn & Bacon
3	9/4	Family Systems Theory <ul style="list-style-type: none"> • Agbayani-Siewert, P. (1994). Filipino American culture and family: Guidelines for practioners. <i>Families in Society: The Journal of Contemporary Human Services</i>, 75,7, 429-438. • Carter, B. & McGoldrick, M. (1989). Ethnicity and the family life cyclcy. In <i>The Changing Family Life Cycle: A Framework for Family Therapy (2nd Ed., pp. 69-90)</i>. Boston: Ally and Bacon. • Greene, R. & Frankel, K. (1994). A systems approach: Addressing diverse family forms. In R. Greene (Ed.) <i>Human Behavior Theory: A Diversity Framework. (pp. 147-171)</i>.
4	9/11	Resiliency Theory & Strenghs Perspective <ul style="list-style-type: none"> • Saleebey, D. (1997). Introduction: Power in the people. In. D. Saleebey (Ed.). <i>The Strengths Perspective in Social Work Practice (2nd Ed.)</i>. New York: Longman. • Blundo, R. (2001). Learning strengths-based practice: Challenging our personal and professional frames. <u><i>Families in Society: The Journal of Contemporary Human Services</i>, 82,3, 296-304.</u> • Early, T.J. & GlenMaye, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. <i>Social Work</i>, 45,2, 118-130.
5	9/18	Biophysical Theories of Development

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- Text – Chp.#2
- 6 9/25 Psychodynamic Theories
- Text – Chp. #3 –4
 - Corey, G. (1991). Psychoanalytic therapy. In *Theory and Practice of Counseling and Psychotherapy 4th ed.* (pp. 94-132) Pacific Grove, CA: Brooks/Cole.
- 7 10/2 Behavioral and Social Learning Theories
- Corey, G. (1991). Behavior therapy. In *Theory and Practice of Counseling and Psychotherapy 4th ed.* (pp. 288-320) Pacific Grove, CA: Brooks/Cole.
 - Thyer, B.A. (1994). Social learning theory: Empirical application to culturally diverse practice. In R.R. Greene, *Human Behavior Theory: A Diversity Framework (3rd ed., pp. 424-459)*. Itasca, IL: Peacock Publishers.
 - Walker, D., Greenwood, C.R. & Terry, B. (1994). Management of classroom disruptive behavior and academic problems. In L.W. Craighead et al. (Eds.) *Cognitive and Behavioral Interventions: An Empirical Approach to Mental Health Problems*. Boston: Allyn and Bacon.
 - Winfree, L.T., Backstrom, T.V. & Mays, G.L. (1994). Social learning theory, self-reported delinquency, and youth gangs: A new twist on a general theory of crime and delinquency. *Youth & Society, 26,2, 147-177*.
- 8 10/9 Humanistic Theories
- Corey, G. (1991). Person-centered therapy. In *Theory and Practice of Counseling and Psychotherapy 4th ed.* (pp. 203-226) Pacific Grove, CA: Brooks/Cole.
 - Corey, G. (1991). Case Illustration: Comparison of Approaches. In *Theory and Practice of Counseling and Psychotherapy 4th ed.* (pp. 395-423) Pacific Grove, CA: Brooks/Cole.
- 9 10/16 Mid-term
- 10 10/23 Pregnancy, Birth & the Newborn
- Text – Chp. #5
 - Siefert, K. & Pimlott, S. (2001). Improving pregnancy outcome during imprisonment: A model residential care program. *Social Work, 46,2, 125-134*.
 - Mayo, Y. "Machismo, fatherhood and the Latino family: Understanding the concept." 1997. *Journal of Multicultural Social Work, 5, 49-61*.
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- Zambrana, R.E., Ell, K., Dorrington, C., Wachsmann, L. & Hodge, D. (1994). The relationship between psychosocial status of immigrant Latino mothers and use of emergency pediatric services. *Health and Social Work, 19,2*, 93-102.
 - Ambert, Anne-Marie (1998) Poverty undermines genetic potential. In Anne-Marie Ambert *The Web of Poverty: Psychosocial Perspectives* Binghamton: Haworth Press
- 11 10/30 Infancy / student presentations
- Text – Chp. #6
 - Marino, R., Weinman, M.L. & Soudelier, K. (2001). Social work intervention and failure to thrive in infants and children. *Health and Social Work, 26,2*, 90-97.
 - Sherraden, M.S. & Barrera, R.E. (1996). Poverty, family support, and well-being of infants: Mexican immigrant women and childbearing. *Journal of Sociology and Social Welfare, XXIII,2*, 27-51.
 - Patterson, C.J. (1992). Children of lesbian and gay parents. *Child Development, 63*, 1025-1042.
- 12 11/6 Early Childhood / student presentations
- Text – Chp. #7
 - Grizenko, N. & Fisher, C. (1992). Review of studies of risk and protective factors for psychopathology in children. *Canadian Journal of Psychiatry, 37*, 711-721.
 - Partida, J. (1996). The effects of immigration on children in the Mexican-American community. *Child and Adolescent Social Work Journal, 13,3*, 241-254.
- 13 11/13 Middle Childhood / student presentations
- Text – Chp. #8
 - Tolan, P.H., Guerra, N.G. & Kendall, P.C. (1995). A developmental-ecological perspective on antisocial behavior in children and adolescents: Towards a unified risk and intervention framework. *Journal of Consulting and Clinical Psychology, 63,4*, 579-584.
- 14 11/20 Adolescence / student presentations
- Text – Chp. #9
 - Berger, R.J. (1989). Female delinquency in the emancipation
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era: A review of the literature. *Sex Roles*, 21, 375-399.

- Robinson, K.E. (1994). Addressing the needs of gay and lesbian students: The school counselor's role. *The School Counselor*, 41, 326-332.
- Sullivan, T.R. (1996). The challenge of HIV prevention among high-risk adolescents. *Health and Social Work*, 21,1, 58-65.
- Jessor, R. (1992). Risk behavior in adolescence: A psychosocial framework for understanding action. *Developmental Review*, 12, 374-390.
- Burgess, Christian (1999). Internal and external stress factors associated with the identity development of transgendered youth. In Mallon, G. (1999) *Social Services with Transgendered Youth*. New York: Harrington Press
- Appleby, G. A. (2001) Culture, social class and social identity development in diversity, In *Diversity, Oppression, and Social Functioning: Person-in-Environment Assessment and Intervention*, Needham Heights, Allyn & Bacon 16-35.

15 11/27 Complete student presentations & course review

* Papers due!

16 12/4 Final Exam

Additional Readings

Billups, J. O. & Julia, M.C. (1991). The fourth world in the USA: Need for convergent generalist, feminist and social development approaches. *International Social Work*, 34, 325-337.

Bogolub, E. (1991) Women and Mid-Life Divorces: Some Practice Issues. *Social Work*, 36 (5), 428-433.

Bryant, N. (1994). Domestic violence and group treatment for male batterers. *Group*, 18(4), 235-242.

Carlson, B.E. (1984). Causes and maintenance of domestic violence: An ecological analysis. *Social Service Review*, 58(4), 569-587.

Collins, B.G. (1993). Reconstructing codependency using self-in-relation theory: A feminist perspective. *Social Work* 38 (4), 470-476.

Cooney, T. & Uhlenberg, P. (1990) The role of Divorce in Men's Relations with their Adult Children After Mid-Life. *Journal of Marriage and Family*. 52, 677-688

Day, C. (1993) The organized elderly: Perilions, Powerless, or Progressive? The Gerontologist 33 (3), 426-427.

Depoy, E. & Noble, S. (1992). The structure of Lesbian Relationships in Response to Oppression: Affilia 7 (4), 49-64.

Garbarino, J. (1992). Children and families in the social environment. New York: Aldine De Gruyter.

Harrigan, M. & Farmer, R. (1992) The Myths and Facts of Aging. In R.S. Schneider and N. Kript (eds.) Gerontological Social Work. Chicago: Nelson-Hall.

Hasenfeld, Y. Ed. (1992). Human services As complex organizations. Newbury Park: Sage Publications, Chapters 1-2.

Healey, K. &, Smith, C. (1998). The causes of domestic violence: From theory to intervention. In Healey & Smith, Batterer intervention: Program approaches and criminal justice strategies, (chapter 2), pp. 15-31. National Institute of Justice: Washington D.C.

Heilbroner, R. & Thurow, L. (1994). Economic Explained: Everything you need to know about how the economy works and where it's going. New York: Simon & Schuster.

Hoff, M. D. & Rogge, M. E. (1996). Everything that rises must converge: Developing a social work response to environmental justice. Journal of Progressive Human Services. 7:1, 41-58.

Hooyman, N.R., & Kiyak, H.A. (1993). Social Gerontology: A Multidisciplinary perspective, (3rd ed.). Boston: Allyn & Bacon. Chapter 4, Social theories of aging, pp. 64-83.

Hunter, S., & Sundel, M. (1989). Midlife myths: Issues, Findings, and practice implications. Newbury Park, CA: Sage. Introduction: An examination of key issues concerning midlife.

Kilbourne, B; England, P. & Beron, K (1994) Effects of Individual, Occupational and Industrial characteristics on earnings: Intersections of Race and Gender. Special Forces, 72 (4) 1149-1176.

Long & Holle (1997). Ch. 6, Middle Adulthood. In Macro Systems in the Social Environment, pp. 169-196.

Long & Holle (1997). Ch. 6, Young Adulthood. In Macro Systems in the Social Environment, pp. 141-168.

Long & Holle (1997). Ch. 7, Later Adulthood. In Macro Systems in the Social Environment, pp. 197-228.

Maxmen, J. S., & Ward, N. G. (1995). *Essential Psychopathology and Its Treatment*. New York: W. W. Norton & Co.

Meyer, D. and Bartolomeir-Hill, S. (1994) The adequacy of Supplemental Security Income Benefits for Aged Individuals and Couples. The Gerontologist, 34 (2) 161-172.

Midgley, J. (1994). The challenge of social development: Their Third World and ours. Social Development Issues. 16(2), pp.1-12.

Mindel, C.H. (1985). The elderly in minority families. In B.B. Hess & E. W. Markson (Eds.) Growing old in America: New perspectives on old age, (pp 369-386. New Brunswick, NJ: Transaction Books.

Moen, P. (1991). Transition in Mid-Life: Women's Work and Family Roles in the 1970's. Journal of Marriage and the Family, 53, 135-150.

Nicholas-Casebolt, A., Krysik, J. & Herman -Currie, R. (1994) The Povertization of Women: A global Phenomenon. Affilia 9 (1), 9-29

Norlin, J. M. and Chess, W.A. (1997) Human Behavior and the Social Environment: Social Systems Theory. Boston: Allyn and Bacon 169-200.

Nye, R. D. (1996). Three psychologies: Perspectives from Freud, Skiller, and Rogers. (5th ed.). Pacific Grove: Brooks/Cole.

Perkins, K. & Tice, C. (1995) a strengths Perspective in Practice: Older People and Mental Health Challenges. Journal of Gerontological Social Work, 23 (3/4), 83-97.

Pillari, V. (1998). Human behavior in the social environment (2nd). Pacific Grove: Brooks/Cole.

Reitan, T.C. (1998). Theories of interorganizational relations in the human services. Social Service Review. 72(3): 285-309.

Robinson, M., (1995). Towards a new paradigm of community development. Community Development Journal. 30(1), 21-30.

Rothman, J. (199). The interweaving of community intervention approaches. Journal of Community Practice. 3(3/4): 69-99).

Schaie, k.W. (1981). Psychological changes from midlife to early old age: Implication for the maintenance of mental health. American Journal of Orthopsychiatry, 51 (2), 199-218.

Seifert, K. L., Hoffnung, R. J., Hoffnung, M. (1997).Lifespan Development. Boston and New York: Houghton Mifflin Company.

Surrey, J.L. (1991). The self-in-relation: A theory of women's development, pp. 51-66. In Jordan, Kaplan, Miller, Stiver, & Surrey, Women's growth in connection. New York: Guilford.

Tamir, L.M. (1989). Modern myths about men at midlife: An assessment. In S. Hunter, & M. Sundel (1989). Midlife myths: Issues, findings, and practice implications, pp 157-179. Newbury Park, CA: Sage.

Tresch, R. W. (1994) Principles of economics. Minneapolis: West Publishing Company, Parts V through X (more specifically, part VII on macroeconomics, pp. 697-827).

White, D.W., & Woollett, A. (1992). Families: A context for development. London: Falmer.
Chapter 7, The family in transition: Single parenting, family breakup and reconstituted families,
pp. 103-120.

Wilson, J. Q. (1992). American Government. Fifth Edition. Lexington: D. C. Heath and Co., R