

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

SW 514 and SW 515: Human Behavior and Social Environment I & II

Course Outline

Fall 2003 – SW 514

Section # 02848 – Beale Bldg, RM 202

Instructor: Theora Evans, Ph. D., M. P. H.

Office: Room 211

Office Hours: By

Appointment

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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:

GRADING SCALE:

| | | |
|--------------------------------|------------|-------------|
| Attendance/In-Class Activities | 10% | A = 100-93% |
| Group Presentation | 20% | B+ = 92-88% |
| Mid-Term Exam | 20% | B = 87-80% |
| Case Paper | 30 % | C+ = 79-74% |
| Case Discussion | <u>20%</u> | C = 73-70% |
| | 100% | 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, 13, and 14.

* 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 TEXT:

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

COURSE CALENDAR, TOPICAL OUTLINE, AND READINGS:

Session 1 Overview of the course
8/26/03 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. 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

9/2/03 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.

Social Learning Theories

Readings: Ashford, LeCory, & Lortie, Chapter 3

Session 5 Individual as a System - Biophysical Dimension: Heredity & Biological Factors
9/23/03

Readings: Asford, LeCory, Lortie, Chapter 2

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

Session 6
9/30/03

Mid-Term Exam -----In Class

Session 7 The Life Cycle: Pregnancy, the Newborn, and First Years
10/7/03 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 The Life Cycle: Pre-School
10/14/03 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 The Life Cycle: Middle Childhood
10/21/03 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 The Life Cycle: Early Adolescence
10/28/03 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 Middle & Late Adolescence
11/4/03 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 !!!!!!!!!!!!!!!**

11/11/03

Case Discussion

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Session 13

11/25/03

Case Discussion

Session 14

12/4/03

Wrap – Up



SW514: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT

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

Daka-Mulwanda, V., Thornburg, K., Filbert, L., & Klein, T. (1995). Collaboration of services for children and families. Family Relations, 44(2), 219-223.

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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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Casework, 70, 295-307.

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Mattaini, M. A. (1991). Assessing assessment in social work. Social Work, 36(3), 261-266.

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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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Ross, L. & Coleman, M. (2000). Urban community action planning inspires teenagers to transform their community and their identity. Journal of Community Practice, 7(2), 29-45.

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Saleebey, D. (1992). The strengths perspective in social work practice. White Plains, NY: Longman, Inc.

Sands, R. & Nuccio, K. (1992). Postmodern Feminist theory in social work. Social Work, 37, 489-494.

Scannapieco, M. & Jackson, S. (1996). Kinship Care: The African-American response to family preservation. Social Work, 41(2), 190-196.

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

Van Evra, J. (1990). Television and child development. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Walker-Barnes, C. J., & Mason, C. A. (2001) Perceptions of risk factors for female gang involvement among African American and Hispanic women. Youth and Society, 32(3), 303-336.