

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

SW 514: Human Behavior and Social Environment I
Course Outline
Fall 2003 - SW 514

Instructor: Mike Gooch, LCSW
Office telephone: (901) 276-2200 (Exchange Club Family Center)
Home Telephone: (901) 751-8477 or (901) 230-6057
Pager: (901) 392-3233
Mgooch2@utk.edu

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:

1. An overview of the issue or condition
 1. define and describe the issue or condition; and
 2. discuss demographics and etiology.
2. 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.
3. 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 8-25-03 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

Week of 9-8-03

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.

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 9-15-03

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 9-22-03* 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 9-29-03

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 10-6-03

Mid-Term Exam -----In Class

Session 7 The Life Cycle: Pregnancy, the Newborn, and First Years

Week of 10-13-03* 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

Week of 10-20-03

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 10-27-03

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 The Life Cycle: Early Adolescence
Week of 11-3-03 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
Week of 11-10-03 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 !!!!!!!!!!!!!!!
Week of 11-17-03 Case Discussion

Session 13
Week of 11-24-03 Case Discussion

Session 14
Week of 12-01-03 Wrap B Up

**SW514: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT
BIBLIOGRAPHY**

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Anderson, R. E., & Carter, I (1999). Human behavior in the social environment: A social systems approach (5th ed.). New York: Aldine de Gruyter.

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.

Boehm, W. W. (1958). The nature of social work. Social Work, 3, 10-18.

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.

Demo, D. H. & Allen, K. R. (1996). Diversity within lesbian and gay families: Challenges and implications for family theory and research. Journal of Social and Personal Relationships, 13(3), 415-434.

Dupper, D. (1993). School-Community collaboration: A description of a model program designed to prevent school dropouts. School Social Work Journal, 18, 33-39.

Dumas, J. E. (1989). Let's not forget the context in behavioral assessment. Behavioral Assessment, 11, 231-247.

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.

Hodge, D. R. (2002). Working with Muslim youths: Understanding the values and beliefs of Islamic discourse. Children and Schools, 24(1), 6-20.

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

Kirk, S. A. & Kutchins, H. (1988). Deliberate misdiagnosis in mental health practice. Social Service Review, 62, 225-237.

Kirk, S. A. , Siporin, M. & Kutchins, H. (1989). The prognosis of social work diagnosis. Social Casework, 70, 295-307.

Kuther, T. L. & Higgins-D=Alessandro, A. (2000). Bridging the gap between moral reasoning and adolescent engagement in risky behavior. Journal of Adolescence, 23(4), 409-422.

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Martinez-Brawley, E., & Blundall, J. (1991). Whom shall we help? Farm families= beliefs and attitudes about need and services, Social Work, 36(4), 315-321.

Mattaini, M. A. (1990). Contextual behavior analysis in the assessment process. Families in Society, 71, 236-245.

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

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Mirowsky, J. & Ross, C. E. (1989). Psychiatric diagnosis as reified measurement. Journal of Health and Social Behavior, 30, 11-25.

Pardeck, J. T. (1988). Social treatment through an ecological approach. Clinical Social Work Journal, 16, 92-104.

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.

Root, M. P. P. (Ed.). (1992). Racially mixed people in America. Newbury Park, CA: Sage.

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.

Rutter, M. (1988). Epidemiological approaches to developmental psychopathology. Archives of General Psychiatry, 45, 486-495.

Saleebey, D. (1992). The strengths perspective in social work practice. White

Plaines, 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.