

SW 514 Human Behavior

THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK

SW 514 and SW 515: Human Behavior and Social Environment I & II
Course Outline
Fall Semester 2003 – SW 514

Instructor: Gregory Fisher
Office: Room 272
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Class: Wed., 1– 3:50 pm
Office hours: Wed., 4 – 4:30 pm or by appointment

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., 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 will award points based on classroom participation toward the individual's final grade. Students also are expected to attend and remain present in 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.

Evaluation Procedures and Grades

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

A = 90-100
B+ = 87-89
B = 80-86
C+ = 77 - 79

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C = 70 - 76
Below 70 = F

Mid-term Exam	20%
Group Paper and Presentation Assessment	30%
Final Exam	20%
Class Participation	10%

Group Paper and Presentation: Task groups will be formed that will 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—pregnancy/newborn, infancy, early childhood, middle childhood, adolescence. Choose a topic creatively. Get permission from the instructor before commencing your research. The group will make their presentation and turn in their paper the day on which that life stage is covered in class lecture. The group will work together to create a paper and a class presentation that will include:

1. Introduction: 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 -psychosocial 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 of 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
5. Conclusion/Summary: What *must* we know about this issue or condition?

Papers must be typed, double-spaced and conform to *APA format* (5th ed.). Papers must include a *minimum* of 5 professional journal references. Papers should be no longer than 12 pages (excluding references).

Presentations must be creative using Power Point and should be between 30-45 minutes in length. Presentations must thoroughly cover the information offered in the paper. Power Point slides should be in outline form—do NOT simply cut and paste your paper onto slides and then read it to us aloud. Give us the bones on slides, and then flesh out the text with your group members' oratory.

Papers and presentations are due the day on which that life stage is scheduled to be discussed in class.

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Each group member must participate! The task group may structure the workload however it chooses, but as in real life, you must negotiate and agree on an equal workload for all. Each group member will receive the same points for the actual paper and presentation. For both the paper and presentation, additional points will be awarded based on the group members' evaluation of each individual's participation.

Assessment: Conduct an assessment on a children (newborn, infant, early or middle child, or 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.

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Week	Date	Topic/Readings
1	8/20	Course overview/introduction, assignments, & student expectations
2	8/27	Ecological, Social Systems & Diversity Perspectives <ul style="list-style-type: none"> • Text – Chp.#1 • 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.
3	9/3	Family Systems Theory <ul style="list-style-type: none"> • Text – Chp. #4 • Agbayani-Siewert, P. (1994). Filipino American culture and family: Guidelines for practioners. <i>Families in Society: The Journal of Contemporary Human Services, 75,7</i>, 429-438. • Carter, B. & McGoldrick, M. (1989). Ethnicity and the family life cycly. 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	9/10	Resiliency Theory/Strengths Perspective & Social Theories of Development <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. <i>Families in Society: The Journal of Contemporary Human Services, 82,3</i>, 296-304. • Early, T.J. & GlenMaye, L.F. (2000). Valuing families: Social work practice with families from a strengths perspective. <i>Social Work, 45,2</i>, 118-130. • 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
5	9/17	Biophysical Theories of Development <ul style="list-style-type: none"> • Text – Chp.#2
6	9/24	Psychological Theories of Development <ul style="list-style-type: none"> • Text – Chp. #3 • Corey, G. (1991). Psychoanalytic therapy. In <i>Theory and Practice of Counseling</i>

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- *and Psychotherapy 4th ed.* (pp. 94-132) Pacific Grove, CA: Brooks/Cole.
 - 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.
- 7 10/1 Psychological Theories of Development
- 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.
 - 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.
- 8 10/8 Review for Mid-term Exam & Designated time to work within groups
- 9 10/15 Mid-term Exam
- 10 10/22 Pregnancy, Birth & the Newborn / group presentations and papers due
- 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.
 - Zambrana, R.E., Eil, K., Dorrington, C., Wachsman, 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.
- 11 10/29 Infancy / group presentations and papers due
- 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,*
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63, 1025-1042.

12	11/5	<p>Early Childhood / group presentations and papers due</p> <ul style="list-style-type: none"> • Text – Chp. #7 • Grizenko, N. & Fisher, C. (1992). Review of studies of risk and protective factors for psychopathology in children. <i>Canadian Journal of Psychiatry, 37</i>, 711-721. • Partida, J. (1996). The effects of immigration on children in the Mexican-American community. <i>Child and Adolescent Social Work Journal, 13</i>, 3, 241-254. • Ambert, A. (1998). Poverty undermines genetic potential. <i>The Web of Poverty: Psychosocial Perspectives</i>. Binghamton: Haworth Press
13	11/12	<p>Middle Childhood / group presentations and papers due</p> <ul style="list-style-type: none"> • 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. <i>Journal of Consulting and Clinical Psychology, 63</i>,4, 579-584. • Schwalbach, E., Kiernan, S. (2002). Effects of an intergenerational friendly visit program on the attitudes of fourth graders toward elders. <i>Educational Gerontology, 28</i>, 175-187. • Burgess, C. (1999). Internal and external stress factors associated with the identity development of transgendered youth. <i>Journal of Gay and Lesbian Social Services, 10</i>,3/4, 35-47.
14	11/19	<p>Adolescence / group presentations and papers due</p> <ul style="list-style-type: none"> • Text – Chp. #9 • Berger, R.J. (1989). Female delinquency in the emancipation era: A review of the literature. <i>Sex Roles, 21</i>, 375-399. • Robinson, K.E. (1994). Addressing the needs of gay and lesbian students: The school counselor's role. <i>The School Counselor, 41</i>, 326-332. • Sullivan, T.R. (1996). The challenge of HIV prevention among high-risk adolescents. <i>Health and Social Work, 21</i>,1, 58-65. • Jessor, R. (1992). Risk behavior in adolescence: A psychosocial framework for understanding action. <i>Developmental Review, 12</i>, 374-390.
15	11/26	Review for Final Exam & Assessments due
16	12/2	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.

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- 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.

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- 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