

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK  
B.S.S.W. Program  
Fall 2005**

**Social Work 314 - Human Behavior in the Social Environment  
(3-credits)**

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**Program Mission**

The BSSW program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing society. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers, they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW program is to develop generalist social workers who are strategic thinkers, life-long learners and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development and prepares students for critical thinking throughout their careers. We are dedicated to preparing practitioners for the challenges of the twenty-first century. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

**Program Goals**

Provision of education and training that enable students to become generalist social work practitioners who:

1. are committed to advancing social and economic justice and the principles, values and ethics that guide the social work profession;
2. are grounded in systems theory and operate within a person-in-the-environment framework;
3. use the problem-solving process to intervene in multiple-level client systems;
4. have an understanding of human diversity and special populations that informs practice interventions;
5. use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing society; and
6. are committed to continuous development of professional self.

**Course Description:**

The course addresses the interrelatedness of biological, social, cultural, environmental, and psychological factors in human behavior. Focus will include person-in-environment over the life span with special attention to diversity, impact of racism, sexism, and other socio-cultural factors, and integration of knowledge into a social work practice perspective. Prerequisite: Initial Progression.

**Rationale:**

The liberal arts courses which form the foundation for this course and the Human Behavior and Social Environment course itself will enable students to develop a framework for analyzing social work practice situations by integrating concepts regarding the sources of human behavior, human diversity, social systems theory, and goal directed behavior. It is useful to learn to appraise development in a holistic manner that includes a view across the life span, with particular attention to the influence of temperament,

risk and resiliency on developmental outcomes. Students also need to understand the ways in which the interrelationships of race, class, and gender shape human experience.

Baccalaureate social workers must develop the analytical and interactional skills necessary to recognize the ways in which their clients' life goals reflect cultural, social structural, psychological, and biological factors. Students will develop ways of assessing human behavior, rather than simply charting it, which honor their clients' uniqueness and right to self-determination.

### **Course Objectives:**

The objectives of this course are to provide students the opportunity to understand and analyze:

1. The applicability of biological, psychological, and social science perspectives of human behavior to the practice of social work;
2. The social systems framework as it pertains to a person-in-environment perspective of individuals, families, or people in groups;
3. The sources of human diversity in the lives of individuals, particularly those who are involved as clients in professional relationships with social workers;
4. The dual perspective of self developed by members of oppressed groups in our society;
5. Growth and development through the life cycle; the significance of risk and resilience;
6. The impact of racism, sexism, and homophobia on individual development, family systems, groups, organizations, communities, and professional social work practice.
7. Human behavior in systems of different sizes including individuals, families, groups, organizations and communities.

### **Required texts:**

Pillari, V. (1998). *Human Behavior in the Social Environment: The Developing Person in a Holistic Context* (2<sup>nd</sup> ed.). Pacific Grove, CA: Brooks/Cole.

Pillari, V., & Newsome, M. (1998). *Human Behavior in the Social Environment: Families, Groups, Organizations, and Communities*. Pacific Grove, CA: Brooks/Cole.

### **Recommended text:**

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, 5<sup>th</sup> Edition. Washington, DC: Author.

### **Other required readings:**

In addition to assigned readings from our texts, there are several articles designated in our syllabus which are required readings. They are on reserve in Hodges Library and can be accessed through *Online@UT*.

### **Blackboard:**

This course utilizes many Blackboard features available through *Online@UT*. Please make sure the email address listed in the course is your current one. If additional help is needed accessing Blackboard contact [helpdesk@utk.edu](mailto:helpdesk@utk.edu)

### **Attendance Policy:**

Students are expected to attend all classes and to arrive punctually. Each unexcused absence or tardiness will result in 5 points being deducted from your final grade.

### **Course Requirements:**

The course format will be a combination of lecture, video, class discussion and activities, guest speakers, and online learning. Students are expected to review, critically analyze, and discuss assigned readings. Grades will be based on **2** written assignments, **10** online assignments, **2** exams, and attendance.

### **Online Assignments (30 points):**

Students will be placed in discussion groups on Blackboard for weekly online assignments where application of theory is done through an ongoing case study. Each Monday morning a new assignment will be posted, which must be completed by noon, the following Saturday. **All** students must participate in **all** discussions. Students will rotate leaders alphabetically weekly. Leaders will facilitate the dialog and summarize the group's discussion in a short paragraph to post on Blackboard's main discussion board by noon on the Sunday following the Monday assignment. Each online assignment is worth **3 points**. The first online assignment will be posted on **Sept 6<sup>th</sup>**.

### **Developmental Paper (30 points):**

Each student will complete a Developmental Paper. This assignment has two parts, a written paper and oral report.

#### **Paper (20 points)**

Each student will complete a (5-7 page) developmental paper which examines a client system within an environmental context. Students will select a client system from a book and/or media source. The paper has four parts.

- Part 1 –** Provide an overview of the client system, as portrayed in a media source (play, movie, and soap opera), book and/or real life (the Osbournes, Jackson, Color Purple, Flowers in the Attic, etc)
- Part 2-** Develop an eco-map based on the client system. Include all significant social systems. Use arrows to indicate the quality and flow of relationships.
- Part 3 –** Using the four sources of human behavior, biological, psychological, social, and cultural factors, analyze the clients' development. Discuss the influences you see as being significant in each area? What role might risk or vulnerability and resiliency have played? How does the information in the eco-map impact development?
- Part 4 –** Discuss probable social work issues as related to factors in the client's developmental analysis. Include issues of spirituality, if relevant.

You will be graded on the basis of the quality of your analysis, use of concepts from the course, organization of material, and writing skills. The paper must be in 5-7 pages in APA format (no abstract); total page number includes the eco-map. It is due by the beginning of class **on October 11<sup>th</sup>**. Late papers will be penalized **3-points** and will not be accepted after noon **on October 12<sup>th</sup>**.

#### **Oral Presentation (10points)**

Each student will make an oral report based on his or her developmental paper. Students must develop a 2-3-page outline based on **Part 3** of the developmental. An electronic submission of your outline is due by *noon* the day before your scheduled presentation on: **Oct. 20<sup>th</sup>**, **Oct 25<sup>th</sup>** or **Oct 27<sup>th</sup>**.

#### **Theory Paper (40 points):**

Each student will select 2 theories from: individual, family, group, organization, or community and write a 10-12-page paper that presents an overview of each theory. In addition to the overview, the theories must be compared and contrasted, each related to the social work practice perspective, and conclude with a section as to which theory you most support and why. The paper is to be in APA format (abstract required) and incorporate a minimum of 10 references (majority journal articles). It is due by the beginning of class **November 17<sup>th</sup>**. Late papers will be penalized **4 points** and will not be accepted after noon on **November 18<sup>th</sup>**.

#### **Examinations (100 points):**

Two exams will be given during this semester based on all required readings, videos, class lectures, guest speakers, class discussions, class activities, and online assignments. Each exam will be worth **50 points**. No make-up exams will be allowed unless you obtain permission from the instructor to be absent from the exam prior to the start of class the day the exam is given. Exam #1 is scheduled on **October 18<sup>th</sup>** and Exam #2 will be **November 29<sup>th</sup>**.

#### **Extra Credit:**

It is the BSSW program's expectation that all social work majors participate in the BSSW Student Social Work Organization (SWO). All students, regardless of major, who are enrolled in SW 200, (Introduction to Social Work) and/or in SW 250, (Social Welfare) are welcome to attend. This organization meets every **Tuesday** from 11:10 -12:25 in **HH209**. This time slot is built into the class schedule as a lab. Given the time of the meetings, students are encouraged to bring their lunch.

The BSSW-SWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. This organization and its activities are viewed as an extension of the BSSW curriculum.

Students in this class will have the opportunity to earn five (5) final grade points for extra credit by attending and participating in the BSSW-SWO and/or NABSW this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more meetings during the term. Also, you must participate in one of the organization's standing committees. Both attendance and participation are required for extra credit. You will need to complete a form listing your activities in the organization throughout the term. The form will be signed by a committee chairperson and the faculty liaison to the **BSSW-SWO** or **NABSW**. The completed, signed form must be handed into me one week prior to the end of class. Without the signed form verifying your attendance and participation, the extra credit will not be provided. No other extra credit is available in this class.

### **Grading:**

Students will be evaluated by total points earned in this course as outlined above. The grading scale by total points is as follows:

186-200	A	144-153	C
174-185	B+	134-143	D
164-173	B	133- <i>below</i>	F
154-163	C+		

### **Inclement Weather Policy:**

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified so that appropriate announcements may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

### **Disability Services:**

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

### **Honor Statement:**

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. By enrollment in this class, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work in SW 314, thus affirming your own personal commitment to honor and integrity (*Hilltopics*, 2005).

## TENTATIVE COURSE OUTLINE AND ASSIGNMENTS

**Aug 25 Introduction**

**Aug 30 Human Development and Behavior**

*Pillari, Chapter 1*

**Sept 1 The Dual Perspective of Development**

**Video:** "Ethnic Notions"

**Sept 6 Conception, Pregnancy, and Childbirth**

**Video:** "Unborn Addicts"

*Pillari, Chapter 2*

Weissman, M., Warner, V., Wickramaratne, P., & Kandel, D. (1999). Maternal smoking during pregnancy and psychopathology in offspring followed into adulthood. *Journal of the American Academy of Child and Adolescent Psychiatry, 38*(7), 892-899.

**Sept 8 Infancy**

*Pillari, Chapter 3*

**Sept 13 The Preschool Years--Resiliency Theory**

**Video:** "Autism: The child who couldn't play"

*Pillari, Chapter 4*

Kirby, L., & Fraser, M. (1997). Risk and resilience in childhood. In M.W.

Fraser (Ed.), *Risk and Resilience in Childhood*,(pp. 10-33). Washington, DC: NASW Press.

Rutter, M. (1997). Nature-nurture integration: The example of antisocial behavior. *American Psychologist, 52*(4), 390-398.

**Sept 15 Parenting styles and child development**

Arcus, D. (2002). School shooting fatalities and school corporal punishment: A look at the states. *Aggressive Behavior, 28* (3), 173-183.

Saigeetha, J., Burts, D.C., and Pierce, S. (2000). Comparisons of parenting attitudes among five ethnic groups in the United States. *Journal of Comparative Family Studies, Autumn, 31*(4), 395-406.

**Sept 20 Middle Childhood**

*Pillari, Chapter 5*

Duncan, G., Yeung, W., Brooks-Gunn, J., & Smith, J. R. (1998). How much does poverty affect the life chances of children? *American Sociological Review, 63*(3), 406-

423.

**Sept 22      Discrimination and its Effects on Development**

**Video:** "Class Divided"

Anonymous. (2003). The wealth divide: The growing gap in the United States between the rich and the rest. *Multinational Monitor*, May 24(5), 11-15.

**Sept 27      Adolescence**

**Video:** Young Criminals: Adult Punishment

*Pillari, Chapter 6*

Murry-McBride, V. (1998). Variation in Adolescent pregnancy status: A national tri-ethnic study. In McCubbin, H. I et al (Ed.), *Resiliency in African-American families*, (pp. 179-205), Thousand Oaks, CA: Sage Publications.

**Sept 29      Early Adulthood**

**Video:** "& Thou Shalt Honor (Part 1)"

*Pillari, Chapter 7*

See, L., Bowles, D., & Darlington, M. (1998). Young African American Grandmothers: A missed developmental stage. *Human Behavior in the Social Environment*, 1(2/3), 281-301.

**Oct 4          Middle Adulthood**

**Video:** "& Thou Shalt Honor (Part 2)"

*Pillari, Chapter 8*

McQuaide, S. (1998). Women at midlife. *Social Work*, 43(1), 21-31.

**Oct 6          The Older Years**

*Pillari, Chapter 9*

Choi, N. G. (2001). Diversity within diversity: Research and social work practice issues with Asian American Elders. *Journal of Human Behavior in the Social Environment*, 3 (3/4), 301-319.

**\*DEVELOPMENTAL PAPER DUE**

**Oct 11        The Older Years, *continued***

**Video:** "Aging and Saging"

**\*\*DEVELOPMENTAL PAPER DUE**

**Oct 13 - 14    Fall Break**

**Oct 18** EXAM #1

**Oct 20** Developmental Assessment Oral Presentation(s)

**Oct 25** Development al Assessment Oral Presentation(s)

**Oct 27** Developmental Assessment Oral Presentation(s)

**Nov 1** **The Family**

**Video:** "Constructing the Multigenerational Family Genogram"

Schnur, E., Koffler, R., Wimpenny, H.G., Giller, J. & Rafield, E. (1995). Family child care and new immigrants: Cultural bridge and support. *Child Welfare*, 74(6), 1237-48.

**Nov 3** **No Class**

**Nov 8** **The Family, *continued***

**Video:** "Alzheimer's: Effects on patients and their families."

*Pillari & Newsome, Chapters 1 & 2*

Parsk, C. (1998). Lesbian parenthood: A review of the literature. *American Journal of Orthopsychiatry*, 68(3), 376-389.

**Nov 10** **Groups**

*Pillari & Newsome, Chapter 3*

Schopler, J.H., Abell, M, & Galinsku, M. (1998). Technology-based groups: A review and conceptual framework for practice. *Social Work*, 43(3), 254-267.

**Nov 15** **Institutions**

**Video:** "What I want my words to do to you"

\*Dumont, M.P. (2000).The mad and the bad in state institutions. *American Journal of Orthopsychiatry*, 70(2), 148-149.

\*Griffin, G., & Aitken, L. (1999). Visibility blues: Gender issues in elder abuse In institutional settings. *Journal of Elder Abuse and Neglect*, 10(½), 29-42.

**Nov 17** **Organizations**

*Pillari & Newsome, Chapter 4*

Gibelman, M. (1998). Women's perceptions of the glass ceiling in human service organizations and what to do. *AFFILIA-Journal of Women and Social Work*, 13(2), 147-165.

**Guest speaker:** TBA

**\* THEORY PAPER DUE**

**Nov 22 Communities**

**Video:** "The Metropolitan Avenue Community"

*Pillari & Newsome, Chapter 5*

Morrison, J., Howard, J., Johnson, C., Navarro, F., Plachetka, B., & Bell, T. 1997) Strengthening neighborhoods by developing community networks. *Social Work*, 42(5), 527-534.

Hardcastle, Wenocur, & Powers. Theories for community practice by direct service Practitioners, In *Community Practice*, (pp. 37-56).

**Nov 24– 25 Thanksgiving Break**

**Nov 29** EXAM #2

**Dec 1** Assessment & Theory Application

**Recommended Readings:**

Bengston, V., Rosenthal, C. and Burton, L. (1990). Families and aging: Diversity and heterogeneity. In *Handbook of Aging and the Social Sciences*, 3<sup>rd</sup> ed., (pp. 263-273), San Diego: Academic Press.

Dwyer, D., Smokowski, P., and Bricont, J. (1995). Domestic violence research: Theoretical and practice implications for social work. *Clinical Social Work Journal*. (23) 185-98.

Engle, P., Castle, S., Memon, P. (1996). Child development: Vulnerability and resilience. *Social Science and Medicine*. (43) 5, 621-35.

Hill-Collins, P. (2000). Black feminist thought: Knowledge, consciousness, and the politics of empowerment, 2<sup>nd</sup> ed. New York: Routledge.

Kadushin, G. (1996). Gay men with AIDS and their families of origin: An analysis of social support. *Health and Social Work*. 21, 141-149.

Kirst-Ashman, K. K. and Hull, Jr., G.H. (2001). Generalist practice with organizations and communities, 2<sup>nd</sup> ed. United States: Brooks/Cole.

Longres, J. F. (2000). Human behavior in the social environment. 3<sup>rd</sup> ed. Illinois: F.E. Peacock Publishers, Inc.

Rapp, L.A., & Wodarski, J.S. (1997). Juvenile violence: The high risk factors, current interventions and implications for social work practice. *Journal of Applied Social Sciences*, 22(1), 3-14.

Saadeh, W., Rizzo, C., & Roberts, D. (2002). Spanking. *Clinical Pediatrics*, 41 (2), 87-88.

Saulnier, C. F. (1996). *Feminist theories and social work: Approaches and applications*. Binghamton, NY: Haworth Press.

See, L. A. (1998). *Human behavior in the social environment from an African American perspective*. New York: Haworth Press.