

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

SW 514 and SW 515: Human Behavior and Social Environment I & II
Course Outline
Fall Semester 2005 - SW 514

Sections # 4 & 7

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Office Hours: Mondays and
Tuesdays 12:00-1:30
and by appointment.

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:

Attendance/In-Class Activities	10%
Reading Reflection Papers	20%
Mid-Term Exam	20%
Group Project	15%
Case Paper	25%
Case Discussion	<u>10%</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 reflection papers, and d) case discussion.

COURSE REQUIREMENTS AND GRADING:

In-Class Activities:

Students are expected to participate in small group and discussion activities designed to develop or reinforce social work knowledge, assessment skills, and values. Class attendance is the most critical component of class participation.

Reading Reflection Papers:

Weeks 2-6 of the semester, students are required to turn in reflection papers on class readings that are approximately 1-2 pages long. Each reflection paper will be worth five points, so that students are allowed to

either skip one week or drop the lowest grade. Papers may also reflect on class lecture and discussion, but students are required to discuss at least one reading. It is expected that students will use APA style, critically reflect on the readings, and turn in their papers on time.

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.

NOTE: Presentations are limited to 15 minutes not including Q & A. Content presented must be cited (referenced). Each group member is required to present some portion of the presentation.

Groups must submit a bibliography or list of cited works at the end of the outline. Each student in the group must submit a reflection on the group process and a statement on how they contributed to the group project. Students are graded both as a group and independently.

Presentations are due in class on the day that we discuss the relevant life stage.

***Mid-Term Examination:** In class mid-term exam will be given during 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 13

***Case Discussion:** Case discussions will occur during sessions 13, and 14.

* While additional details regarding these course requirements will be reviewed in-class, specific instructions for Case Paper/Discussion will be accessible OnLine @UT under Assignments later in the semester.

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
8/29/05 & 8/30/05 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

Labor Day – no class
9/5/05 & 9/6/05

Session 2 Ecological, Social systems & Diversity Perspectives
9/12/05 & 9/13/05

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. Disenfranchised and Oppressed Populations/Communities

Session 3 Resiliency Theory
9/19/05 & 9/20/05 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.

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.

Ungar, M. (2004). A constructionist discourse on resilience: Multiple contexts, multiple realities among at-risk children and youth. *Youth and Society*, 35, 341-365.

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 4 Families as Systems
9/26/05 & 9/27/05 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.

McCullough-Chavis, A. & Waites, C. (2004). Genograms with African American families: Considering cultural context. *Journal of Family Social Work*, 8(2), 1-19.

Large Group Activity: Do values differ or are values manifest differently?

Group Project Topic Due!!!!

Session 5 Individual as a System - Developmental Theories
10/3/05 & 10/4/05 Psychological Dimensions
Stage Theories
Social Learning Theories

Readings: Ashford, LeCory, & Lortie, Chapter 3

Gardiner, H.W., Mutter, J.D., & Kosmitzki, D. (1998). Culture, language, & cognition. In *Lives Across Cultures: Cross-Cultural Human Development*, (pp. 103-124). Needham Heights, MA: Allyn & Bacon.

Mackelprang, R.W. & Salsgiver, R.O. (1999). Life state development. In *Disability: A diversity model approach in human service practice*, (pp. 57-79). Pacific Grove, CA: Brooks/Cole Publishing Company.

Session 6 Individual as a System - Biophysical Dimension: Heredity & Biological Factors
10/10/05 & 10/11/05

Readings: Asford, LeCory, Lortie, Chapter 2

American Anthropological Association (1999). AAA statement on race. *American Anthropologist*, 100, 712-713.

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

Session 7

10/17/05 & 10/18/05

Mid-Term Exam -----In Class

Mid semester evaluation

Session 8

10/24/05 & 10/25/05

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

Fertility Issues

Early Infant Development

Cognitive & Physical Development

Attachment & Bonding

Environmental Factors

Readings: Ashford, LeCory, & Lortie, Chapters 5 & 6

Combs-Orme, T., Wilson, E.E., Cain, D.S., Page, T., & Kirby, L.D. (2003). Context-based parenting in infancy: Background and conceptual issues. *Child and Adolescent Social Work Journal*, 20, 437-472.

VIDEOS: *Great Expectations and Labor of Love*

Session 9

10/31/05 & 11/1/05

The Life Cycle: Pre-School

Language and Cultural Development

Gender Identity

Cognitive & Physical Development

Parenting Styles

Readings: Ashford, LeCory, & Lortie, Chapter 7

Johnson, D.J., Jaegar, E., Randolph, S.M., Cauce, A.M., Ward, J., & National Institute of Child Health and Human Development Early Child Care Research Network. (2003). Studying the effects of early child care experiences on the development of children of color in the United States: Toward a more inclusive research agenda. *Child Development*, 74, 1227-1244.

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 10

11/7/05 & 11/8/05

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

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.

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 11 The Life Cycle: Early Adolescence
11/14/05 & 11/15/05 Moral, Cognitive, & Physical Development
Identity Formation
Autonomy v. Attachment
Parenting Styles

Guest Presenter: Dr. Theora Evans

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.

Mallon, G.P. (1998). The road to acceptance. *We don't exactly get the welcome wagon: The experiences of gay and lesbian adolescents in child welfare systems*, (pp. 19-34). New York: Columbia University Press.

VIDEO: *Normal Pubertal Growth and Maturation*

Small Group Activity: Bickering and parenting styles: impact on social functioning

Session 12 Middle & Late Adolescence
11/21/05 & 11/22/05 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 13 Case Papers Due !!!!!!!!!!!!!
11/28/04 & 11/29/05 Case Discussion

Session 14
12/5/05 & 12/06/05 Case Discussion

Session 15
12/12/05 & 12/13/05 Wrap – Up

SW514: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT

Additional Readings

American Anthropological Association (1999). AAA statement on race. *American Anthropologist*, 100, 712-713.

Anclet, B. J. Edwards, J. D., & Pitre, G. (1991). *Cajun country*. Jackson, MS: University of Mississippi.

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.
- Combs-Orme, T., Wilson, E.E., Cain, D.S., Page, T., & Kirby, L.D. (2003). Context-based parenting in infancy: Background and conceptual issues. *Child and Adolescent Social Work Journal*, 20, 437-472.
- 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*.
- Gardiner, H.W., Mutter, J.D., & Kosmitzki, D. (1998). Culture, language, & cognition. In *Lives Across Cultures: Cross-Cultural Human Development*, (pp. 103-124). Needham Heights, MA: Allyn & Bacon.
- 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.
- Johnson, D.J., Jaegar, E., Randolph, S.M., Cauce, A.M., Ward, J., & National Institute of Child Health and Human Development Early Child Care Research Network. (2003). Studying the effects of early child care experiences on the development of children of color in the United States: Toward a more inclusive research agenda. *Child Development*, 74, 1227-1244.
- 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.

Lorenzo, M. K., Frost, A. K., & Reinherz, H. Z. (2000). Social and emotional functioning of older Asian American adolescents. *Child and Adolescent Social Work Journal*, 17(4), 289-304.

Lum, D. (1995). Cultural values and minority people of color. *Journal of Sociology and Social Welfare*, 12(1), 59-74.

Mallon, G.P. (1998). The road to acceptance. *We don't exactly get the welcome wagon: The experiences of gay and lesbian adolescents in child welfare systems*, (pp. 19-34). New York: Columbia University Press.

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.

McCullough-Chavis, A. & Waites, C. (2004). Genograms with African American families: Considering cultural context. *Journal of Family Social Work*, 8(2), 1-19.

Mackelprang, R.W. & Salsgiver, R.O. (1999). Life state development. In *Disability: A diversity model approach in human service practice*, (pp. 57-79). Pacific Grove, CA: Brooks/Cole Publishing Company.

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

McGoldrick, M. & Gerson, R. (1985). *Genograms in family assessment*. New York: Norton.

Meyer, C. H. (Ed.) (1983). *Clinical social work in the eco-systems perspective*. New York: Columbia University Press.

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 Plains, NY: Longman, Inc.
- Sands, R. & Nuccio, K. (1992). Postmodern Feminist theory in social work. *Social Work*, 37, 489-494.
- Scales, P., & Brunk, B. (1990). Keeping children on top of the states' policy agenda. *Child Welfare*, 69(1), 23-32.
- 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.
- Ungar, M. (2004). A constructionist discourse on resilience: Multiple contexts, multiple realities among at-risk children and youth. *Youth and Society*, 35, 341-365.
- 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.