

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

SW514 & SW515: Human Behavior and Social Environment I & II

Course Outline
Fall 2006 – SW 514

Instructor: Dr. Edna Brown
Office: 262
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Class: Mondays 1-3:50
Office hours: Wednesdays, 12-1 pm or by appointment

Required Text

Ashford, J.B., LeCroy, C.W. & Lortie, K.L. (2006). *Human Behavior in the Social Environment* (3rd Ed.). Belmont, CA: Wadsworth.

Additional readings are on reserve in the library.

Course Requirements

We will conduct the class in a seminar fashion, which means students will be expected to fully participate in the learning process. Seminars include a range of learning activities (i.e., discussions, audiovisuals, student presentations and small group activities) to supplement the lectures and stimulate learning.

Students are expected to come to class prepared to discuss the assigned readings. Class participation from all students is expected. Students are also expected to attend 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 me in at least a week in advance of the due date. However, an extension is not automatic and there may be a grade penalty (except in the case of an emergency).

Evaluation Procedures and Grades

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

A (95-100) Outstanding/Superior.

Exceptional performance. Consistently exceed expectations.

B+ (90-94) Very Good.

Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (80-89) Good.

Student consistently meets normal expectations for the course.

C+ (77-79) Average

There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-76) Poor

There is lack of understanding of course content. Student does not meet course expectations.

F (69-Below) Very Poor

There is a lack of attendance or incomplete assignments. Course

4 Quizzzzzes

5% each

20%

4 Weekly Social Issues Paper 10% each	40%
Group Presentation	20%
Final Social Issues Paper	15%
Class Participation	5%

Assessment Paper: Conduct a self-assessment at different development ages (i.e., infant, child, adolescent) using the various theories and frameworks presented in class, and critically assess the utility of these theories and frameworks in explaining your development. A handout will be provided to assist with this assignment.

All papers must be typed, double-spaced and conform to **APA format** (4th ed.).

An APA manual is on reserve at the library and you can link to APA formatting on the Social Work Library Webpage.

Group Presentation: 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. Presentations should be imaginative and creative. Develop a Power Point presentation that includes:

1. 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-psycho-social 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.

Group presentations should be between 30-35 minutes in length. Presenters should be prepared for a 10-15 minute question and answer period.

Course Outline

Week	Date	Topic/Readings
1	1	Course overview/introduction, assignments, Theoretical Frameworks & Paradigms and Social Work Values/Ethics and Human Behavior <ul style="list-style-type: none">• Text – Chp.#1
2	9/12	The Psychological Dimension Influence on Human Development and Behavior <ul style="list-style-type: none">• Text – Chapter #3 <p>Thyer, B.A. (1994). Social learning theory: Empirical application to culturally diverse practice. In R.R. Greene, <i>Human Behavior Theory: A Diversity Framework (3rd ed., pp. 424-459)</i>. Itasca, IL: Peacock Publishers.</p> <p>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. <i>Youth & Society, 26,2, 147-177.</i></p>
3	9/19 Paper	The Social, Ecological, Social Systems & Diversity Perspectives Dimension Influence on Human Development and Behavior <ul style="list-style-type: none">• Text, Chapter 4 <p>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>.</p> <p>Eamon, M. K. (2001). The effects of poverty on children's socioemotional development: An ecological systems analysis. <i>Social Work, 46, 3, 256-266.</i></p>
4	9/26 Paper	Resiliency Theory & Strengths Perspective Influence on Human Development and Behavior <ul style="list-style-type: none">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, 296-304.</i>Delgado, M. & Barton, K. (1998). Murals in Latino communities: Social indicators of community strengths. <i>Social Work, 43, 4, 346-356.</i>
5	10/3 Paper	The Biophysical Influence on Human Development and Behavior <ul style="list-style-type: none">• Text – Chp.#2 (42-56, 71-73) <p>Burr, C. (1993). Homosexuality and biology. <i>The Atlantic Monthly, March, 47-65.</i></p> <p>Gallagher, W. (1994). How we become what we are. <i>The Atlantic Monthly, September, 39-55.</i></p>
6	10/10	Mid-term Exam-Self Assessment

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- 7 10/17 Pregnancy, Birth & the Newborn/Student Presentation
Paper • 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., Ell, K., Dorrington, C., Wachsmann, 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.
- 8 10/24 Infancy / Student Presentation
 • 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*, 63, 1025-1042.
- 9 10/31 Early Childhood / Student Presentation
 • Text – Chp. #7
Grizenko, N. & Fisher, C. (1992). Review of studies of risk and protective factors for psychopathology in children. *Canadian Journal of Psychiatry*, 37, 711-721.
- Partida, J. (1996). The effects of immigration on children in the Mexican-American community. *Child and Adolescent Social Work Journal*, 13,3, 241-254.
- 10 11/7 Middle Childhood / Student Presentation
 • 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. *Journal of Consulting and Clinical Psychology*, 63,4, 579-584.
- McLoyd, V. C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53, 2, 185-204
- 11 11/14 Adolescence / Student Presentation
 • Text – Chp. #9
Robinson, K.E. (1994). Addressing the needs of gay and lesbian students: The school counselor's role. *The School Counselor*, 41, 326-332.
- Sullivan, T.R. (1996). The challenge of HIV prevention among high-risk adolescents. *Health and Social Work*, 21,1, 58-65.
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Jessor, R. (1992). Risk behavior in adolescence: A psychosocial framework for understanding action. *Developmental Review*, 12, 374-390.

Blum, R. W., NcNeely, C., & Nonnemaker, J. (2002). Vulnerability, risk, and protection. *Journal of Adolescent Health*, 31S, 29-39. Complete student presentations & course review

12	11/20	Complete Final Papers
13	11/27	Complete Student Presentations, Final Papers Due
14	12/4	Course Review

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.

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.

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.

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.

Saleebey, D. (1992). Biology's challenge to social work: Embodying thee person-in-environment perspective. Social Work, 37, 2, 112-118

Seifert, K. L., Hoffnung, R. J., Hoffnung, M. (1997).Lifespan Development. Boston and New York: Houghton Mifflin Company.

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.

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

Additional Readings

Brown, E. & Jackson, J. (2004). Age-related issues among minority populations. In C. Spielberger, and R. K. Lee (Eds.). *Encyclopedia of Applied Psychology*. 79-90. New York: Elsevier Publishing.

Combs-Orme, T. (2003). Context-based parenting in infancy: Background and conceptual issues. *Child and Adolescent Social Work Journal*, 20, 6, 437-472.

Coontz, S. (2000). The way we wish we were: Defining the family crisis. In S. Coontz (Ed.), *The Way We Never Were: American Families and the Nostalgia Trap*, 8-22. New York: Basic

Harvey, A. & Hill, R. B. (2004). Africentric youth and family rites of passage program: Promoting resilience among at-risk African American youths. *Social Work*, 49, 1, 65-74.

Jackson, J. S., Antonucci, T. C., & Brown, E. (2004). A cultural lens on biopsychosocial models of aging. In P.T. Costa and I.C. Siegler (Eds.) *Advances in Cell Aging and Gerontology*, 15, 221-241. New York: Elsevier Publishing.

Johnson, D., Jaeger, E., Randolph, S., Cauce, A., Ward, J., & National Institute of Child Health and Human Development Early Child Care Research Network. *Child Development*, 74, 1227-1244.

Roer-Strier, D. & Rosenthal, M. (2001). Socialization in changing cultural contexts: A search for images of the "adaptive adult". *Social Work*, 46, 3, 215-228.

Rushton, J. P. & Jensen, A. (2005). Wanted: more race realism, less moralistic fallacy. *Psychology, Public Policy, and Law*, 11, 2, 328-336.

Suzuki, L. & Aronson, J. (2005). The cultural malleability of intelligence and its impact on the racial/ethnic hierarchy. *Psychology, Public Policy, and Law*, 11, 2, 320-327

Tanner, E. & Finn-Stevenson, M. (2002). Nutrition & brain development: Social policy implications. *American Journal of Orthopsychiatry*, 72, 2, 182-193.

Ungar, M. (2004). A constructionist discourse on resilience: Multiple contexts, multiple realities among at-risk children and youth. *Youth & Society*, 35, 3, 341-365.

Wallace, J. & Muroff, J. (2002). Preventing substance abuse among African American children and youth: Race differences in risk factor exposure and vulnerability. *The Journal of Primary Prevention*, 22, 3, 235-261.

Schnittker, J. Freese, J. & Powell, B. (2000). Nature, nurture, either, nor: Black-White differences in beliefs about the causes and appropriate treatment of mental illness. *Social Forces*, 78, 3, 1101-1132

Suzuki, L. & Aronson, J. (2005). The cultural malleability of intelligence and its impact on the racial/ethnic hierarchy. *Psychology, Public Policy, and Law*, 11, 2, 320-327

Tanner, E. & Finn-Stevenson, M, (2002). Nutrition & brain development: Social policy implications. *American Journal of Orthopsychiatry*, 72, 2, 182-193.