

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW514 & SW515: Human Behavior and Social Environment I & II
Course Outline
Fall 2006 – SW 514

Instructor: Susan Neely-Barnes, MSW, Ph.D.
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Office Hours:
Mondays 4:30-5:30,
Tuesdays 12:30-1:30,
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:

GRADING SCALE:

Attendance/In-Class Activities	10%	A = 100-94%
Reading Discussion Groups	20%	B+ = 93-88%
Mid-Term Exam	20%	B = 87-80%
Group Project (Debates)	15%	C+ = 79-74%
Case Paper	30%	C = 73-70%
Case Discussion	<u>5%</u>	D < 70%
	100%	

The evaluation of student competencies will be based on: a) in-class skill building and knowledge acquisition activities, b) reading reflection discussion groups, c) group project, d) mid-term exam, e) case paper, and f) 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 Discussion Groups:

Weeks 2-6 of the semester, students are required to submit a reflection on at least one of the readings to their assigned discussion group on BlackBoard. Students will be given their assigned groups on the first day of class. Each entry is worth five points, so that students are allowed to either skip one week or drop the lowest grade. Entries may also reflect on class lecture and discussion, but students are required to discuss at least one reading. Students are also encouraged to respond to each other and use this as an opportunity to dialogue with classmates about the readings. It is expected that students will use a formal writing style, use correct grammar, critically reflect on the readings, and submit their reflections to the group before the beginning of class.

Group Project (Debate): All students are expected to participate in a debate on a social work practice issue relevant to a stage of human development. Topics selected are those hotly debated by social workers and other professionals today. The purpose is to prepare you to think critically about issues that create division among social workers and other professionals.

The topics that will be debated are: substance abuse (abstinence/AA approach vs. moderation/harm reduction approach), trans-racial adoption, spanking (corporal punishment), ESL education, and sex education (abstinence only vs. contraception). Students will select an issue and select a side of the issue to debate and work in teams of 2-3. Each team will present a 10 minute summary of their argument. Then, each team will be required to give a five minute rebuttal to the other side. Finally, teams will assist in leading a discussion on the issue debated.

Each team will be required to submit a bibliography of books, articles, and other sources they used to frame their argument. Teams are expected to use research to frame their argument whenever possible. Teams will be graded on content and style of presentation, response to the arguments presented by the opposing team, leadership in the discussion, adherence to time limits, and use of literature to frame their argument.

***Mid-Term Examination:** The take home mid-term will be due Monday, October 16th by 4:30 pm. It will be an essay exam covering the material from the first half of the class. Students will submit their mid-term exam on BlackBoard.

***Case Paper:** The Case Paper is due Monday, December 4th at 4:30 pm

***Case Discussion:** Case discussions will occur during session 13.

* 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. (2006). *Human behavior in the social environment: A multidimensional perspective (3rd ed.)*. Pacific Grove, CA.: Brooks/Cole.

COURSE CALENDAR, TOPICAL OUTLINE, AND READINGS:

Session 1 Overview of the course
8/28/06 HBSE in the social work curriculum
Social Work Values/Ethics
Person-in-Environment/Eco-systems approach

Readings:

Arditti, J.A. (2005). Families and incarceration: An ecological approach. *Families in Society: The Journal of Contemporary Social Services*, 86, 251-260.

Fisher, R. & Karger, H.J. (2000). The context of social work practice. In P. Allen-Meares & C. Garwin (Eds.), *The handbook of social work direct practice*, (pp.5-22). London: Sage.

Session 2 Social Constructionism/Post-modernism
9/11/06 Ecological, Social systems, family systems

Readings: Ashford, LeCroy & Lortie; Chapter 1

Buchbinder, E., Eisikovis, Z., Karnieli-Miller, O. (2004). Social workers' perceptions of the balance between the psychological and the social. *Social Service Review*, 78, 531-552.

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.

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

Shamai, M. (2003). Using social constructionist thinking in training social workers living and working under the threat of political violence. *Social Work, 48*, 545-555.

Ungar, M. (2004). Surviving as a postmodern social worker: Two Ps and three Rs of direct practice. *Social Work, 49*, 488-496.

Session 3
9/18/06
Resiliency Theory
Risks and Protective Factors
Strengths Perspective
Systems Theory
Empowerment

Readings:

Delgado, M. & Barton, K. (1998). Murals in Latino communities: Social indicators of community strength. *Social Work, 43*(4), 346-356.

Parsons, R.J., Gutierrez, L.M., & Cox, E.O. (1998). A model for empowerment practice. In L.M Gutierrez, R.J. Parsons, & E.O. Cox (Eds.), *Empowerment in social work practice: A sourcebook*, (pp. 3-23). Pacific Grove, CA: Brooks/Cole Publishing Co.

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.

Lee, M. Y. (2003). A solution-focused approach to cross-cultural clinical social work practice: Utilizing cultural strengths. *Families in Society: The Journal of Contemporary Human Services, 84*, 385-395.

Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and Cautions. *Social Work, 41*(3), 296-305.

Session 4
9/25/06
Impact of cultural/identity studies on social work
Families
Race & Ethnicity in Family Systems
Gender & Social Class in Family Systems

Readings: Ashford, LeCroy & Lortie, Chapter 4

Anderson, C. (2003). The diversity, strengths, and challenges of single-parent households. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity*. New York: The Guilford Press.

Cramer, E.P. & Gilson, S.F. (1999). Parallel identity development processes for persons with nonvisible disabilities and lesbian, gay, and bisexual persons. *Journal of Gay, Lesbian, and Bisexual Identity, 4*, 23-37.

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

Stewart, P.E. (2004). Afrocentric approaches to working with African American families. *Families in Society: The Journal of Contemporary Social Services, 85*, 221-228.

Weaver, H.N. & White, M.A. (1997). The Native American family circle: Roots of resiliency. *Journal of Family Social Work, 2*, 67-79.

Group Project Topic Due!!!!

Session 5
Individual as a System - Developmental Theories

10/2/06 Psychological Dimensions
Psychoanalytic and humanistic traditions
Stage Theories

Readings: Ashford, LeCory, & Lortie, Chapter 3

Brandell, J. R. & Ringel, S. (2004). Psychodynamic perspectives on relationship: Implications of new findings from human attachment and the neurosciences for social work education. *Families in Society: The Journal of Contemporary Social Services*, 85, 549-556.

Goldstein, E.G. (2002). Psychoanalysis and social work: Historical perspectives. *Psychoanalytic Social Work*, 9, 33-40.

McMillen, J.C., Morris, L., & Sherraden, M. (2004). Ending social work's grudge match: Problems versus strengths. *Families in Society: The Journal of Contemporary Social Services*, 85, 317-325.

Session 6 Individual as a System (cont.)
10/9/06 Cognitive development
Social Learning Theories
Theories of behavior and cognition

Gardiner, H.W., Mutter, J.D., & Kosmitzki, D. (2005). Culture, language, & cognition. In *Lives Across Cultures: Cross-Cultural Human Development (3rd. ed.)*, (pp. 101-124). Needham Heights, MA: Allyn & Bacon.

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

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.

Session 7
10/16/06

Mid-Term Exam -----take home

Mid semester evaluation

Session 8 Individual as a System - Biophysical Dimension: Heredity & Biological Factors
10/23/06

Readings: Asford, LeCory, Lortie, Chapter 2

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

Gilles, E.E. (1999). Integrating a neurobiological systems approach into child neglect and abuse theory and practice. *Children's Health Care*, 28, 167-187.

Session 9 The Life Cycle: Pregnancy, the Newborn, and First Years
10/30/06 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.

Huang, C.C. & Warner, L.A. (2005). Relationship characteristics and depression among fathers with newborns. *Social Service Review*, 79, 95-118.

Session 10
11/6/06 The Life Cycle: Pre-School
Language and Cultural Development
Gender Identity
Cognitive & Physical Development
Parenting Styles

Field trip: Observation at the UT Child Care Program

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.

Session 11
11/13/06 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.

Session 12
11/20/06 The Life Cycle: Adolescence
Moral, Cognitive, & Physical Development
Identity Formation
Autonomy v. Attachment
Parenting Styles
Academic Achievement
Risky Behavior

Readings: Ashford, LeCory, & Lortie, Chapter 9

Baumrind, D. (1991). Parenting Styles and Adolescent Development. *The Encyclopedia of Adolescence*. Garland Publishing.

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.

Laursen, E. K. & Birmingham, S. M. (2003). Caring relationships as a protective factor for at-risk youth: An ethnographic study. *Families in Society: The Journal of Contemporary Human Services*, 84, 240-246.

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.

Poston, Carlos, W. S., (1990). The biracial identity development model: A needed addition. *Journal of Counseling and Development*, 69, 152-155.

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.

Session 13

11/27/06 Case discussion and wrap up

SW514: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT

Additional Readings

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

Ancelet, 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.

Arditti, J.A. (2005). Families and incarceration: An ecological approach. *Families in Society: The Journal of Contemporary Social Services*, 86, 251-260.

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.

- Brandell, J. R. & Ringel, S. (2004). Psychodynamic perspectives on relationship: Implications of new findings from human attachment and the neurosciences for social work education. *Families in Society: The Journal of Contemporary Social Services*, 85, 549-556.
- 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.
- Fisher, R. & Karger, H.J. (2000). The context of social work practice. In P. Allen-Meares & C. Garwin (Eds.), *The handbook of social work direct practice*, (pp.5-22). London: Sage.
- Gambrill, E. and Gibbs, L. (1996). *Critical thinking for social workers: A workbook*. Thousand Oaks, CA: Pine Forge Press.
- 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.
- 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*.
- Gilles, E.E. (1999). Integrating a neurobiological systems approach into child neglect and abuse theory and practice. *Children's Health Care*, 28, 167-187.
- Hodge, D. R. (2002). Working with Muslim youths: Understanding the values and beliefs of Islamic discourse. *Children and Schools*, 24(1), 6-20.

- Huang, C.C. & Warner, L.A. (2005). Relationship characteristics and depression among fathers with newborns. *Social Service Review*, 79, 95-118.
- 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.
- Lee, M. Y. (2003). A solution-focused approach to cross-cultural clinical social work practice: Utilizing cultural strengths. *Families in Society: The Journal of Contemporary Human Services*, 84, 385-395.
- 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.
- Shamai, M. (2003). Using social constructionist thinking in training social workers living and working under the threat of political violence. *Social Work*, 48, 545-555.
- Stewart, P.E. (2004). Afrocentric approaches to working with African American families. *Families in Society: The Journal of Contemporary Social Services*, 85, 221-228.
- Ungar, M. (2004). A constructionist discourse on resilience: Multiple contexts, multiple realities among at-risk children and youth. *Youth and Society*, 35, 341-365.
- Ungar, M. (2004). Surviving as a postmodern social worker: Two Ps and three Rs of direct practice. *Social Work*, 49, 488-496.
- 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.
- White, H.N. (1997). The Native American family circle: Roots of resiliency. *Journal of Family Social Work*, 2, 67-79.