

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

**SW 514: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I**

Course Outline  
Spring 2004

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Please read the entire course website before the first class! Do not print the articles you see on the Hodges Online Reserve site until class meets (although you may buy the textbook listed below). For details regarding class assignment and other matters, see the course web site at [Online@utk.edu](mailto:Online@utk.edu).

Course format

The [Online@utk](mailto:Online@utk.edu) format makes many things possible that should enrich your experience of this course and make it more organized and convenient for you. I will be placing your readings online, for example, so you won't have to look for them in the library. I'm sure you know that this is a major convenience.

BUT--the system is not fully compatible with all computers; AOL users, specifically, cannot access many of the files I will put up through the AOL browser. (You can minimize AOL and open Internet Explorer, and this works sometimes.) You will probably have to use the computer lab at Henson to download and print the readings, or you may photocopy the paper copies that are available in the Reserve Room at Hodges Library.

PLEASE--call the online help number for computer problems. Don't look to me for computer support. I can't give it. When I put a file online I test it on 3 different computers, so if it won't work for you, it's your system, and I just can't help you with that.

Communicating with the professor

I check my email frequently, so that is the best way to communicate with me if you have a question. **BE SURE THAT YOU HAVE TAKEN STEPS TO GET YOUR UT EMAIL ACCOUNT OR TO HAVE YOUR UT EMAIL FORWARDED TO ANOTHER ACCOUNT.** Frequently I find materials such as articles or newspapers stories, even web sites, that I like to send out to students to complement a unit. Other times there may be an important class announcement that I want to get out fast. If you do not check your email daily, you must check the Announcements every day or you will miss something.

Many of you will have difficulty with your email account at first, particularly if you don't want to use the UT account that is automatically assigned to you. If you want to use a non-UT account, you must take steps to forward your UT email to that account, and there are people to help you with that. If you do not receive email, you will miss communications from me or your fellow students.

My office hours for the fall semester of 2003 will be the hours immediately after my classes: 4-5 PM on Mondays and 12-1 on Wednesdays. Please email or call me for an appointment during other times—I'm happy to oblige. If you plan to see me during office hours it would be a good idea to email or talk to me in class to ensure that I don't run downstairs or over to the coffee shop for a moment and cause you to wait.

#### Where are your materials?

You will find definitions of the learning units and questions for thought each week under "Course Units." If you will click on the title of the unit, you will be taken to the folder that includes any handouts or other materials. You may find other resources as well.

You may now access the UTK online library from Blackboard. Note the tab at the top of the page. To get our readings, go to the Catalog, then the Online Reserve for Hodges Library at the bottom of the Catalog page. Then click on "Social Work" and "GO" and then on SW 514 under my name. We will not be using all the articles on reserve, so check the list of readings before you print.

In some cases you will note references to web sites I want you to study. The links can be found in the folder. If you cannot view them at home, again you need to visit the computer lab in Henson or in one of the other University locations.

This entire web site is the syllabus; there is no single document that you are accustomed to getting on paper. The navigation buttons on the left of your course page are self-defining.

#### Cell phones in class

I can't tell you how disturbing a ringing cell phone is to me during class. Therefore, I am asking you to turn off all cell phones when you come into class and leave them off until class is over.

There is one exception. If you have a family member who is seriously ill and need to be in touch, you may bring the phone set on silent mode. **LET ME KNOW ABOUT THIS IN ADVANCE.** Sit near the door, and if you get a call, grab it and leave the class before speaking.

Please note: being "on call" for work is not reason to have a phone in class. If you take this class, you need to commit this 3 hours to class.

#### Grades and Assignments

This course provides information that is crucial to the rest of your MSSW studies. You can expect to devote about 9-10 hours per week to the class, including in-class time, readings, preparation of papers, group meetings, and communication with the professor and your fellow students. There is no short-cut; class attendance and readings are necessary for you to learn this material, which is truly a foundation for the rest of your studies.

In this class you may choose to go for a “B” by satisfactorily:

- \*\* passing the weekly online exams (an average of 80% or better);
- \*\*meeting the attendance requirements (no more than 2 absences);
- \*\*satisfactorily completing the required short papers (an average of B or better);
- \*\*participating in the group presentation assignment (grade of B or better).

The good news: There will be no final exam.

If you would like to try for an “A” you may also complete a final paper. Please remember that writing a final paper does not guarantee an “A”—the paper must be of “A” quality.

See the appropriate link for instructions about each of the above.

Attendance: There is no substitute for class attendance. Class experiences are not duplicated in the readings, and crucial learning occurs during class. Class discussions will point out the highlights of the reading material, indicating what you should pay particular attention to in the readings. Class exercises, videos, or speakers will provide examples or illustrations of important material; this learning cannot be made up if it's missed. Most importantly, class discussions and contributions by your fellow students make up a majority of your thinking and learning.

Please note that a “B” or an “A” require a maximum of 2 absences from class, irrespective of any reason for absence, so I suggest that you save your absences for true emergencies and/or try to attend the other section when you must be absent. (Work-related absences are not an exception.)

It is also important that you be on time to class, as it is disruptive to me and to the class for students to arrive late. Please figure the traffic and parking into the time you leave for class!!! These things are predictable and so are not excuses for being late. Don't act surprised that traffic is heavy and parking is scarce!! This is UT!!

Class participation: The instructor encourages active student participation in class. Students are expected to attend, to be on time, to prepare fully before each class, and to complete all assignments as scheduled. Please bring examples of concepts and materials from your own lives and practice experiences (as well as from your "famous person" assignment explained below) for class discussion. I understand that there is variation in students' ability to speak up in groups, and you will not be graded on your public

speaking skills, but please try to take an active role in class discussion. Your weekly written assignments (described below) can provide valuable material for class discussion and your own and your fellow students' learning.

Assignments: Assignments provide documentation of your learning, and are also important parts of learning itself. Due dates and instructions are not suggestions, and points will be deducted for turning assignments in late.

### Bibliography of Course Readings

Text: Ashford, J.B., LeCroy, C.W. & Lortie, K.L. (2001). Human behavior in the social environment. A multidimensional perspective. 2nd edition. Brooks/Cole.

Articles may be found on the Hodges Online Reserve site. This is a work in progress as this syllabus is posted to the web site, so I recommend that you do not print all of these articles until I notify you that it is finalized.

Blum, R.W., McNeely, C. & Nonnemaker, J. (2002). Vulnerability, risk, and protection. *Journal of Adolescent Health*, 31S, 28-39.

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).

Burr, C. (1993). Homosexuality and biology. *The Atlantic Monthly*, March, 47-65.

Cicchetti, D. & Rogosch, F.A. (2002). A developmental psychopathology perspective on adolescence. *Journal of Consulting and Clinical Psychology*, 70, 6-20.

Combs-Orme, T. (1988). Infant mortality: Legacy of success for social work. *Social Service Research*, 62, 83-102.

Combs-Orme, T. (1987). Infant mortality: Priority for social work. *Social Work*, 32 (6), 507-511.

Combs-Orme, T., Risley-Curtiss, C., & Taylor, R. (1993). Predicting birthweight: Relative importance of medical, social, and prenatal care factors. *Social Service Review*, 67, 617-630.

Combs-Orme, T., Wilson, E., Cain, D., Page, T. & Kirby, L. (in press, 2003). Context-based parenting of infants. *Child and Adolescent Social Work Journal*.

Coontz, S. (2000). Chapter 1: The way we wish we were: Defining the family crisis. In S. Coontz, *The way we never were: American families and the nostalgia trap* (pp. 8-22). New York; Basic.

Cowley, A. (1993). Transpersonal social work: A theory for the 1990s. *Social Work*, 38(5), 527-534.

Franco, N. & Levitt, M.J. (1998). The social ecology of middle childhood: Family support, friendship quality, and self-esteem. *Family Relations*, 47, 315-321.

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.

Freud, S. (1999). The social construction of normality. *Families in Society*, 80(4), 333-339.

Gallagher, W. (1994, September). How we become what we are. *The Atlantic Monthly*, pp. 39-55.

Garbarino, J. & Abramowitz, R.H. (1992a). The ecology of human development. In J. Garbarino, *Children and families in the social environment*, 2nd ed

Garbarino, J. & Abramowitz, R.H. (1992b). The family as a social system. In J. Garbarino, *Children and families in the social environment*, 2nd ed

Garbarino, J. & Kostelny, K. (1992). Cultural diversity and identity formation. In J. Garbarino, *Children and families in the social environment*, 2nd ed., 179-199.

Gilgun, J.F. Human development and adversity in ecological perspective, Part 1: A conceptual framework. *Families in Society*, 395 - 402.

Gilgun, J.F. Human development and adversity in ecological perspective, Part 2: Three patterns.: A conceptual framework. *Families in Society*, 459 - 476.

Gilles, E.E. (1999). Integrating a neurobiological systems approach into child neglect and abuse theory and practice. *Children's Health Care*, 28(2), 167-187.

Goldstein, E.G. (2002). Psychoanalysis and social work: Historical perspectives. *Psychoanalytic Social Work*, 9(2), 33-40.

Goleman, D. (1995). Chapter 2: Anatomy of an emotional hijacking. In D. Goleman, *Emotional intelligence* (pp. 13-29). New York: Bantam.

Jacklin, C.N. & Reynolds, C. (1993). Chapter 8: Gender and childhood socialization. In A.E. Beall & R.J. Sternberg, Eds., *The psychology of gender* (pp. 197-214). New York: Guilford.

Karen, R. (1990, February). Becoming attached. *The Atlantic Monthly*, 265(2), pp. 35-70.

Kirby, L.D. & Fraser, M.W. (1997). Risk and resilience in childhood. In M.W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 10-33). Silver Spring, MD: NASW Press.

Korbin, J.E. (2002). Culture and child maltreatment: Cultural competence and beyond. *Child Abuse & Neglect*, 26, 637-644.

Kropf, N.P. & Greene, R.R. (1994). Chapter 5: Erikson's eight stages of development: Different lenses. In R.R. Greene, Ed., *Human behavior theory: A diversity framework* (pp. 75-91). New York: Aldine De Gruyter.

Logan, S.L. (1981). Race, identity, and Black children: A developmental perspective. *Social Casework*, 47-

Marsiglio, W., Day, R.D. & Lamb, M.E. (2000). Exploring fatherhood diversity: Implications for conceptualizing father involvement. *Marriage and Family Review*, 29(4), 269-293.

Masten, A.S. & Coatsworth, J.D. (1998). The development of competence in favorable and unfavorable environments. *American Psychologist*, 53(2), 205-220.

McGoldrick, M. (1989). Ethnicity and the family life cycle. In B. Carter & M. McGoldrick, Eds., *The changing family life cycle: A framework for family therapy* (2nd ed., pp. 60-90)/ Boston: Allyn & Bacon.

McLoyd, V.C. (1998). Socioeconomic disadvantage and child development. *American Psychologist*, 53(2), 185-204.

Millstein, S.G. & Halpern-Felsher, B.L. (2001). Perceptions of risk and vulnerability. *Journal of Adolescent Health*, 31S, 10-27.

Page, T. (1999). The attachment partnership as conceptual base for exploring the impact of child maltreatment. *Child and Adolescent Social Work Journal*, 16(6), 419-437.

Thyer, B.A. (1994). Chapter 8: Social learning theory: Empirical application to culturally diverse practice. In R.R. Greene, Ed., *Human behavior theory: A diversity framework* (pp. 133-146). New York: Aldine De Gruyter.

Walker, E.F. (2002). Adolescent neurodevelopment and psychopathology. *Current Directions in Psychological Science*, 11(1), 24-28.

Weatherston, D.J. (2001). Infant mental health: A review of relevant literature. *Psychoanalytic Social Work*, 8(1), 39-69.

### Course Calendar Spring 2004

\*\*As we go to press, this also is in progress. I will notify you when it is final.

#### I. January 12

Introduction to the Course: orientation to the syllabus and the Blackboard web site

*January 19: Martin Luther King Day. No class*

#### II. January 26

Theories and Paradigms of Human Development  
Focus on the Social-Ecological model

Readings: Ashford et al., chapter 1 (pp. 1-35)  
Blundo, Greene & Gallant, 1994

#### III. February 2

Biophysical Dimensions of Human Development

Readings: Ashford et al., chapter 2 (pp. 37-68)  
Burr, 1993  
Gallagher, 1994  
Goleman, 1995

#### IV. February 9

Psychological Theories of Human Development and Behavior, Part I

Readings: Ashford et al., chapter 3 (pp. 69-102)  
Freud, 1999

Short paper #1 due by Digital Drop Box by 12 Noon

#### V. February 16

Psychological Theories of Human Development and Behavior, Part II

Readings: Kropf & Greene, 1994  
Thyer, 1994  
Goldstein, 2002

VII. February 23

Cultural Influences on Human Development and Behavior

Readings: Ashford et al., chapter 4 (pp. 103-108; 151)  
Garbarino & Kostelny, 1992  
Korbin, 2002  
Logan, 1981  
McGoldrick, 1989

VII. March 1

Family Influences on Human Development and Behavior

Readings: Review Ashford et al., chapter 4 (pp. 103-108; 151)  
Coontz, 2000  
Freeman, 1990  
Garbarino & Abromowitz, 1992b  
Marsiglio & Lamb, 2000

*March 8: Spring break. No class*

VIII. March 15

Integrating the influences on human development and behavior: Focus on social ecology

Readings: Cowley, 1993  
Garbarino & Abramowitz, 1992a  
Gilgun, Pts. I and II

Short paper #2 due by Digital Drop Box by 12 Noon

IX. March 22

Life stages: Pregnancy and Birth

Readings: Ashford et al., chapter 5  
Combs-Orme, 1987  
Combs-Orme, 1988  
Combs-Orme, Risley-Curtiss & Taylor, 1993

X. March 29

Life stages: Infancy

Readings: Ashford et al., chapter 6 (pp. 197-250)  
Combs-Orme, Wilson, Cain, Page & Kirby, 2003  
Karen, 1990  
Weatherston, 2001

XI. April 5

Life stages: Early Childhood

Readings: Ashford et al., chapter 7 (pp. 251-300)  
Jacklin & Reynolds, 1993  
Kirby & Fraser, 1997

XII. April 12

Life stages: Middle Childhood

Readings: Ashford et al., chapter 8 (pp. 301-353)  
Franco & Levitt, 1998  
Masten & Coatsworth, 1998  
McLoyd, 1998

Short paper #3 due by Digital Drop Box by 12 Noon

Last day to submit rough draft of final optional paper if so desired (not required)

XIII. April 19

Life stages: Adolescence

Readings: Ashford et al., chapter 9 (pp. 355-412)  
Blum, 2002  
Cicchetti & Rogosch, 2002  
Millstein & Halpern-Felsher, 2001  
Walker, 2002

XIV. April 26

Child abuse and neglect

Readings: See index under “child abuse” in Ashford et al. (p. 631) and read all the sections in the book listed.  
Gilles, 1999

Page, 1999

\*\*\*Final paper, if elected, due around May 3, depending upon when grades are due.