

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 514-515: Human Behavior and Social Environment I & II
Course Outline
Spring 2004 - SW 515**

**Monday 9:030– 12:00
Instructor: Kathy Davis
(office hours by appt.)**

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Texts

Ashford, J.B., Lecory, C.W., & Lortie, K.L. (2001). Human Behavior in the Social Environment: A Multidimensional Perspective. Pacific Grove, CA: Brooks/Cole.

Kirst-Ashman (2000). Human Behavior, Communities, Organizations and Groups in the Macro Social Environment: An Empowerment Approach. Brooks/Cole.

Supplemental readings are available for downloading at the Hodges Reserve Webpage at:
<http://pac.lib.utk.edu:8000/WebZ/initialize:sessionid=0:next=html/UTKhomeframe.html>

Course Requirements

The course grade will be based on student participation, quizzes, a reading assignment, a paper, a presentation and a final exam. The instructor encourages active student participation in class. Students are expected to attend all classes, to prepare fully before each class, and to complete all assignments as scheduled. Students will be expected to bring to class for discussion examples of concepts and materials from their own life and practice experience. The course grade will be computed as follows:

1. In class group presentation	50 pts
2. Term paper	100 pts
3. Quizzes (3 @ 10 pts and 4 @ 25 pts each)	130 pts
3. Final examination	50 pts
4. Presentation of a readings	20 pts
5. Class attendance and participation	50 pts

Total 400 points

The final course grade will be based on the following point totals:
376-400 points = A (Superior performance, exceeds expectations)

348-375 points = B+ (Better than satisfactory performance)
328-347 points = B (Satisfactory performance, meets expectations)
308-327 points = C+ (Less than satisfactory performance)

All written assignments must be prepared according to the guidelines contained in the APA Publications Manual, 6th Edition.

Assignment 1 (Presentation)

In the first assignment you will be asked to select a developmental challenge (Examples: Sexism, Racism, Substance Abuse, Mental Illness, Poverty or Domestic Abuse), and one of the developmental stages presented in class (Young Adulthood, Middle Adulthood, or Late Adulthood). The presentation can be focused on many topics, with examples such as: *Young Adulthood*: gender differences, coming out, impacts of childhood abuse, impact of poverty; *Middle Adulthood*: abuse in gay and lesbian relationships, caring for family member with severe mental illness, caring for an elderly parent, and step-parenting - blended families; *Late Adulthood*: elder abuse, poverty and aging, grandparents raising children.

In the presentation, you should (1) summarize the characteristics of the developmental stage pertaining to the nature and impact of the challenge on development; (2) discuss the influence of organizational and community factors; (3) identify potential ethical issues and the dilemmas they present. We will discuss the expectations for the presentation in more detail in class. Students interested in macro practice can expand on the developmental challenge from an organizational or community focus.

Assignment 2 (Paper)

The second assignment consists of two tasks: conduct interviews with two individuals from different ethnic, racial and/or cultural groups who are in the same stage of development; and analysis of these interviews based on developmental theory and the ecological perspective. Papers should be 8-12 pages in length. All work non-original work must be referenced in APA format. This assignment represents a significant portion of your grade (20%) and will be graded accordingly.

The Interviews

You are asked to conduct two "ethnographic" or informal conversational interviews. Ethnographic interviews differ from ethnographic observation in that you are both speaking with and interviewing the participants. Ethnographic interviews are not intended to be structured research interviews, but are instead intended to be as conversational as possible. You may want to prepare some general topics, but just as in a clinical social work interview you want to be as natural as possible and balance where the client/participant is going with the topics you wish to cover. The way we ask questions subtly biases the answers we get, and if we put the question in a particular context we risk precluding the most relevant answers. Your goal is to gain an understanding of the individuals' perspective on their lives, not to diagnosis them or to gather any specific

information. You will need to ask very broad open-ended questions that will elicit responses that paint a picture of the individual's life. You can choose to ask the same questions of both people, or you can choose to simply have a conversation, whichever you are most comfortable with. There is no one "correct" way to conduct these interviews, your task is to develop a global understanding of each individual's experiences.

The Paper

Your paper will be divided into three sections:

- 1) A descriptive discussion of a important developmental themes or milestones and specific theory that can be applied to the two individuals life situations and a discussion of specific concepts within that theory that will be used in later analysis. (5 points)
- 2) An application of the theory, including:
 - a) A descriptive discussion of the two individuals whom you interviewed
 - b) Analysis of your interviews based on an application of the theoretical concepts from the first section (5 points)
- 3) Concluding sections, which will pull the first two sections together and draw a summary about the impact of developmental tasks and culture (i.e. race, SES, gender roles, stigmatization developmental stage issues, region) as you define it, on the development of these individual's. (10 points)

Quizzes

All quizzes must be completed prior to coming to class.

Final exam

A final exam will be given at the end of the course. The exam will be comprehensive.

Weekly Outline

A. INTRODUCTION : PARADIGMATIC THINKING

Session 1

1/12

1. Meta Perspectives: A review
 - a. Ecological and systems perspectives
 - b. Risk-resiliency and strengths perspectives
2. Linkage with HBSE I
3. Ethical issues in the study of human behavior

Video: The Eight stages of human life, adolescence to old age [videorecording 1985]Call Number BF698.E44 1985

Readings: ★Acker, J. (1999). Rewriting Class , Race, and Gender: Problems in feminist rethinking. In M. M. Feree, J. Lorber & B. B. Hess. Revisioning

gender (pp. 44-69). Thousand Oaks, CA: Sage.

★Lorber, J. (2001). The Social Construction of Gender. In P.S. Rothenberg, Race, Class, and Gender in the United States: An integrated study (pp. 47-57) New York: Worth Publishers.

★Reamer, F.G. (1998). The evaluation of social work ethics. Social Work, 43 (6): 488-500.

B. THEORETICAL FRAMEWORKS (1/19/02 no class MLK Holiday)

Session 2 Perspectives on groups (Quiz 1 : Groups,10 pts)

1/26

- a. Traditional and alternative paradigms
- b. Types of groups

Read: Ashford, Lecory & Lortie, "The social dimension for assessing social functioning". Human Behavior in the Social Environment: A Multidimensional Perspective, 103-151.

Kirst-Ashman, "Introduction to human behavior in the macro social environment". Human Behavior, Communities, Organizations & Groups in the Macro Social Environment, 1-25.

Kirst-Ashman, "Types of groups in the macro social environment" and "Human behavior in groups". Human Behavior, Communities, Organizations and Groups in the Macro Social Environment, 202-241.

Readings:

★Hedges, L., & Tannenbaum, M., (2001). Navigating the social landscape: A rationale and method for interpersonal group therapy with pre adolescent boys. Journal of Child and Adolescent Group Therapy. 11(4): 135 146

★Cohen, D, Schermer, V. (2002). On scapegoating in therapy groups: A social constructivist and intersubjective outlook. International Journal of Group Psychotherapy. 52(1): 89 109.

★Gans, J., Rutan, S., & Lape, E. (2002). The demonstration group: A tool for observing group process and leadership style. International Journal of Group Psychotherapy. 52(2): 233 252.

★Moss, E. (2002). Working with dreams in a bereavement therapy group. International Journal of Group Psychotherapy. 2002 Apr; Vol 52(2): 151 170.

★Campbell, C., Alexander, J. (2002) Culturally competent treatment practices and ancillary service use in outpatient substance abuse treatment. Journal of Substance Abuse Treatment. 22(3): 109 119.

★Turk, D., Okifuji, A, Sinclair, D., Starz, T. (1998). Differential responses by psychosocial subgroups of fibromyalgia syndrome patients to an interdisciplinary treatment. Arthritis Care and Research. 11(5): 397 404.

★Harman, Marsha. (1991).The use of group psychotherapy with cancer patients: A review of recent literature. Journal for Specialists in Group Work. 16(1): 56 61.

★Moran, J., Gatz, M. (1987). Group therapies for nursing home adults: An evaluation of two treatment approaches. Gerontologist. 27(5): 588 591

Session 3 **Perspectives on organizations (Quiz 2: Organizations, 10 pts)**

2/2

- a. Defining organizations
- b. Traditional and alternate paradigms
- c. Human behavior in organizations
- d. Environments of organizations

Video: Roger and Me

Read: Kirst-Ashman (2000). Chapters 5-9, (p. 84-177)

Readings:

★Billingsley, A. & Morrison-Rodriquez, B. (1998). The Black family in the 21st century and the church as an action system: A macro perspective. Journal of Human Behavior in the Social Environment, 1, 31-47.

★Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 7, Understanding and analyzing human service organizations. Social Work Macro Practice. 2nd Ed. White Plains, NY: Longman and Company.

★Hasenfeld, Y. (1992). Human Services As Complex Organizations. Newbury Park: Sage Publications, Chapters 1-2.

★Reitan, T.C. (1998). Theories of interorganizational relations in the human services. Social Service Review. 72(3): 285-309.

Session 4 **Perspectives on communities (Quiz 3: Communities, 10 pts)**

2/9

- a. Defining community
- b. Traditional and alternative paradigms

- c. Theoretical perspectives on communities
- d. Diversity
 1. Stratification, racial and ethnic communities
 2. Gay and Lesbian communities

Video: "The Long Journey Home"

Read: Kirst-Ashman, Chapters 2-4, (p. 26-83).

Readings:

★Fawcett, S.; Lewis, R; Paine-Andrews, A; Francisco, V.; Richter, K; Williams, E.; Copple, B. (1997). Evaluating community coalitions for prevention of substance abuse: The case of project freedom. Health Education and Behavior. 24(6): 812-828.

★Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 4, Understanding communities. Social Work Macro Practice. 2nd Ed. White Plains, NY: Longman and Company.

★Rothman, J. (1996). The interweaving of community intervention approaches. Journal of Community Practice. 3(3/4): 69-99.

★Robinson, M. (1995). Towards a new paradigm of community development. Community Development Journal. 30(1), 21-30.

★Whittier, D.K. (1997). Social Conflict Among "Gay" Men in a Small(er) Southern Town. Journal of Gay and Lesbian Social Services, 7 (3). 53-71.

Session 5
2/16

Review of HBSE I (**LIFE CYCLE - CONTINUED**)

(Quiz 4: Infancy - adolescence, 25 pts)

- a. Infancy - adolescence
- b. Macro dimensions

Read: (Review) Ashford, Lecroy & Lortie, 1-102.

Sessions 6 & 7
2/23 & 3/1

Young adulthood (**Quiz 5: Young Adulthood, 25 pts**)

(3/8 Spring Break - No class)

- a. Gender roles - choosing partners
- b. Group membership
- c. Developmental disabilities
- d. Social class and poverty
- e. Maladaptive patterns: Domestic violence and abuse
- f. Mental illness and substance abuse: Video: "Into Madness"
- g. Student Presentations**

Read : Ashford, Lecroy & Lortie, "Young adulthood", 413-467.

Krist-Ashman, K. (2000). Chapter 9, (p. 178-201).

Readings:

*Browne, A., & Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. Psychological Bulletin, 99(1), pp. 66-77.

*Carlson, B.E. (1984). Causes and maintenance of domestic violence: An ecological analysis. Social Science 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.

*Davis, K.B., Daniels, M. & See, L.A. (1998). The psychological effects of skin color on African Americans' self esteem. *Journal of Human Behavior in the Social Environment*, 1, 63-89.

*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.

*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.

*Kirst-Ashman, "Human behavior in groups: Theories and dynamics", Ch. 11 (Review); "Empowerment of people with developmental disabilities in community and organizational environments", Ch. 9, 219-241 and 178-201.

*Levinson, D.J. (1986). A conception of adult development. American Psychologist, 41(1), 3-13. Van Soest, D., & Bryant, S., (1995). Violence reconceptualized for social work: The urban dilemma. Social Work, 40(4), 459-57.

*McFadden, S. (1997). Redefining the family: The concept of family for lesbians and gay men. In E.P. Congress (Ed.), Multicultural Perspective in Working with Families. New York: Springer. pp. 167-180.

*Werner, E. (1989). High -risk children in young adulthood: A longitudinal study from birth to 32 years. American Journal of Orthopsychiatry, 59, 72-81.

*Eliason, Michele J. and Raheim, Salome, (1996) "Categorical Measurement of Attitudes about Lesbian, Gay, and Bisexual People". Journal of Gay and Lesbian Social Services. 4 (3) pp. 51-65.

Sessions 9 & 10

3/15 & 3/22

Middle adulthood (Quiz 6: Middle adulthood, 25 pts)

- a. Developmental issues: Changing roles
- b. Economics and employment: Video: "American Hollow"
- c. Human Behavior in organizations
- d. Human Behavior in Neighborhoods and Communities
- e. Divorce and blended families
- f. **Student Presentations**

Video: Gottman: Predicting Marital Interaction

Read: Ashford, Lecory, & Lortie, "Middle adulthood", 469-525.

Readings: ★Coontz, S. (1992). Ch. 1, The way we wish we were: Defining the family crisis. In The way we never were: American families and the nostalgia trap. New York: Basic, pp 8-22.

★Depoy, E. & Noble, S. (1992). The structure of lesbian relationships in response to oppression. Affilia, 7 (4), 49-64.

★Garbarino, J. (1992). Ch. 4, The family as a social system. In Children and Families in the Social Environment, 2nd ed. NY: Aldine de Gruyter.

★Gerdes, K.E. (1997). Long term AFDC mothers and posttraumatic stress syndrome: Is there a connection?, Affilia, 12 (3) 359-367.

★Gottman, J, & Levenson (1999). What predicts change in marital interaction over time? A study of alternative models. Family Process, 38 (2), 143-158.

★Hunter, S., & Sundel, M. (1989). Introduction: An examination of key issues concerning midlife. In Midlife Myths: Issues, Findings, and Practice Implications. Newbury Park, CA: Sage.

★Nicholas-Casebolt, A., Krysik, J. & Herman -Currie, R. (1994). The povertization of women: A global phenomenon. Affilia, 9 (1), 9-29.

★Schaie, K.W. (1981). Psychological changes from midlife to early old age: Implication for the maintenance of mental health. American Journal of Orthopsychiatry, 51 (2), 199-218.

★Tamir, L.M. (1989). Modern myths about men at midlife: An assessment. In S. Hunter, & M. Sundel. Midlife Myths: Issues, Findings, and Practice Implications, Newbury Park, CA: Sage, pp 157-179.

★White, D.W., & Woollett, A. (1992). Ch. 7, The family in transition: Single

parenting, family breakup and reconstituted families. In Families: A Context for Development. London: Falmer, pp. 103-120.

Session 11 & 12 **Late adulthood** **(Quiz 7: Late adulthood, 25 pts)**

3/29 & 4/5

- a. Developmental issues: Social reconstruction
- b. Challenges: Income and support systems
- c. Video: Excerpts: "Tuesdays with Morrie"

Read: Ashford, Lecory & Lortie, "Late adulthood", 527-575

Readings:

★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.

★Hooyman, N.R., & Kiyak, H.A. (1993). Ch. 4, Social theories of aging. In Social Gerontology: A Multidisciplinary Perspective, (3rd ed.). Boston: Allyn & Bacon, pp. 64-83.

★Hudson, M. & Carlson, J. (1998). Elder abuse: Expert and public perspectives. Journal of Elder Abuse and Neglect, 9, 77-97.

★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.

★Mindel, C.H. (1985). The elderly in minority families. In B.B. Hess & E. W. Markson (Eds.) Growing old in America: New perspectives on old age, (pp 369-386. New Brunswick, NJ: Transaction Books.

★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.

Session 13 **Diversity and Populations at Risk**

4/12

1. African Americans
2. Hispanics
3. Lesbians and Gays
4. Women
5. Immigrants

Read: Kirst-Ashman, "Diversity, populations at Risk and Human Behavior in the Macro Social Environment", Ch. 12, 242 - 264

Session 14 – **Final Exam**

4/19

Session 15 -
4/26

Presentations
Integration & Course comments

Additional Readings

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

Garbarino, J. (1992). Children and Families in the Social Environment. New York: Aldine De Gruyter.

Pillari, V. (1998). Human Behavior in the Social Environment (2nd). Pacific Grove: Brooks/Cole.

Nye, R. D. (1996). Three psychologies: Perspectives from Freud, Skinner, and Rogers. (5th ed.). Pacific Grove: Brooks/Cole.

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.

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.

Midgley, J. (1994). The challenge of social development: Their third world and ours. Social Development Issues. 16(2), pp.1-12.

Wilson, J.Q. (1992). American Government. (5th ed.). Lexington: D.C. Heath and Co., Review Chs. 1, 4, 11-19, 22-25.

Heilbroner, R. & Thurow, L. (1994). Economics Explained: Everything You Need to Know About How the Economy Works and Where It's Going. New York: Simon & Schuster.

Tresch, R.W. (1994). Principles of Economics. Minneapolis: West Publishing Company, Parts V through X (more specifically, part VII on macroeconomics, pp. 697-827).

Astin, M.C., Ogland-Hand, S.M., Coleman, E.M., & Foy, D.W. (1995). Posttraumatic stress disorder and childhood abuse in battered women: Comparisons with maritally distressed women. Journal of Consulting and Clinical Psychology, 63(2), 308-312.

Beitchman, J.H., Zucker, K.J., Hood, J.E., DaCosta, G.A. Akman, D., & Cassavia, E. (1992). A review of the long-term effects of child sexual abuse. Child Abuse and Neglect 16, 101-118.

Burden, D. & Klerman, L. (1984). Teenage parenthood: Factors that lessen economic dependence. Social Work, 29, 11-16.

Hussey, D. & Singer, M. (1993). Psychological distress, problem behaviors, and family functioning of sexually abused adolescent inpatients. Journal of American Academy of Child and Adolescent Psychiatry, 32, 954-961.

Gans, H. (1971). The positive functions of poverty. American Journal of Sociology, 78, 275-289.

Gray, M. (1995). "African Americans" in J. Philleo, and F. Brisbane (1995). Cultural Competence for Social Workers: A Guide for Alcohol and Drug Abuse Professionals Working with Ethnic and Racial Communities. DHHS: Washington.

Kahana, B., & Kahana, E. (1982). Clinical issues of middle age and later life. Annals of the American Academy of Political and Social Science, 46, 140-161.

Smith, T. & Springer, D. (1998). Treating Chemically Dependent Children and Adolescents. In C.A. McNeece & D.M. DiNitto (1994). Chemical Dependency: a Systems Approach. Englewood Cliffs, NJ: Prentice Hall.

Surrey, J.L. (1991). The self-in-relation: A theory of women's development. In Jordan, Kaplan, Miller, Stiver, & Surrey, Women's Growth in Connection. New York: Guilford, 51-66.

Westermeyer, J. (1998). Predictors and characteristics of mental health among men at midlife: A 32-year longitudinal study. American Journal of Orthopsychiatry, 68, 265-273.

Windle, M. (1997). Mate similarity, heavy substance use and family history of problem drinking among young adult women. Journal of Studies on Alcohol, 58, 573-580.