

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

SW 514 and SW 515: Human Behavior and Social Environment I & II
Course Outline
Spring 2005 – SW514

Section #02502

Instructor: Rick Jackson, LCSW
Office: (901) 448-4463

Office Hours: 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 = 100-93%
Group Presentation	20%	B+ = 92-88%
Mid-Term Exam	20%	B = 87-80%
Case Paper	30 %	C+ = 79-74%
Case Discussion	<u>20%</u>	C = 73-70%
	100%	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 d) case discussion.

COURSE REQUIREMENTS AND GRADING:

In-Class Activities:

All students are expected to participate in small group and discussion activities designed to develop or reinforce social work knowledge, assessment skills, and values.

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 : 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); and each group is required to submit an outline, so that students can be graded independently based on content presented.

***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, 14, and 15.

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
1/18/05 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

Session 2 Ecological, Social systems & Diversity Perspectives
1/25/05

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
2/1/05 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.

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.

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.

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
2/8/05 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.

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

Group Project Topic Due!!!!

Session 5 Individual as a System - Developmental Theories
2/15/05 Psychological Dimensions
Stage Theories
Social Learning Theories

Readings: Ashford, LeCory, & Lortie, Chapter 3

Session 6 Individual as a System - Biophysical Dimension: Heredity & Biological Factors
2/22/05

Readings: Ashford, LeCory, Lortie, Chapter 2

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

Session 7
3/1/05

Mid-Term Exam -----In Class

3/8/05 SPRING BREAK

Session 8 The Life Cycle: Pregnancy, the Newborn, and First Years
3/15/05 Fertility Issues
Early Infant Development
Cognitive & Physical Development
Attachment & Bonding
Environmental Factors

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

VIDEOS: *Great Expectations and Labor of Love*

Small Group Activity: What do you know about your own early development?

Session 9 The Life Cycle: Pre-School
3/22/05 Language and Cultural Development
 Gender Identity
 Cognitive & Physical Development
 Parenting Styles

Readings: Ashford, LeCory, & Lortie, Chapter 7

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 The Life Cycle: Middle Childhood
3/29/05 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.

VIDEO: *Childhood: Life's Lessons, and Among Equals*

Session 11 The Life Cycle: Early Adolescence
4/5/05 Moral, Cognitive, & Physical Development
 Identity Formation
 Autonomy v. Attachment
 Parenting Styles

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.

VIDEO: *Normal Pubertal Growth and Maturation*

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

Session 12 Middle & Late Adolescence
4/12/05 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 !!!!!!!!!!!!!
4/19/05

Case Discussion

Session 14 Case Discussion
4/26/05

Session 15 Wrap – Up
5/3/05

SW514: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT

BIBLIOGRAPHY

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- 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).
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- Benson, P. (1990). The troubled journey: A portrait of 6th- 12th grade youth. Minneapolis, MN: The Search Institute.
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- 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.
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- 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.

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.

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.

Kirk, S. A. & Kutchins, H. (1988). Deliberate misdiagnosis in mental health practice. Social Service Review, 62, 225-237.

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