

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

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

Instructor: Dr. John Wodarski
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Required Text:

John S. Wodarski and Sophia Dziegielewska, Human Behavior in the Social Environment: An Empirical Approach. New York: Springer, 2002

Course Requirements:

1. Attend all scheduled classes and arrive promptly. Each absence will lower your final course grade 10 points. Two "late arrival" entries (i.e., coming to class after attendance has been taken) are equal to one absence.
2. Come to class prepared to discuss the assigned readings for that class session.
3. Participate in class discussion and exercises **evidencing respect for the beliefs and experience of others.**
4. Complete all written assignments by their due date; permission for late submission of assignments will be granted IF the student notifies the instructor in writing or by phone message to the College (865-974-3988) at least ONE hour prior to the date/time when the assignment is due. A penalty will be applied to the grades of assignments received after the due date.

COURSE OBJECTIVES:

Students will:

1. Evaluate human behavior theories and concepts on scientific and practice criteria.
2. See the sequential steps in building human behavior theory for social work practice.
3. Translate theory and concepts into practice interventions.
4. Know how theory relates to assessment, intervention, and choice of outcomes, that is, how it provides the rationale for practice.

OUTLINES OF TOPICS COVERED:

1. Introduction- critical thinking regarding current issues in human behavior theory and research

2. Analyzing the phenomena social workers deal with.
3. Models of behavior.
4. Labeling and assessment of behavior.
5. Relation of theories to therapy.
6. Critical evaluation of the relationships between theories of human behavior, behavioral assessment, and techniques of therapy, that is, behavioral change.
7. The effectiveness of psychotherapy or social work practice in bringing about change in human behavior.
8. New models of human behavior.
9. Development of personality: birth, early childhood, later childhood.
10. Adolescence.
11. Young adulthood.
12. Early adulthood.
13. Middle adulthood.
14. The older years and death.

SIMULATION EXERCISES:

1. Read a case history and determine how different theoretical frameworks can account for causation of behavior, treatment interventions, context of interventions, duration of treatment, outcomes chosen, and so forth.
2. Complete various scales designed to measure an attribute and then assess the merits of such means of studying the phenomena. Use of assessment tools such as genograms and ecomaps (Longres, 1995)
3. Secure data on a concept through various means such as questionnaires, interview schedules, and behavioral observations. (This exercise helps students assess how various measurement techniques can affect theory building.)
4. Observe a behavior and participate in class discussions on causation of behavior and appropriate intervention, by whom, where, and for how long.
5. Observe a behavior with another individual or small group and reach a consensus on what happened. (This helps students see how difficult it is to communicate correspondingly about an observation of behavior).

COURSE REQUIREMENTS/ EVALUATION:

1. Class attendance is mandatory.
2. Students will update and put in final form a chapter from Behavioral Health in Social Work and receive authorship in edited text (First draft due 4th week of class; final draft due April 15th.)
3. A final exam will cover texts, readings and class discussions.

Attendance = 10 %

Chapter = 60 %

Final Exam = 30 %