

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

SW514 & SW515: Human Behavior and Social Environment I & II

Course Outline
Spring 2006 – SW 514

Section # 1

Instructor: Susan Neely-Barnes, MSW, Ph.D.

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Office Hours:

Tuesdays 4:00-5:00

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 = 100-93%
Reading Reflection Papers	20%	B+ = 92-88%
Mid-Term Exam	20%	B = 87-80%
Group Project	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) group project, c) mid-term exam, d) case paper and reflection papers, and d) 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 Reflection Papers:

Weeks 2-6 of the semester, students are required to turn in reflection papers on class readings including the textbook that are approximately 1-2 pages long. Each reflection paper will be worth five points, so that students are allowed to either skip one week or drop the lowest grade. Papers may also reflect on class lecture and discussion, but students are required to discuss at least one reading. It is expected that students will use APA style, use correct grammar, critically reflect on the readings, and turn in their papers on time.

Group Project: Instructions for the group assignment will be handed out later in class.

*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 the eco-systems approach, strengths-based perspective, constructionist approach to diversity, micro and macro theories, resiliency, theories of development, and theories of cognition and behavior. Exam format will be multiple choice.

*Case Paper: Case Paper is due Monday, May 1st at 4:30 pm

*Case Discussion: Case discussions will occur during sessions 13, and 14.

* 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
1/23/06 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.

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 2 Ecological, Social systems & Diversity Perspectives
1/30/06

Readings: Ashford, LeCroy & Lortie; Chapter 1

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

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.

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

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 3
2/6/06
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.

Gutierrez, L.M., Parsons, R.J., & 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
2/13/06
Families as Systems
Models for understanding Family Systems
Race & Ethnicity in Family Systems
Gender & Social Class in Family Systems

Readings: Ashford, LeCroy & Lortie, Chapters 4 & 11

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.

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

Group Project Topic Due!!!!

Session 5
2/20/06
Individual as a System - Developmental Theories
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.

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.

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.)
2/27/06 Cognitive development
Social Learning Theories
Theories of behavior and cognition

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.

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
3/6/06

Mid-Term Exam -----In Class

Mid semester evaluation

Session 8 Individual as a System - Biophysical Dimension: Heredity & Biological Factors
3/13/06

Readings: Asford, LeCory, Lortie, Chapter 2

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

Session 9 The Life Cycle: Pregnancy, the Newborn, and First Years
3/27/06 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 The Life Cycle: Pre-School
4/3/06 Language and Cultural Development
 Gender Identity
 Cognitive & Physical Development
 Parenting Styles

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 The Life Cycle: Middle Childhood
4/10/06 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 The Life Cycle: Adolescence
4/17/06 Moral, Cognitive, & Physical Development
 Identity Formation
 Autonomy v. Attachment
 Parenting Styles
 Academic Achievement
 Risky Behavior

Guest Presenter: Dr. Theora Evans

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.

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.

- 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

4/24/06

Case Discussion

SW514: HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT

Additional Readings

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

- Carrood, 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.
- 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*.
- 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.
- 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.