

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

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

Course Outline
Spring 2006 – SW 515

Wednesdays, 5:30-8:20 p.m.

Gregory Fisher, MSSW, Instructor

Office Hours: Wednesdays, 8:30-9:00 p.m. or by appt.

Contact: 615-496-4324 (voice); celebr8all@comcast.net (email)

Texts

Ashford, J.B., Lecory, C.W., & Lortie, K.L. (2006). Human Behavior in the Social Environment: A Multidimensional Perspective. Pacific Grove, CA: Brooks/Cole.

Additional journal articles as assigned weekly.

Course Requirements

The instructor requires 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. Class participation will count toward the course grade. Students will be expected to bring to class for discussion examples of concepts and materials from their own life and practice experience.

There will be three assignments in the course.

1. In-class individual presentation
2. A final paper
3. Final comprehensive examination

Assignments & Grading

Assignment 1	Presentation	(30%)
Assignment 2	Paper	(30%)
Assignment 3	Final Examination	(30%)
Classroom Participation		(10%)

Assignment 1

In the first assignment you will be asked to select one of four developmental challenges (Substance Abuse, Mental Illness, Poverty or Domestic Abuse), and one of the four developmental stages presented in class (Late-adolescence (from HBSE I review), Young Adulthood, Middle Adulthood, or Late Adulthood). You will then be asked to apply concepts from the developmental stage and discuss the impact of the challenge on the normal trajectory of development. We will discuss the expectations of the presentations in more detail in class. It is expected that all presentations will include **handouts** and be made using **PowerPoint** software. Presentations **MUST** be within a 20-minute time frame — points will be deducted for presentations that go over the limit. Presentations are scheduled for the second week of each developmental stage (Adolescence & Young Adulthood, Middle Adulthood & Late Adulthood). This assignment represents 30% of your grade.

Assignment 2

You will be asked in the second assignment to conduct interviews with two individuals from different ethnic, racial and/or cultural groups who are in the same stage of development. You will then be asked to prepare a paper based on your analysis of these interviews that will compare and contrast these individuals' development utilizing the ecological perspective and theoretical concepts discussed in class.

Papers should be 8-12 pages in length. A detailed outline for this assignment will be presented in class. This assignment represents 30% of your grade.

Assignment 3

A final exam will be given on the last day of class. This exam will cover material presented during this semester only and represents 30% of your grade.

Classroom participation

10% of your grade will represent the instructor's subjective observation of your classroom participation and contribution to the overall atmosphere of learning.

Grading Scale

A	=	95-100
B+	=	88-94
B	=	80-87
C+	=	74-79
C	=	70-73
D	=	70 and below

COURSE OUTLINE

Week 1 – CLASS OVERVIEW

1/11
Review Syllabus
Discussion of Individual Presentations & Final Paper
Review of ecological and systems perspectives, risk resiliency and strengths perspectives

Week 2 – PERSPECTIVES ON GROUPS

1/18
Reading
Ashford, Lecory, & Lortie, 130-139.

Be prepared to discuss

- > The pros and cons of self-help groups.
- > Relate these pros and cons to risk and resiliency and strengths perspectives.
- > Self-help movement: Talk shows, popular literature; the Internet. Why are they so popular?
- > What are some concerns about the self help movement?
- > What are the implications of the self-help movement for social workers?

Presentation Topics Due

Week 3 – PERSPECTIVES ON COMMUNITIES

1/25
Reading

1. Ashford, Lecory, & Lortie, 139-142.
2. Delgado, M. & Barton, K. (1998). Murals in Latino communities: Social indicators of community strengths. *Social Work*, 43, 4, 346-356

Be prepared to discuss

- > What does community mean to you?
- > When you think of your community or neighborhood, how would you describe it?
- > What gives you a sense of community?
- > Do you agree with the readings on what a sense of community is?
- > Do you think it is possible to belong to many communities?
- > Describe racial and ethnic communities; gay and Lesbian communities.
- > Relate these issues to theory.
- > Why is it important for social workers to understand community influences?

Week 4 – PERSPECTIVES ON ORGANIZATIONS

2/1

Reading

1. Ashford, Lecory & Lortie, 142-147

Be prepared to discuss

- > What are some of the organizations to which you belong or have many interactions?
- > What resources do you have available to you within that organization?
- > What expectations do you have for being able to function in your role and with your tasks? Are there problems-such as restrictive policies, discrimination, organizational barriers and social barriers?
- > How does this affect the quality of your social environment?
- > Does this affect your coping behavior and ability?
- > How do organizations influence human behavior?
- > What should social workers understand about organizations?

Week 5 – LATE ADOLESCENCE

2/8

Reading

1. Review chapter on adolescence from last semester

Web Research

1. Teen pregnancy statistics across cultural and ethnic groups
2. Suicide rates in adolescence across cultural and ethnic groups
3. Incidence of self mutilation across cultural and ethnic groups
4. Domestic violence among adolescence across cultural and ethnic groups

Be prepared to discuss

- > Developmental Tasks
- > Biological Changes
- > How can social workers help reduce the incidence of low self-esteem among adolescents?
- > How can social workers intervene/mediate parent/child issues among families with adolescents?
- > What is the role of social workers in successful transition to young adulthood?

Week 6 – LATE ADOLESCENCE

2/15

Student Presentations on Late Adolescence

Week 7 – YOUNG ADULTHOOD

2/22

Reading

1. Ashford, Lecroy & Lortie: 461-467; 472-481; 495
2. Orbuch, T., & Brown, E. (2006). Divorce in the context of being African American. In M. Fine and J. Harvey (Eds.), *Handbook of Divorce and Dissolution of Romantic Relationships* (pp 481-498). New Jersey: Erlbaum.
3. Mayo, Y. "Machismo, fatherhood and the Latino family: Understanding the concept." 1997. *Journal of Multicultural Social Work*,5, 49-61.
4. Orbuch, T. and Brown, E. (in press).

Web Research

1. Cultural differences in dating traditions in U. S. (i.e., arranged marriages) Arab Americans, Asian Americans, Native Americans, African Americans, White Americans
2. Dating services-criteria, terminology, and success rates.

Be prepared to discuss

- > Developmental Tasks
- > Biological Changes
- > Gender Roles
- > Love and Dating/Marital Conflict/Domestic Violence/Divorce/Parenting
- > Sexual Assault
- > Should social workers understand culture differences in dating traditions? Why or why not?
- > Is any aspect of dating services important for social workers to understand?
- > Why or why not?

Week 8 – YOUNG ADULTHOOD

3/1

Student Presentations on Young Adulthood

Week 9 – MIDDLE ADULTHOOD

3/8

Reading

1. Ashford, Lecroy & Lortie: 509-516; 530-532; 548-549, 552-559
2. Jackson, J. S., Brown, E., Antonucci, T., and Daatland, S. O. (2005). Ethnic diversity in aging, multi-cultural societies. In M. Johnson, V. Bengtson, P. Coleman, T. & Kirkwood (Eds.) *The Cambridge Handbook of Age and Aging*. Cambridge, UK:

Web Research

1. Research cultural differences in meaning, expectations, and roles at midlife. – Latino-Puerto Rican, Mexican, Cuban, South American, Asian-Chinese, Korean, Japanese, Southeast Asian (Cambodians, Vietnams), Indian, Pakistani

Be prepared to discuss

- > Developmental Tasks

- > Biological Changes
- > Career Inequities /Career Changes at Midlife
- > Roles at Midlife
- > Marriage/Remarriage
- > Homelessness
- > The Men's Movement
- > What are the generational differences (i.e., first generation versus, second generation) and family conflicts regarding role expectations for mothers, fathers, and children?
- > How can social workers assist individuals experiencing role conflict?

Week 10 – MIDDLE ADULTHOOD

3/15

Student Presentations on Middle Adulthood

Week 11 – SPRING BREAK

3/22

No Class

Week 12 – LATE ADULTHOOD

3/29

Reading

1. Ashford, Lecroy & Lortie: 570-574; 581-584; 588-590; 605-606, 615-616
2. Chadiha, L., Brown, E., & Aranda, M. (in press). Social work practice with older African Americans and other Black populations. In B. J. Berkman and S. D'Ambruso (Eds.), *Oxford Handbook of Social Work in Aging*. New York: Oxford University Press.
3. Antonucci, T., Fiori, K., & Brown, E. (in press). Religion and spirituality at the end of life. *Encyclopedia of Spiritual and Religious Development in Childhood and Adolescence*. Thousand Oaks: Sage.
4. Brown, E., & Jackson, J. S. (2004). Age-related issues among minority populations. In C. Spielberger, and R. K. Lee (Eds.). *Encyclopedia of Applied Psychology*. (pp. 79-90). London: Elsevier.
5. Jackson, J. S., Antonucci, T. C., & Brown, E. (2004). A cultural lens on biopsychosocial models of aging. In P.T. Costa and I.C. Siegler (Eds.) *Advances in Cell Aging and Gerontology*, 15, 221-241. New York: Elsevier Publishing.

Web Research

1. Different choices at end of life: hospice, hospital, or home
2. Cultural (i.e., religious, spiritual, ethnic) beliefs and attitudes about death and dying?

Be prepared to discuss:

- > Developmental Tasks
- > Biological Changes
- > Retirement
- > Wisdom
- > Receiving Care
- > Developmental Themes: Young Old; Middle Old; Old Old
- > Life Course Perspective
- > Continuity Theory

- > Disengagement Theory
- > Death and Dying/Loss/Grief and Mourning/Loneliness/Widowhood
- > Elder Abuse
- > Advance Directives
- > End of Life Options
- > Spirituality and Religious Beliefs at the End of Life
- > What about after life?
- > What are your attitudes about death and dying?
- > Why is it important for social workers to understand these beliefs and attitudes about death and dying?

Papers Due

Week 13 – LATE ADULTHOOD

4/5

Student Presentations on Late Adulthood

Week 14 – CATCH-UP (if needed)

4/12

Week 15 – FINAL

4/19

Week 16 – WRAP UP

4/26

ADDITIONAL READINGS

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.

Bogolub, E. (1991) Women and Mid-Life Divorces: Some Practice Issues. Social Work, 36 (5), 428-433.

Bryant, N. (1994). Domestic violence and group treatment for male batterers. Group, 18(4), 235-242.

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

Cooney, T. & Uhlenberg, P. (1990) The role of Divorce in Men's Relations with their Adult Children After Mid-Life. Journal of Marriage and Family. 52, 677-688

- Day, C. (1993) The organized elderly: Perilous, Powerless, or Progressive? The Gerontologist 33 (3), 426-427.
- Depoy, E. & Noble, S. (1992). The structure of Lesbian Relationships in Response to Oppression: Affilia 7 (4), 49-64.
- Garbarino, J. (1992). Children and families in the social environment. New York: Aldine De Gruyter.
- 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.
- Hasenfeld, Y. Ed. (1992). Human services As complex organizations. Newbury Park: Sage Publications, Chapters 1-2.
- 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.
- Heilbroner, R. & Thurow, L. (1994). Economic Explained: Everything you need to know about how the economy works and where it's going. New York: Simon & Schuster.
- 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.
- Hooyman, N.R., & Kiyak, H.A. (1993). Social Gerontology: A Multidisciplinary perspective, (3rd ed.). Boston: Allyn & Bacon. Chapter 4, Social theories of aging, pp. 64-83.
- 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.
- 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.
- Midgley, J. (1994). The challenge of social development: Their Third World and ours. Social Development Issues. 16(2), pp.1-12.
- Moen, P. (1991). Transition in Mid-Life: Women's Work and Family Roles in the 1970's. Journal of Marriage and the Family, 53, 135-150.
- Nicholas-Casebolt, A., Krysik, J. & Herman -Currie, R. (1994) The Povertization of Women: A global Phenomenon. Affilia 9 (1), 9-29
- Norlin, J. M. and Chess, W.A. (1997) Human Behavior and the Social Environment: Social Systems Theory. Boston: Allyn and Bacon 169-200.
- Nye, R. D. (1996). Three psychologies: Perspectives from Freud, Skiller, and Rogers. (5th ed.). Pacific Grove: Brooks/Cole.
- 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.

- Pillari, V. (1998). Human behavior in the social environment (2nd). Pacific Grove: Brooks/Cole.
- Reitan, T.C. (1998). Theories of interorganizational relations in the human services. Social Service Review. 72(3): 285-309.
- Robinson, M., (1995). Towards a new paradigm of community development. Community Development Journal. 30(1), 21-30.
- Seifert, K. L., Hoffnung, R. J., Hoffnung, M. (1997). Lifespan Development. Boston and New York: Houghton Mifflin Company.
- Surrey, J.L. (1991). The self-in-relation: A theory of women's development, pp. 51-66. In Jordan, Kaplan, Miller, Stiver, & Surrey, Women's growth in connection. New York: Guilford.
- White, D.W., & Woollett, A. (1992). Families: A context for development. London: Falmer. Chapter 7, The family in transition: Single parenting, family breakup and reconstituted families, pp. 103-120.
- Additional Readings
- Seifert, K. L., Hoffnung, R. J., Hoffnung, M. (1997). Lifespan Development. Boston and New York: Houghton Mifflin Company.
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- Nye, R. D. (1996). Three psychologies: Perspectives from Freud, Skinner, and Rogers. (5th ed.). Pacific Grove: Brooks/Cole.
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- 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.
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- Burden, D. & Klerman, L. (1984). Teenage parenthood: Factors that lessen economic dependence. Social Work. 29, 11-16.
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- 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.
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- 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.