

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

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

Course Outline

Spring 2006 – SW 515

Sandra J. Gonzalez, MSSW, LCSW, Instructor

Telephone: 615-222-1416

Email: sgonzale@stthomas.org

Office Hours: Wednesday 11:50 a.m. – 12:50 p.m. or by appointment

Text

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 will be assigned weekly

Course Requirements

Active student participation in class is mandatory. 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. Additional journal articles will be assigned weekly.

Assignments & Grading

The Grading Scale is as follows:

A = 95-100

B+ = 94-88

B = 80-87

C+ = 74 - 79

C =70-73

Below 70 = D

1. Social Issues Paper 15%
2. Group, Community, and Organization Papers 3 @ 5% each = 15%
3. Final Paper 20%
4. Final Exam 30%
5. Group Presentation 20%

Social Issues Paper Due January 18 2006

Choose one social issue or problem for a particular developmental period (young adulthood, middle adulthood, or late adulthood) and briefly describe what it is, what we know about the issue and what we do not know. This might include definitions, statistics on prevalence or incidence, studies that look at risk and protective factors, case examples from your clinical experience or your own experience, interventions that have been utilized, and an evaluation of their

effectiveness. Describe why this is such a problem for our society. Moreover, describe the role of social work in your chosen social issue or problem. *Integrate what we know of the issue as it relates to females, ethnic minorities, and other potentially oppressed groups.*

***This paper must be 4-6 pages, typed, double-spaced, using a clear, readable 12 point font, one-inch margins, page numbers, and edited for spelling and grammatical errors. Points will be taken from a paper that is difficult to read or contains numerous spelling errors. In addition to the criteria above, papers will be graded for content, clarity, and level of work.

You should cite any references that you include in the text of your paper. You should use a minimum of **5** references, including library resources, such as books or journal articles, magazines, or newspapers that discuss the social issue and support your contentions. Provide appropriate citations. At least **2** references must be from scientific journals.

References should be in APA format.

Build Upon it each week. How does each theory and any concept from these theories –groups, community, and organization approach/explain the social issue?

***This paper must be 3-4 pages, typed, double-spaced, using a clear, readable 12 point font, one-inch margins, page numbers.

****Analysis:**

- 1) You should give a detailed explanation of how each theory and its corresponding concept(s) may be used to explain the occurrence of the social issue you are discussing.
- 2) You should present how your social issue fits these theoretical models. All models should be critiqued on their general utility regarding your social issue. You should also describe the strengths and weaknesses of each theoretical model (as it pertains to your social issue).

You should use a minimum of **3** references, including magazines, newspapers, or books that discuss the social issue, as well as scientific journals. At least 1 references must be from journals. References should be in APA format.

Final Paper: Due April 5, 2006

Choose two theories: groups, communities/neighborhood, or organization theory in the context of Ecological and systems perspectives as well as Risk-resiliency and strengths perspectives to analyze the issue at young adulthood, middle adulthood, or late adulthood.

Your paper must be **8-10 pages** in length and include the following:

***In the first part of your paper, please briefly define the social issue you will analyze (a paragraph should suffice).

***You should also name and explain two theoretical models and any concepts from these theories that may be relevant to its application to your social issue.

Analysis:

- 3) You should give a detailed explanation of how each theory and its corresponding concept(s) may be used to explain the occurrence of the social issue you are discussing.

- 4) You should present how your social issue fits these theoretical models. All models should be critiqued on their general utility regarding your social issue. You should also describe the strengths and weaknesses of each theoretical model (as it pertains to your social issue).

Compare and contrast these theories for explaining your social issue at one particular developmental age. OR you can choose one theory to explain two developmental ages.

****Reference Page:** You should cite any references that you included in the text of your paper. You should use a minimum of **7** references, including magazines, newspapers, or books that discuss the social issue, as well as scientific journals. At least 3 references must be from journals. References should be in APA format.

Group Presentations

This assignment should be completed in groups of no more than 3 people. If possible, work with people who are writing their papers on people in the same developmental stage as you and it will help you share resources.

Choose a developmental stage (adulthood; young, middle, or late).

Choose a developmental challenge (think of the “isms”-alcoholism, sexism, racism, substance abuse, mental illness, poverty, domestic abuse).). The presentation can be focused on topics, such as: Young Adulthood: 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, and step-parenting - blended families; Late Adulthood: poverty and aging. You may also use the textbook to get ideas for your presentations.

Summarize the characteristics of the stage you have chosen.

Discuss the impact of challenges on development at that stage of life.

Discuss the influence of groups, organizations, communities, in the context of Ecological Perspective, on persons in that stage of life.

Identify and discuss potential ethical issues and the dilemmas that may arise for social workers in the field working with persons in that stage of life.

Your group should also prepare two or three relevant questions to prompt class discussion.

Final Exam

A final exam will be given during week 15. This exam will cover material presented during this semester only and represents 30% of your grade. Information regarding format of exam will be given no later than one-week prior.

Course Outline

Week	Date	Topic/Readings, Assignments
1	1/11	Course overview Introduction Assignments and Expectations

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?

Ashford, Lecory & Lortie, 142-147

5 2/8

YOUNG ADULTHOOD

1. Gender Roles:

Communication, love and dating

2. Sexual Assault

1. Research cultural differences in dating traditions in U. S./ (i.e., Arranged marriages) Arab Americans, Asian Americans, Native Americans, African Americans, White Americans

In class discuss generational differences, family/generational conflict about dating and marriage?

2. Research dating services-criteria, terminology, success rates.

In class discuss pros and cons

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?

Ashford, Lecroy & Lortie: 461-467; 495

6 2/15 **Paper on
Organizaions**

Paper on Organizations Due

NO CLASS SCHEDULED- CSWE CONFERENCE

7 2/22

YOUNG ADULTHOOD

1. Parenting

2. Marital Conflict/Domestic Violence

2. Divorce

Ashford, Lecroy & Lortie: 472-481

Student Presentations

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.

Mayo, Y. "Machismo, fatherhood and the Latino family: Understanding the concept." 1997. *Journal of Multicultural Social Work*, 5, 49-61.

Orbuch, T. and Brown, E. (in press).

8 3/1

SOCIAL WORK ON THE HILL DAY

9 3/8

MIDDLE ADULTHOOD

Is Midlife a Crisis?

1. Biological changes
2. Career inequities /Career Changes at Midlife
2. Roles at midlife
3. Marriage/Remarriage

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

In class discuss generational differences-(i.e., first generation versus, second generation) family conflict regarding role expectations for mothers, fathers, children?

Explain how social workers can assist individuals experiencing role conflict.

Ashford, Lecroy & Lortie: 509-516; 530-532; 548-549, 552-559

Jackson, J. S., Brown, E., Antonucci, T., and Daatland, S. O. (2005).

Ethnic diversity in aging, multi-cultural societies. In M. Johnson, V. Bengston, P. Coleman, T. & Kirkwood (Eds.) *The Cambridge Handbook of Age and Ageing*. Cambridge, UK:

10 3/15

MIDDLE ADULTHOOD

1. Homelessness

Gender Concerns:

1. Gender Roles
2. The Men's Movement

Student Presentation

11 3/22

No CLASS –SPRING BREAK

12 3/29

LATE ADULTHOOD

Developmental Themes- young old; middle old; old-old

1. Life Course Perspective
2. Continuity Theory
3. Disengagement Theory
5. Death and Dying, Loss Grief and Mourning, Loneliness, Widowhood
6. Elder Abuse
7. Advance Directives
8. End of Life Options

Spirituality and Religious Beliefs at the End of Life

Research different contexts choices at end of life: Hospice, hospital, home

What are pros and cons of each?

Research cultural (i.e., religious, spirituality, ethnicity) beliefs and attitudes about death and dying ? What about after life?

Why is it important for social workers to understand these beliefs and attitudes about death and dying?

What are your attitudes about death and dying?

Ashford, Lecroy & Lortie: 570-574; 581-584; 588-590; 605-606, 615-616

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'Ambruoso (Eds.), *Oxford Handbook of Social Work in Aging*. New York: Oxford University Press.

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.

13 4/5
Papers Due
Late Adulthood
1.Retirement
2.Wisdom
3. Receiving Care

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.

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.

Student Presentations

Papers Due except presenting group

14 4/12
Wrap-up
Review for final exam

15 4/19
Papers Due
Final Exam

16 4/26
TBA

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: Perilions, 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, Skinner, 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., & Woolett, 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.

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.