

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

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

Course Outline
Spring 2006 – SW 515

Instructor: Joan LePage, CMSW, MSW
Office Hours: by appointment
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Wednesdays 9:05 – 12:05
Room 238, General Classroom Building

READINGS

Class time is used to integrate the reading material through lectures, discussions and experiential learning. Students are expected to come prepared to discuss, analyze and critique all assigned readings. All readings are on the UT Library's Course Reserves.

REQUIRED BOOKS

Ashford, J., LeCroy, C. & Lortie (2001). Human Behavior in the Social Environment: A Multidimensional Perspective. Belmont, CA: Brooks/Cole.

Hutchison, E. D. (2003). Dimensions of Human Behavior: Person and Environment. Thousand Oaks, CA: Sage.

CLASS PARTICIPATION

Full participation creates an effective learning environment. I expect that each student will contribute to the in-class learning experience by actively listening, speaking, and sometimes leading class discussions. Each student is a learning resource for other students and faculty. The common foundation for discussion rests with the readings. Both verbal and written skills are important to social workers. You will have the opportunity to participate in small groups as well as in larger class discussions. **Class participation counts for 15% of your grade** and is evaluated on the following criteria: attendance; level of preparation demonstrated in oral questions and comments in small and large group discussions, and quality of written responses to in-class exercises.

GRADING CRITERIA

Paper 1	30%
Paper 2	40%
Group presentation	15%
Participation	15%

Grading Criteria for Papers

The objectives for each paper represent the primary content areas upon which the papers will be assessed. In addition, the following will be assessed: writing quality (including APA style), and organization of paper.

An **A+** paper will do an exceptional job of presenting the content for the paper while drawing upon needed references; will be insightful throughout; will address all objectives; will be well-organized with a high level of writing quality; and will use APA referencing style for sources. This grade is reserved for only those very few papers throughout the semester that demonstrate the highest standards.

An **A** paper will do a very good job of presenting the content for the paper while drawing upon needed references; will demonstrate insight, will be well-organized with a high level of writing quality; will address all objectives; and will use APA referencing style for sources. This paper is considered to be of excellent quality. To receive a grade of **A**, all areas must be met.

A **B** paper presents the content for the paper, but exhibits less insight and may not adequately draw upon needed references; may suffer from a lesser quality of writing and organization; and adequately addresses all objectives. This paper is considered to be of average quality. Papers may also be awarded a **B** if they meet expectations for a higher grade but fail to include all objectives.

A **C** paper does not adequately address the objectives or may fail to include all objectives, may be poorly written, may exhibit poor insight, and may fail to draw upon needed references.

A **D** or lower paper has significant problems throughout the paper and fails to address all objectives.

Papers that fall between two grades will be scored accordingly. For example, grades that will be awarded between B and A include B+, 90, and A-, depending on how closely they achieved the criteria. Because a mid-point grade is used (e.g., 90, 80, 70), I typically do not round final grades up.

GROUP PRESENTATION

Each group will select an issue of interest to them that is pertinent to adult development. The topic must be approved by the professor. The group will then develop a 30 minute presentation on this topic that integrates theories of human behavior to help understand the issue. Your presentation should include, but is not limited to:

1. A discussion of the issue, while considering how theories of human behavior contribute to our understanding of this issue.
2. The context of culture and oppression as applied to this issue.
3. Integration of applicable course readings into your topic area.

For your presentation, you will hand out to all students and the instructor a short bibliography (2-4 articles) as well as a brief outline of your presentation for the instructor only. Other appropriate handouts are encouraged.

It is assumed that all group members will contribute equally to the preparation and presentation of the topic. Each member will hand in a group participation feedback form (following page) at the end of the presentation specifying his or her contribution and identifying whether s/he felt that all members contributed equally.

Grades for the presentation will be determined based upon the quality of the content, the capacity to integrate appropriate theories of human behaviors, and the quality of the presentation itself.

Group Presentation Evaluation Form

Name: _____

Topic of presentation: _____

Date presented: _____

List the ways in which you contributed to the preparation of the presentation:

Did everyone contribute equally?

If not, please explain.

PAPER 1
YOUNG OR MIDDLE-AGED ADULT ASSIGNMENT

DUE DATE: February 15 or March 15

The purpose of the paper is to interview a young or middle-aged adult from a different ethnic, racial, or cultural group than you and to assess the individual's development. The person cannot be related to you.

Interview your individual for at least an hour. Treat this as an open-ended interview, letting the person tell her or his story. Your interview notes will provide the material for the paper. These notes do not need to be typed, but **please attach them to the paper.**

Drawing on the readings, outside references, and class discussion, write a double-spaced, properly referenced (*minimum of four references*) 8 – 10-page paper that includes the following content:

1. Place the individual within her or his context by discussing important information about the person, her or his background, current context, important family members and other relationships, strengths and struggles, etc. Discuss developmental tasks the individual is negotiating. The purpose of this introductory section is to get a very good sense of who this person is.
2. Describe and analyze in a **culturally sensitive** manner the physical, cognitive and moral, social (family, intimates, and peers), emotional/affective, and spiritual domains by applying appropriate theories
3. Describe the ecological/cultural contexts in which the person lives (e.g. class, ethnicity, race, gender, sexual orientation, etc.), expounding on the strengths and resiliency drawn from that culture as well as any oppressions being experienced by the person.
4. Include a brief, summary discussion of the individual and systemic factors that have shaped this person's life, the challenges or "issues" he or she currently faces, and how you think the person will navigate the current challenge(s).
5. At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment and considering how did your cultural lens affect your observation and analysis?

The following questions may be helpful in preparing for the interview and organizing your thinking afterwards:

- How does this person make meaning of her or his life; how does s/he convey a sense of self?
- How does this person balance work and intimacy now, and if relevant, how has s/he balanced them during other times in life?
- How is s/he coping with the developmental tasks of that age?
- How does this individual currently relate to formal and informal support systems? How has s/he done so throughout he or his life?
- Where do you hear themes of resilience? Of struggle?
- How is the cultural context of this person uniquely expressed by the individual?

Helpful Hints for Writing the Paper

1. A good assessment of a person is like a good storyline in a book. It is easy to read, has a sense of movement to it, makes sense when considering the person, and brings insight to the reader and life to the person being assessed.
2. Perhaps it will help to think about what intrigues, excites or puzzles you about your person.
3. What theories discussed in class do you find most helpful in understanding this person? You may find yourself having a dialogue between two or more theories as you try to understand the person.
4. The theories should be woven into the text, not just listed. Although we will have had practice in class doing this, it will feel different working to integrate the theories in a written assignment.
5. Leave enough time to write a draft of the paper and then chat with the person again. As you write, you may find that specific questions arise.

Leave enough time to write a rough draft and “edit” it. Everyone’s writing process is different. However, almost everyone needs time to “be creative” and write spontaneously and then to edit to make sure it is organized. Although the process of writing can be difficult, try to have fun. Papers provide an opportunity to think, explore, and clarify your ideas.

**FINAL PAPER
ELDER**

DUE DATE: APRIL 5

For your final paper, you will interview and assess an older adult who is developmentally defined as such (i.e., is negotiating the developmental tasks of an elder) and who is not a relative. The purpose of this assignment are to: 1) sharpen your "research" skills, both observational and interviewing, and 2) integrate and apply relevant theories that will help you understand the person you interview. This is another opportunity to "play" with theories to see how well they help you understand the person in the context of their lives.

Interview your individual for at least an hour. Treat this as an open-ended interview, letting the person tell his or her story. Your interview notes will provide the material for the paper. These notes do not need to be typed, but please attach them to the paper.

Write a **10-12 page, double-spaced, APA referenced paper.** Briefly introduce the person, how you know this individual, and the environment/context in which the interview occurred. Then describe and analyze development across these domains:

1. Place the individual within her or his context by discussing important information about the person, her or his background, current context, important family members and other relationships, strengths and struggles, etc. Discuss developmental tasks the individual is negotiating. The purpose of this introductory section is to get a very good sense of who this person is.
2. Describe and analyze in a **culturally sensitive** manner the physical, cognitive and moral, social (family, intimates, and peers), emotional/affective, and spiritual domains by applying appropriate theories
3. Describe the ecological/cultural contexts in which the person lives (e.g. class, ethnicity, race, gender, sexual orientation, etc.), expounding on the strengths and resiliency drawn from that culture as well as any oppressions being experienced by the person.
4. Include a brief, summary discussion of the individual and systemic factors that have shaped this person's life, the challenges or "issues" he or she currently faces, and how you think the person will navigate the current challenge(s).
5. At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment and considering how did your cultural lens affect your observation and analysis and the way or degree to which the interview confirmed and/or challenged your prior assumptions about aging.

Considering the theories we have explored in the class, you may wish to integrate into the paper comments on:

- Whether early development seems to predict later functioning
- What major life themes seem to be present

The following questions may be helpful in preparing for the interview and organizing your thinking afterwards:

- How does this person make meaning of his/her life; how does she/he convey a sense of self?

- How does this person balance work and intimacy now, and how has he/she balanced them during other times in life?
- How is he/she coping with the tasks of aging?
- How is/has this person been affected by strengths or weaknesses in physical health?
- How does this individual currently relate to formal and informal support systems? How has she/he done so throughout her/his life?
- As this person speaks of the present and of the past, are strengths identified? Do you hear examples/themes of resilience?

SYLLABUS SUMMARY

Session	Content	Assignments	Date
1	Course overview Establishing a framework		Jan. 11
2	Adolescent development revisited Emerging adulthood		Jan. 18
3	Young adult development Cultural environment		Jan. 25
4	Intimacy and relationships		Feb. 1
5	Issues – young adulthood Small groups		Feb. 8
6	Middle adult development	Young Adult Paper Due	Feb. 15
7	Families and parenting NO CLASS		Feb. 22 Mar. 1
8	Stress and coping		Mar. 8
9	Issues – middle adulthood SPRING BREAK	Middle Adult Paper Due	Mar. 15 Mar. 22
10	Theories of aging		Mar. 29
11	Issues – late adulthood		Apr. 5
12	Death and mourning	Elder Paper Due	Apr. 12
13	Class presentations	Class presentations	Apr. 19
14	Summary and Evaluation		Apr. 26

Session 1: Course Overview

Establishing a framework for understanding adult development

Hutchison, Chapter 1. Aspects of human behavior: Person, environment, time

Gilgun, J.F. (1996). Human development and adversity in ecological perspective, Part I: A conceptual framework. The Journal of Contemporary Human Services, 77 (7), 395-402.

Matsen, A.S., & Coatsworth, J.D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. American Psychologist, 53 (2), 205-220. (Review from SW514) **PDF**

Skolnick, A. (2001). The life course revolution. In A. S. Skolnick & J. H. Skolnick (Eds.), Families in transition (11th ed., pp. 23 – 31). Boston, MA: Allyn & Bacon.

Shonkoff, J. P., & Phillips, D. A. (2000). Introduction. In J. P. Shonkoff & D. A. Phillips (Eds.). From neurons to neighborhoods: The science of early child development (pp. 22 – 32).

Session 2: Adolescence revisited Emerging adulthood

Hutchison, Chapter 4. The psychological person: Cognition, emotion, and self

Cicchetti, D., & Rogosch, F. A. (2002). A developmental psychopathology perspective on adolescence. Journal of Consulting and Clinical Psychology, 70(1), 6 – 20. (Review from SW514) **PDF**

Arnett, J.J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. American Psychologist, 55 (5), 469-480. **PDF**

Woodman, T. (February 2, 2004). 'Girlhood,' interrupted. Boston Herald.

Session 3: Young adulthood – theoretical perspectives Cultural environment

Ashford, Chapter 10. Young adulthood: pp. 415 – 416, 418 – 425, 429 – 440, 447 – 450, 457 – 460, 465 – 467. (Read by Session 5)

Hutchison, Chapter 8. Culture: pp. 318 – 354, 319 – 333, 340 - 349

Clinchy, B. M (2002). Revisiting Women's Way of Knowing. In B. K. Hofer & P. R. Pintrich (Eds.). Personal epistemology: the psychology of beliefs about knowledge and knowing (pp. 63 – 88). Mahwah, NJ: Lawrence Erlbaum. **PDF**

Tatum, B. D. (1997). Racial identity development and relational theory: The case of Black women in white communities. In J. V. Jordan (Ed.), women's growth in diversity (pp. 91-106). New York: Guilford.

Session 4: Young adulthood – intimacy and relationships

Cowan, C. P., & Cowan, P. A. (2001). Parenthood: Becoming a parent. In A. S. Skolnick & J. H. Skolnick (Eds.), Families in transition (11th ed., pp. 235 – 246). Boston, MA: Allyn & Bacon.

Karen, R. (1990, February). Becoming attached. *The Atlantic Monthly*, 265(2), pp. 35-70. (Review from last year) **PDF**

Miller, J. B., & Stiver, I. P. (1997). Chapter 1. Relationships revisited. In The healing connection: How women from relationships in therapy and in life (pp. 9 – 23). Boston, MA: Beacon.

Siegel, D. J. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, “mindsight,” and neural integration. Infant Mental Health Journal, 22(1-2), 67-94. **PDF**

Session 5: Young adulthood and work Formal organizations and small groups

Hutchison, Chapter 11. Small groups
Chapter 12. Formal organizations, pp. 471 - 497

Mangione, L., & Nelson, D. (2003). The 1996 Mount Everest tragedy: Contemplation on group process and group dynamics. International Journal of Group Psychotherapy, 53(3), 353-373. **PDF**

Nicholas, D. B., McNeill, T., Montgomery, G., Stapleford, C., & McClure, M. (2003). Communication features in an online group for fathers of children with spina bifida: Considerations for group development among men. Social Work with Groups, 26(2), 65-80. **PDF**

Sparato, S. E. (2005). Diversity in context: How organizational culture shapes reactions to workers with disabilities and others who are demographically different. Behavioral Sciences and the Law, 23, 21-38. **PDF**

van Vianen, A.E.M., & Fischer, A.H. (2002). Illuminating the glass ceiling: The role of organizational culture preferences. *Journal of Occupational & Organizational Psychology*, 75(3), 315-338. **PDF**

Session 6: Middle adulthood – theoretical perspectives Community

Ashford, Chapter 11. Middle adulthood, pp. 471 – 475, 485 – 492, 498 - 507. **(Read by Session 9)**

Hutchison, Chapter 13. Communities

Benson, P. L. (2003). Developmental assets and asset-building community: Conceptual and empirical foundations. In Developmental assets and asset-building communities: Implications for research, policy, and practice (pp. 19 – 43). New York: Kluwer Academic/Plenum Publishers.

Surrey, J. L. (1991). The self-in-relation: A theory of women’s development. In J. V. Jordan, A. G. Kaplan, J. B. Miller, I. P. Stiver, & J. L. Surrey (Eds.), Women’s growth in connection (pp. 51-66). New York, NY: Guilford.

Session 7: Middle adulthood – families and parenting

Hutchison, Chapter 10. Families

May, K. M. (2001). Theory: Does it matter? Family Journal, 9(1), 37-38.

Cowan, P., & Cowan, C. P. (1998). New families: Modern couples as new pioneers. In M. A. Mason, A. Skolnick, & S. D. Sugarman (Eds.), All our families: New policies for a new century: A report of the Berkeley Family Forum (pp. 169-192). New York, NY: Oxford University Press.

Slater, S. (1999). Chapter 1. Lesbian families. In The lesbian family life cycle (pp. 3 – 14). Urbana, IL: University of Illinois Press.

Rural and Appalachian Youth and Families Consortium (1996). Parenting practices and interventions among marginalized families in Appalachia: Building on family strengths. Family Relations, 45, 387-396. **PDF**

Grolnick, W. S., & Farkas, M. (2002). Parenting and the development of children's self-regulation. M. Bornstein (Ed.), Handbook of parenting, Vol. 5, Practical issues in parenting (2nd ed., pp. 89 – 110).

Barnes, G.G. (1999). Divorce transitions: Identifying risk and promoting resilience for children and their parental relationships. Journal of Marital and Family Therapy, 4, 425-441.

Session 8: Middle adulthood –stress and coping

Hutchison, Chapter 5. The psychosocial person: Relationships, stress, and coping (pp. 193 – 218)

Hobfoll, S. (1996). Coping in reaction to extreme stress: The roles of resource loss and resource availability. In M. Zerdner & N. S. Endler (Eds.), Handbook of coping: Theory, research, applications (pp. 322-349). New York, NY: John Wiley.

Magnuson, K. A., & Duncan, G. J. (2002). Parents in poverty. In M. Bornstein (Ed.), Handbook of parenting, Vol. 4, Social conditions and applied parenting ((2nd ed., pp. 95 – 120). Mahwah, NJ: Lawrence Erlbaum.

Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R.A.R., & Updegraff, J. A. (2000). Female responses to stress: Tend and befriend, not fight or flight. Psychological Review, 107(3), 411-429. **PDF**

van der Kolk, B. A. (2002). In terror's grip: Healing the ravages of trauma. Cerebrum, 4, 34-50. On-line @ thetraumacenter.org

Session 9: Middle adulthood – issues

Bograd, M., Strengthening domestic violence theories: Intersections of race, class, sexual orientation, and gender. Journal of Marital and Family Therapy, 25(3), 275-289.

Howell, L. C., & Beth, A. (2002). Midlife myths and realities: Women reflect on their experiences. Journal of Women & Aging, 14(3/4), 189-204. **PDF**

Piercy, K. W., & Cheek, C. (2004). Tending and befriending: The intertwined relationships of quilters. Journal of Women & Aging, 16(1/2), 17-33. **PDF**

Ramirez, A.Y.F. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. The Urban Review, 35(2), 93-110. **PDF**

Scott, D. A., & Robinson, T. L. (2001). White male identity development: The Key Model. 2001). White male identity development: The Key Model. Journal of Counseling and Development, 78, 415-421. **PDF**

Session 10: Older Adulthood – theories of development

Hooyman, N. R., & Kiyak, H. A. (2005). Social theories of aging. Social gerontology: A multidisciplinary perspective (pp. 283 – 304). Boston, MA: Pearson. **(Read by Session 12)**

Kolb, P. J. (2004). Theories of aging and social work practice with sensitivity to diversity: Are there useful theories? Journal of Human Behavior in the Social Environment, 9, 3-23. **PDF**

Zunker, C., Rutt, C., & Cummins, J. (2004). Older women on the U.S.-México border: Exploring the health of Hispanics and non-Hispanic whites. Journal of Women & Aging, 16(3/4), 105-117. **PDF**

Session 11: Older adulthood – issues

Hutchison, Chapter 6. The spiritual person

Daniels, J. E. (2004). Biographical sketches of elderly African-American women in later life. Journal of Women & Aging, 16(3/4), 169-178.

Gregoire, T. K., Kilty, K., & Richardson, V. (2002). Gender and racial inequities in retirement resources. Journal of Women and Aging. 14(3/4), 25-39.

Motenko, A., & Greenberg, S. (1995). Reframing dependence in old age: A positive transition for families. Social Work, 40 (3), 382-390.

Session 12: Late Adulthood - death and bereavement Spiritual dimension

Hooyman, N. R., & Kiyak, H. A. (2005). Death, dying, bereavement, and widowhood. In Social Gerontology: A multidisciplinary perspective (7th ed., 480-524). Boston: Pearson.

Rosenblat, P. C. (2001). A social constructionist perspective on cultural differences in grief. In M. S. Stoebe, R.O. Hansson, W. Stoebe, & H. Schut (Eds.), Handbook of bereavement research: Consequences, coping, and care (pp. 285 – 300). Washington, DC: American Psychological Association.

Shaver, P. R., & Tancredy, C. M. (2001). Emotion, attachment, and bereavement: A conceptual commentary. In M. S. Stoebe, R.O. Hansson, W. Stoebe, & H. Schut (Eds.), Handbook of bereavement research: Consequences, coping, and care (pp. 63 - 88). Washington, DC: American Psychological Association.

Session 13: Class presentations

Session 14: Review /Evaluation

Readings will be assigned later in the semester.