

UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

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

Course Outline
Spring 2006 – SW515

Monday 1:30am-4: 30pm & Tuesday 5:30pm-8: 30pm

Instructor: Gregory Washington, Ph. D.

(Office hours Tuesday 1:30pm-3: 30pm Wednesday 1:30- 3:30 and by appt.)

Phone – 448-3845 / [E-mail—gwashing@utk.edu](mailto:gwashing@utk.edu)

(Subject to change before first day of class)

Texts

Ashford, J.B., Lecory, C.W., & Lortie, K.L. (2001). *Human Behavior in the Social Environment: A Multidimensional Perspective*. Pacific Grove, CA: Brooks/Cole.

Kirst-Ashman. (2000). *Human Behavior, Communities, Organizations and Groups in the Macro Social Environment*.

Supplemental readings are available for downloading at the Hodges Reserve Webpage at:
<http://pac.lib.utk.edu:8000/WebZ/initialize:sessionid=0:next=html/UTKhomeframe.html>

Course Requirements

The instructor expects active student participation in class and on Blackboard discussion boards. Students are expected to attend all classes, to prepare fully before each class, and to **complete all reading assignments as scheduled**.

Each student will also be assigned the task of leading class discussion on one of the reading assignments. Students will be expected to bring to class for discussion three points of interest from this assigned reading and attach an outline to the discussion board before the class discussion.

Integration of concepts and experience from internship and social work practice are expected during discussions.

Students who are unprepared to discuss their individual reading assignment on the assigned date and/or miss more than two classes will not receive the total number of points available for class participation.

Quizzes

Two quizzes will be given during the semester. They will cover reading and class material assigned to that date.

Midterm Exam

A midterm exam will be given at approximately the midpoint of the course. The exam will include all the material from the readings assigned to that point and in class information presented.

Research Paper Assignment

For this assignment students must address the following.

1) Specify a vulnerable/at-risk population and discuss their adult developmental challenges during an identified developmental stage.

2) Expand upon the current issues relevant to the specified population as articulated in the course readings and additional research literature.

3) Integrate the influence of culture, ethnicity, community and economic status on the developmental challenges of the specified population.

(Examples: Adult single mothers challenged with sexism in corporate positions; Immigrant Hispanics in the urban south challenged with racism in healthcare acquisition; or Elderly African-American widows living with a positive HIV diagnosis.) The developmental stages represented in the population under examination will be explained with the help of theories and frameworks discussed in class and the readings. Specific attention will be focused on the cultural strengths of the population and the environment.

Implications for the future of the social practice should be clearly discussed in this 6 to 7 page paper (text). The paper must include at least 10 references and be double spaced using 12pt. Times New Roman font.

Points will be subtracted from the total available for this assignment if the paper is below or exceeds the page limit; does not follow APA guidelines; is poorly organized and/or is submitted after the due date (at least a full letter grade for missing the due date). Individual assistance will be best provided to students who submit an outline of the proposed paper at least a week before the due date.

Class Presentation

All students will provide an in class PowerPoint presentation on the population and issues discussed in their research paper. Additional instructions will be provided in class.

Assignment Grading Criteria

1. Two Quizzes (100pts; 50pts each)
2. Midterm examination (100pts)
3. Class attendance and participation (100pts)
4. Research paper (100pts)
5. Presentation (100pts)

Grading Scale

The Grading Scale for overall course performance is as follows:

- A = 500 - 429
- B+ = 428 - 357
- B = 356 - 285
- C+ = 284 - 213
- C = 212 - 141
- D = 140 - 70
- F = below 70

Class Session Outline

INTRODUCTION: HBSE REVIEW /THEORIES, FRAMEWORKS and PARADIGMS

Session 1

- A. Review of HBSE I
- B. Ecological, empowerment, feminist and culturally specific perspectives
- C. Risk-resiliency and strengths perspectives
- D. Linkage with HBSE I

E. Ethical issues in the study of human behavior

Readings:

Ashford, Lecory & Lortie. (2001)*Human Behavior in the Social Environment: A Multidimensional Perspective (Chapters 1-9)*

Lee, J. A. B. (1994). *The empowerment approach to social work practice*. New York: Columbia University Press.(pp.79-118 Chapters 3 and 4)

Logan, S.L.M (1990). Black Families: Race, Ethnicity, Culture, Social Class, and Gender Issues. In * Logan, S.L.M , Freeman, E. M. and Mc Roy, R.G., *Social Work Practice with Black Families; A Culturally Specific Perspective (pp.18-37)* Longman: White Plains, New, York.

Reamer, F.G. (1998). The evolution of social work ethics. *Social Work*, 43 (6): 488-500.

THEORIES, FRAMEWORKS and PARADIGMS (Cont.)

Session 2

- A. Ecological, empowerment, feminist and culturally specific perspectives
- B. Perspectives on communities/ Diversity

Readings:

Lee, J. A. B. (1994). *The empowerment approach to social work practice*. New York: Columbia University Press.(pp.79-118 Chapters 3 and 4)

Logan, S.L.M (1990). Black Families: Race, Ethnicity, Culture, Social Class, and Gender Issues. In * Logan, S.L.M , Freeman, E. M. and Mc Roy, R.G., *Social Work Practice with Black Families; A Culturally Specific Perspective (pp.18-37)* Longman: White Plains, New, York.

Kirst-Ashman. (2000). *Human Behavior, Communities, Organizations and Groups in the Macro Social Environment, (Chapter 1)*

PERSPECTIVES ON COMMUNITIES/ DIVERSITY

Session 3

- A. HBSE I Review-Defining community
- B. Traditional and alternative paradigms
- C. Theoretical perspectives strength, resiliency and risk.
- D. Stratification, racial and ethnic communities
- E. Video: “The Long Journey Home”

Readings:

Kirst-Ashman. (2000). *Human Behavior, Communities, Organizations and Groups in the Macro Social Environment, (Chapter 1)*

Billingsley, A. & Morrison-Rodriguez, B. (1998). The Black family in the 21st century and the church as an action system: A macro perspective. *Journal of Human Behavior in the Social Environment*, 1, pp.31-47.

Glicken, M.D. (2004). *Using the Strengths Perspective: In Social Work Practice*. Boston: Pearson. (Chapter 1 & Chapter 2)

Hill, R. (1998). Enhancing the Resilience of African American Families. *Human Behavior in the Social Environment*, (1) 2/3, pp49-61.

Newton, H. P.(1980). *War Against the Panthers: A study of oppression in America*. New York: Harlem River Press.

Urdang, Esther (2002). Human Behavior in the Social Environment: Interweaving the Inner and Outer Worlds. (Chapter 5)

ORGANIZATIONS, NEIGHBORHOODS AND GROUPS

Session 4 (Quiz)

1. Perspectives on organizations, neighborhoods and groups
 - a. Defining organizations, neighborhoods and groups
 - b. Traditional and alternate paradigms
 - c. Human behavior in organizations, neighborhoods and groups
 - d. Diversity and populations at risk
 - e. Video: Roger and Me

Readings:

Kirst-Ashman,(2000). *Human Behavior, Communities, Organizations and Groups in the Macro Social Environment*, (Chapters 2-5, 11 and 12).

Hasenfeld, Y. (1992). *Human Services As Complex Organizations*. Newbury Park: Sage Publications, (Chapters 1-2).

Rothman, J. (1996). The interweaving of community intervention approaches. *Journal of Community Practice*. 3(3/4): 69-99.

Robinson, M. (1995). Towards a new paradigm of community development. *Community Development Journal*. 30(1), 21-30.

Whittier, D.K. (1997). Social Conflict Among "Gay" Men in a Small(er) Southern Town. *Journal of Gay and Lesbian Social Services*, 7 (3). 53-71.

YOUNG ADULTHOOD

Session 5

- A. Gender roles – the challenge of intimacy
- B. The family and group membership
- C. Social class, poverty and employment

Readings:

Ashford, Lecory & Lortie, (2001) *Human Behavior in the Social Environment: A Multidimensional Perspective*, (Chapter 10).

Levinson, D.J. (1986). A conception of adult development. *American Psychologist*, 41(1), 3-13.

Van Soest, D., & Bryant, S., (1995). Violence reconceptualized for social work: The urban dilemma. *Social Work*, 40(4), 459-57.

McFadden, S. (1997). *Redefining the family: The concept of family for lesbians and gay men*. In E.P. Congress (Ed.), *Multicultural Perspective in Working with Families*. New York: Springer. pp. 167-180.

YOUNG ADULTHOOD (Cont.)

Session 7

- A. Maladaptive patterns and challenges
- A. Mental illness and substance abuse
- B. Video: "Into Madness"

Readings:

Ashford, Lecory & Lortie, (2001) *Human Behavior in the Social Environment: A Multidimensional Perspective*, (Chapter 10).

Levinson, D.J. (1986). A conception of adult development. *American Psychologist*, 41(1), 3-13.

Van Soest, D., & Bryant, S., (1995). Violence reconceptualized for social work: The urban dilemma. *Social Work*, 40(4), 459-57.

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.

MIDDLE ADULTHOOD

Sessions 8

- A. Developmental issues: Changing roles
- B. Economics and employment
- C. Gay, divorced, poor and blended families

Readings:

Ashford, Lecory, & Lortie, (2001) *Human Behavior in the Social Environment: A Multidimensional Perspective*, (Chapter 11).

Levinson, D.J. (1986). A conception of adult development. *American Psychologist*, 41(1), 3-13.

Coontz, S. (1992). Ch. 1, *The way we wish we were: Defining the family crisis. In The way we never were: American families and the nostalgia trap*. New York: Basic, pp 8-22.

Depoy, E. & Noble, S. (1992). The structure of lesbian relationships in response to oppression. *Affilia*, 7 (4), 49-64.

Nicholas-Casebolt, A., Krysik, J. & Herman -Currie, R. (1994). The povertization of women: A global phenomenon. *Affilia*, 9 (1), 9-29.

LATE ADULTHOOD

Session 9 (MIDTERM EXAM)

- A. Developmental challenges and cultural differences
- B. Challenges: Diversity, income and support systems
- C. Video: "Visions"

Readings:

Ashford, Lecory & Lortie, (2001) *Human Behavior in the Social Environment: A Multidimensional Perspective*, (Chapter 12).

Hooyman, N.R., & Kiyak, H.A. (1993). *Social theories of aging. In Social Gerontology: A Multidisciplinary Perspective, (3rd ed.)*. Boston: Allyn & Bacon, pp. 64-83.

Hudson, M. & Carlson, J. (1998). Elder abuse: Expert and public perspectives. *Journal of Elder Abuse and Neglect*, 9, 77-97.

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.

Late Adulthood

Session 10

- A. Developmental challenges and cultural differences
- B. Challenges: Diversity, income and support systems
- C. Video: "Unchained Memories"

Readings:

Ashford, Lecory & Lortie, (2001) *Human Behavior in the Social Environment: A Multidimensional Perspective*, (Chapter 12).

Hooyman, N.R., & Kiyak, H.A. (1993). *Social theories of aging*. In *Social Gerontology: A Multidisciplinary Perspective*, (3rd ed.). Boston: Allyn & Bacon, pp. 64-83.

Hudson, M. & Carlson, J. (1998). Elder abuse: Expert and public perspectives. *Journal of Elder Abuse and Neglect*, 9, 77-97.

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.

Session 11 – Theory review and presentation guidelines (Paper Due and Quiz)

Session 12- Student Presentations

Session 13 – Student Presentations

Session 14 – Student Presentations