

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW 514 & SW 515 Human Behavior and the Social Environment I & II**

Summer 2002, SW 515

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Instructor

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**The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (*Hilltopics*, 2000).

**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional conduct Code that is in the CSW MSSW handbook ([www.csw.utk.edu](http://www.csw.utk.edu)).

**Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at 865-974-6087. This will ensure that you are properly registered for services.

**Course-Sequence Description**

This two semester course-sequence (SW 514-515) examines the major social science theories that inform the social work profession's understanding of human behavior in social systems. An ecological/systems framework, together with a developmental approach, is used to provide an interactional understanding of human behavior. The course-sequence opens with an overview of ecological/systems theory, social constructionism, and critical theory with an introduction to the diversity perspective. Social systems are examined across the course sequence, looking at community, organizations, groups, families, and individuals within both traditional and alternative perspectives. Social and economic influences that are addressed include poverty, racism, sexism, and homophobia. Development across the life span is conceptualized as the interplay between nature and nurture where biological and psycho social risks influence individual resiliency and environmental competence. A biopsychosocial perspective is used throughout the course to inform and examine the interaction between biological, social, psychological, and cultural systems. HBSE I examines the life cycle using an ecological perspective from infancy through adolescence. HBSE II continues this examination from young adulthood through senescence. Both units consider the influence of different systems on the life cycle.

**Course-Sequence Rationale**

The content in this course-sequence focuses on human behavior in communities, organizations, groups, families, and life span development in the context of social structures, such as race, ethnicity, social class and gender roles. Because no one theory is adequate to encompass the human experience, students need to understand the explanatory power of various theories of human behavior within an ecological/systems framework. An ability to both critique and apply theory is a precursor for professional assessments of clients and client situations, as a guide for interventions, and for increasing client empowerment in their environments.

### **Course-Sequence Objectives**

Upon completion of the course-sequence students are expected to be able to:

1. Understand and use a social systems/ecological framework to analyze human systems at different levels of organization from communities to individual;
2. Critique selected social theories from a diversity perspective;
3. Compare historical and traditional perspectives of community with emerging alternative manifestations of community;
4. Demonstrate knowledge of the similarities and differences in various types of family organization and their effects on the life course;
5. Demonstrate knowledge of risk and protective factors in the development of resiliency across the life span;
6. Identify the effects of ethnic, racial, cultural, economic, and gender variables on individuals and families over the life span;
7. Demonstrate knowledge of the interactive influence of biological, psychological, and social factors, including families, groups, organizations and communities, on human development and behavior;
8. Demonstrate knowledge of the impact of environmental conditions such as class, poverty, oppression and discrimination on the promotion and inhibition of behavior and development.

### **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.

Schriver, J.M. (2001). Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice. Boston: Allyn and Bacon.

### **Course Requirements**

The instructor encourages 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. 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 group presentation (20%)
2. Term paper (40%)
3. Final examination (30%)
4. Class attendance and participation (10%)

### **Assignments & Grading**

The Grading Scale is as follows:

A = 90-100

B+ = 87-89

B = 80-86

C+ = 77-79

C = 70-76

D = 60-69

F = below 60

### **Assignment 1**

In the first assignment you will be asked to select a developmental challenge (Sexism, Racism, Substance Abuse, Mental Illness, Poverty or Domestic Abuse), and one of the developmental stages presented in class (Young Adulthood, Middle Adulthood, or Late Adulthood). The presentation can be focused on topics, such as: Young Adulthood: gender differences, 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: elder abuse, poverty and aging, grandparents raising children. In the presentation, you should (1) summarize the characteristics of the developmental stage and the nature and impact of the challenge on development; (2) discuss the influence of organizational and community factors; (3) identify potential ethical issues and the dilemmas they present. We will discuss the expectations for the presentation in more detail in class.

### **Assignment 2**

You will be asked in the second assignment to conduct interviews with two individuals from different ethnic, racial 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, discussing the impact of ethnicity, race, culture, community and/or organizational factors on development. Papers should compare and contrast these individuals' development utilizing an ecological perspective and theoretical concepts discussed in class. Papers should be approximately 10 pages in length. They are due June 29, 2001. More details will be provided in class.

### **Assignment 3**

A final exam will be given on July 3, 2001. The exam will be comprehensive, including material from class and assigned readings.

### **Course Outline**

## ***A. INTRODUCTION : PARADIGMATIC THINKING***

- Week 1**
1. Meta Perspectives: A review
    - a. Ecological and systems perspectives
    - b. Risk-resiliency and strengths perspectives
  2. Linkage with HBSE I
  3. Ethical issues in the study of human behavior

Readings:

Freud, S. (1999). The social construct of normality, *Families in Society*, 80 (4), 333-339.

(Review) Schriver, J.M. (2001). Human behavior and the social environment. 1-154.

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

## ***B. THEORETICAL FRAMEWORKS***

- Week 2**
1. Perspectives on groups
    - a. Traditional and alternative paradigms

Readings:

Schriver. "Perspectives on groups", *Human behavior and the social environment*, 391-431.

Ashford, Lecory & Lortie, "The social dimension for assessing social functioning. *Human behavior in the social environment: A multidimensional perspective*, 103-151.

- Session Two**
2. Perspectives on organizations
    - a. Defining organizations
    - b. Traditional and alternate paradigms
    - c. Video: Roger and Me

Readings:

Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 7, Understanding and analyzing human service organizations. In *Social work macro practice*. 2<sup>nd</sup> Ed. White Plains, NY: Longman and Company.

Hasenfeld, Y. (1992). *Human services as complex organizations*. Newbury Park: Sage Publications, Chapters 1-2.

Reitan, T.C. (1998). Theories of interorganizational relations in the human services. *Social Service Review*, 72 (3),285-309.

Shriver, "Perspectives on organizations", 432-497.

### **Week 3**

3. Perspectives on communities
  - a. Defining community
  - b. Traditional and alternative paradigms
  - c. Diversity
    1. Stratification, racial and ethnic communities
    2. Gay and Lesbian communities
  - d. Video: "The Long Journey Home"

Readings:

Schriver, "Perspectives on community(ies), 498-569.

Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 4, Understanding communities. In *Social work macro practice*. 2<sup>nd</sup> Ed. White Plains, NY: Longman and Company.

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.

### ***C. LIFE CYCLE - CONTINUED***

#### **Session Two**

1. Review of HBSE I
  - a. Infancy - adolescence
  - b. Macro dimensions

Readings: (Review) Ashford, Lecroy & Lortie, 1-102.

2. Young adulthood
  - a. Gender roles - choosing partners
  - b. Social class and poverty
  - c. Maladaptive patterns: Domestic violence and abuse
  - d. Mental illness and substance abuse: Video: "Into Madness"

Readings:

Ashford, Lecroy & Lortie, "Young adulthood", 413-467.

- Brown, L.S. (1992). A feminist critique of the personality disorders. In L.S. Brown & M. Ballou (Eds), *Psychopathology: Feminist reappraisals*, 206-228. New York: The Guilford Press.
- Browne, A., & Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. *Psychological Bulletin*, 99 (1), 66-77.
- 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 Science 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.
- 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), 15-31. National Institute of Justice: Washington DC
- 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.
- Levinson, D.J. (1986). A conception of adult development. *American Psychologist*, 41(1), 3-13.
- Long & Holle (1997). Ch. 6, Young adulthood. In *Macro systems in the social environment*, 141-168.
- Paris, J. (1997). Childhood trauma as an etiological factor in the personality disorders. *Journal of Personality Disorders*, 11(1), 34-49.
- Van Soest, D., & Bryant, S. (1995). Violence reconceptualized for social work: The urban dilemma. *Social Work*, 40 (4), 459- 467.
- Werner, E. (1989). High-risk children in young adulthood: A longitudinal study from birth to 32 years. *American Journal of Orthopsychiatry*, 59, 72-81.

## **Session Two**

### 3. Middle adulthood

- a. Developmental issues: Changing roles
- b. Economics and employment: Video: "American Hollow"
- c. Divorce and blended families

Readings:

Ashford, Lecory, & Lortie, Chapter 4, "Middle adulthood", 469-525.

Bogolub, E. (1991). Women and mid-life divorces: Some practice issues. *Social Work*, 36 (5), 428-433.

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.

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, 8-22.

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

Garbarino, J. (1992). Ch. 4, The family as a social system. In *Children and families in the social environment*, 2<sup>nd</sup> ed. New York: Aldine de Gruyter.

Gerdes, K.E. (1997). Long term AFDC mothers and posttraumatic stress syndrome: Is there a connection? *Affilia*, 12 (3), 359-367.

Gottman, J. & Levenson (1999). What predicts change in marital interaction over time? A study of alternative models. *Family Process*, 38 (2), 143-158.

Hunter, S. & Sundel, M. (1989). Introduction: An examination of key issues concerning midlife. In *midlife myths: Issues, findings, and practice implications*. Newbury Park, CA: Sage.

Keefler, J., & Koritar, E. (1994). Essential elements of a family psychoeducation program in the aftercare of schizophrenia. *Journal of Marital and Family Therapy*, 20 (4), 369-380.

Long & Holle (1997). Ch. 6, Middle adulthood. In *Macro systems in the social environment*, 169-196.

Maxmen, J. S., & Ward, N. G. (1995). *Essential psychopathology and its treatment*. New York: W. W. Norton & Co.

Moen, P. (1991). Transition in mid-life: women's work and family roles in the 1970s. *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.

Tamir, L.M. (1989). Modern myths about men at midlife: An assessment. In S. Hunter, & M. Sundel (1989). *Midlife myths: Issues, findings, and practice implications*, Newbury Park, CA: Sage, 157-179.

White, D.W., & Woollett, A. (1992). Ch. 7, The family in transition: Single parenting, family breakup and reconstituted families. In *Families: A context for development*. London: Falmer, 103-120.

**Week Four** Student Presentations

- Session Two** Late adulthood:
- a. Developmental Issues: Social reconstruction
  - b. Challenges: Income and support systems

Readings:

Ashford, Lecory & Lortie, "Late adulthood", 527-575

Day, C. (1993). The organized elderly: Perilions, powerless, or progressive? *The Gerontologist*, 33 (3), 426-427.

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.

Hooyman, N.R., & Kiyak, H.A. (1993). Ch. 4, Social theories of aging. In *Social gerontology: A multidisciplinary perspective*, (3<sup>rd</sup> ed.). Boston: Allyn & Bacon, 64-83.

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

Kostyk, D., Lindblom, L., Fuchs, D., Tabisz, E., & Jacyk, W.R. (1994). Chemical dependency in the elderly: treatment phase. *Journal of Gerontological Social Work*, 22, 175-91.

Long & Holle (1997). Ch. 7, Later Adulthood. In *Macro systems in the social environment*, 197-228.

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.

Mindel, C.H. (1985). The elderly in minority families. In B.B. Hess & E. W. Markson (Eds.) *Growing old in America: New perspectives on old age*, 369-386. New Brunswick, NJ: Transaction Books.

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.

Schaie, K.W. (1981). Psychological changes from midlife to early old age: Implication for the maintenance of mental health. *American Journal of Orthopsychiatry*, 51 (2), 199-218.

#### **Week Five - Student Presentations**

##### **Review and Integration**

#### **Session Two - FINAL EXAMINATION**

##### **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 (2<sup>nd</sup>)*. Pacific Grove: Brooks/Cole.

Nye, R. D. (1996). *Three psychologies: Perspectives from Freud, Skiller, and Rogers. (5<sup>th</sup> 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*. (5<sup>th</sup> 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.