

**UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK**

**Social Work 515- Human Behavior and Social Environment
Summer 2002: Mondays and Tuesdays 5:30-9:15**

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical and Professional Conduct code that is in the College of Social Work MSSW Handbook. www.csw.utk.edu

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, 2001)

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 (865-974-6087). This will ensure that you are properly registered for services.

Course 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 psychosocial 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

By completion of the course-sequence students are expected to be able to demonstrate (through course activities, assignments and/or exams):

1. Understand and use a social systems/ecological framework to analyze human systems at different levels of organization from communities to individual;
2. The ability to critique selected social theories from a diversity perspective;
3. The ability to compare historical and traditional perspectives of community and organizations with emerging alternative manifestations of community and organizations;
4. Knowledge of the similarities and differences in various types of family organization and their effects on the life course;
5. Knowledge of risk and protective factors in the development of resiliency across the life span;
6. The ability to identify the effects of ethnic, racial, cultural, economic, sexual orientation, and gender variables on individuals and families over the life span;
7. Knowledge of the interactive influence of biological, psychological, and social factors, including families, groups, organizations and communities, on human development and behavior;
8. 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.

Kirst-Ashman (2000). Human Behavior, Communities, Organizations and Groups in the Macro Social Environment: An Empowerment Approach. Brooks/Cole.

Supplemental:

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. 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. Final comprehensive examination

Assignments & Grading

Assignment 1	Presentation	(30%)
Assignment 3	Examination	(70%)

The Grading Scale is as Follows:

A	=	93-100
B+	=	88-92
B	=	80-87
C+	=	77-79
C	=	70-76
D	=	65-69
F	=	64 and below

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. A short orientation to PowerPoint will be held during the semester. Presentations should be relatively short (15-20 minutes) and 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

A final exam will be given on the last day of class. This exam will cover material presented during this semester only and represents 70% of your grade.

COURSE OUTLINE

A. INTRODUCTION: PARADIGMATIC THINKING

7-8 Review of ecological and systems perspectives, risk resiliency and strengths perspectives

Discussion of Ethics of the Study of Human Behavior in the Social Environment

DISCUSSION OF INDIVIDUAL PRESENTATIONS & FINAL PAPER

Kirst-Ashman, 1-25.

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

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

B. THEORETICAL FRAMEWORKS

7-9 PERSPECTIVES ON GROUPS, ORGANIZATIONS & COMMUNITIES

Movie *Roger & Me*

Ashford, Lecory, & Lortie, 103-151.

Kirst-Ashman, 26-43; 84-126; 202-241

Netting, F., Kettner, P. & McMurty S. (1998). Chapter Understanding and analyzing human service organizations. Social Work Macro Practice. 2nd Ed. White Plains, NY: Longman and Company.

Schraver, J.M. (1995). Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice. Boston: Allyn & Bacon. Chapter 9, Perspectives on community(ies), pp. 457-490.

Netting, F., Kettner, P. & McMurty S. (1998). Chapter 4, Understanding communities. Social Work Macro Practice. 2nd 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.

Hardcastle, Wencue and Powers (1997). Chapter 2, Theories for Community Practice by Direct Service Practitioners. Community Practice: Theories and skills of Social Work.

Gans, H. (1971). The positive functions of poverty. American journal of sociology, 78, 275-289.

Carlson, B.E. (1984). Causes and maintenance of domestic violence: An ecological analysis. Social Service Review, 58(4), 569-587.

C. LIFE CYCLE – CONTINUED FROM HBSE I

7-15 REVIEW OF HBSE I

Ashford, Lecory & Lortie. Chapter 9.

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.

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.

Burden, D., & Klerman L. (1984). Teenage parenthood: factors that lessen economic dependence. Social work. 29, 11-16.

O'Keefe N. Brockopp K., & Chew E. (1986). Teen dating violence. Social work, 31, 465-68.

7-16/7-22 YOUNG ADULTHOOD

Ashford, Lecory & Lortie. 413-467.

7-22 ADOLESCENT PRESENTATIONS

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.

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.

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.

Werner, E. (1989). High-risk children in young adulthood: a longitudinal study from birth to 32 years. American journal of orthopsychiatry, 59, 72-81,

7-23/7-29 MIDDLE ADULTHOOD

Ashford, Lecory, & Lortie, 469-525.

7-23 YOUNG ADULT PRESENTATIONS

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

Garbarino, J. (1992). Children and families in the social environment, 2nd ed. New York: Aldine de Gruyter. Chapter 4, The family as a social system.
Challenges to Development:

Peele, S. (1985). Behavior therapy—the hardest way: Controlled drinking and natural remission from alcoholism In G.A. Marlatt et al., Abstinence and controlled drinking: Alternative treatment goals for alcoholism and problem drinking? Bulletin of the Society of Psychologists in Addictive Behaviors, 4, 141-147,

Kahana, B., & Kahana, E. (1982). Clinical issues of middle age and later life. Annals of the American academy of political and social science. 46, 140-61.]

Mallinckrodt B., & Fretz, B. (1988). Social support and the impact of job loss on older professionals. Journal of counseling psychology, 35, 281-86.

Collins, B.G. (1993). Reconstructing codependency using self-in-relation theory: A feminist perspective. Social Work 38 (4), 470-476.

7-30/8-5 LATE ADULTHOOD:

7-30 MIDDLE ADULT PRESENTATIONS

8-5 LATE ADULT PRESENTATIONS

Ashford, Lecory, & Lortie, Chapter 12

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.

Hudson, M., & Carlson, J. (1998). Elder abuse: expert and public perspectives on its meaning. Journal of elder abuse and neglect, 9, 77-97.

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.

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

8-6 FINAL EXAMINATION

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: 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.

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

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.

Long & Holle (1997). Ch. 6, Middle Adulthood. In Macro Systems in the Social Environment, pp. 169-196.

Long & Holle (1997). Ch. 6, Young Adulthood. In Macro Systems in the Social Environment, pp. 141-168.

Long & Holle (1997). Ch. 7, Later Adulthood. In Macro Systems in the Social Environment, pp. 197-228.

Maxmen, J. S., & Ward, N. G. (1995). *Essential Psychopathology and Its Treatment*. New York: W. W. Norton & Co.

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.

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*, (pp 369-386. New Brunswick, NJ: Transaction Books.

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.

Rothman, J. (199). The interweaving of community intervention approaches. Journal of Community Practice. 3(3/4): 69-99).

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.

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.

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, pp 157-179. Newbury Park, CA: Sage.

Tresch, R. W. (1994) Principles of economics. Minneapolis: West Publishing Company, Parts V through X (more specifically, part VII on macroeconomics, pp. 697-827).

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.

Wilson, J. Q. (1992). American Government. Fifth Edition. Lexington: D. C. Heath and Co., Review Chs.1,4,11-19, 22-25.