

**UNIVERSITY OF TENNESSEE**  
**COLLEGE OF SOCIAL WORK**  
**Social Work 515- Human Behavior and Social Environment II**  
**Summer 2003 - SW 515: Monday 5:30– 8:30 Wednesdays 5:30-8:30**  
**Instructor: Michael Sullivan**  
**(office hours by appt.)**  
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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.  
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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, 2003)

**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 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 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 (20%)
3. Study Questions (20%)
3. Final examination (20%)
4. Presentation of a required reading (10%)
5. Class attendance and participation (10%)

**Assignments & Grading**

The Grading Scale is as follows:

Below 72.9	D
73 – 77.9	C
78 – 82.9	C+
83 – 87.9	B
88 – 93.9	B+
94 – 100	A

All written assignments must be prepared according to the guidelines contained in the APA Publications Manual, 5<sup>th</sup> Edition.

**Assignment A**

In the first assignment you will be asked to select a developmental challenge (Examples: 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 many topics, with examples 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, caring for an elderly parent, 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 pertaining to 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. Students interested in macro practice can expand on the developmental challenge from an organizational or community focus. Students should develop a Powerpoint presentation on the topic and handouts are encouraged. This presentation should be 15-20 minutes long and document your expertise on the subject. Please allow 5 minutes for class questions.

## **Assignment B**

The second assignment consists of two tasks: conduct interviews with two individuals from different ethnic, racial and/or cultural groups who are in the same stage of development; and analysis of these interviews based on developmental theory and the ecological perspective. Papers should be 8-12 pages in length. All work non-original work must be referenced in APA format. This assignment represents a significant portion of your grade (20%) and will be graded accordingly.

### The Interviews

You are asked to conduct two "ethnographic" or informal conversational interviews. Ethnographic interviews differ from ethnographic observation in that you are both speaking with and interviewing the participants. Ethnographic interviews are not intended to be structured research interviews, but are instead intended to be as conversational as possible. You may want to prepare some general topics, but just as in a clinical social work interview you want to be as natural as possible and balance where the client/participant is going with the topics you wish to cover. The way we ask questions subtly biases the answers we get, and if we put the question in a particular context we risk precluding the most relevant answers. Your goal is to gain an understanding of the individuals' perspective on their lives, not to diagnosis them or to gather any specific information. You will need to ask very broad open-ended questions that will elicit responses that paint a picture of the individual's life. You can choose to ask the same questions of both people, or you can choose to simply have a conversation, which ever you are most comfortable with. There is no one "correct" way to conduct these interviews, your task is to develop a global understanding of each individual's experiences.

### The Paper

Your paper will be divided into three sections:

- 1) A descriptive discussion of a specific theory that can be applied to the two individuals and a discussion of specific concepts within that theory that will be used in later analysis. (5 points)
- 2) An application of the theory, including
  - a) A descriptive discussion of the two individuals whom you interviewed

- b) Analysis of your interviews based on an application of the theoretical concepts from the first section (5 points)
- 3) Concluding sections, which will pull the first two sections together and draw a summary about the impact of developmental tasks and culture ( i.e. race, SES, gender roles, stigmatization developmental stage issues, region) as you define it, on the development of these individual's. (10 points)

### **Assignment 3**

A final exam will be given at the end of the course. The exam will be comprehensive, and include the material from study questions assigned.

### **Weekly Outline**

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

##### **Session 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

Video: The Eight stages of human life, adolescence to old age [videorecording 1985]Call Number BF698.E44 1985

- Readings:
- ★Acker, J. (1999). Rewriting Class , Race, and Gender: Problems in feminist rethinking. In M. M. Feree, J. Lorber & B. B. Hess. Revisioning gender (pp. 44-69). Thousand Oaks, CA: Sage.
  - ★Lorber, J. (2001). The Social Construction of Gender. In P.S. Rothenberg, Race, Class, and Gender in the United States: An integrated study (pp. 47-57) New York: Worth Publishers.
  - ★Freud, S. (1999). The social construct of normality, 80 (4), pp. 333-339: Families- in- Society.
  - ★Kirst-Ashman, "Introduction to human behavior in the macro social environment". Human Behavior, Communities, Organizations & Groups in the Macro Social Environment, 1-25.
  - ★Reamer, F.G. (1998). The evaluation of social work ethics. Social Work, 43 (6): 488-500.

## **B. THEORETICAL FRAMEWORKS**

### **Session 2**    Perspectives on groups

- a. Traditional and alternative paradigms
- b. Types of groups

Ashford, Lecory & Lortie, "The social dimension for assessing social functioning". Human Behavior in the Social Environment: A Multidimensional Perspective, 103-151.

Kirst-Ashman, "Types of groups in the macro social environment" and "Human behavior in groups". Human Behavior, Communities, Organizations and Groups in the Macro Social Environment, 202-241.

Hedges, L., & Tannenbaum, M., (2001). Navigating the social landscape: A rationale and method for interpersonal group therapy with pre adolescent boys. Journal of Child and Adolescent Group Therapy. 11(4): 135 146

Cohen, D, Schermer, V. (2002). On scapegoating in therapy groups: A social constructivist and intersubjective outlook. International Journal of Group Psychotherapy. 52(1): 89 109.

Gans, J., Rutan, S., & Lape, E. (2002). The demonstration group: A tool for observing group process and leadership style. International Journal of Group Psychotherapy. 52(2): 233 252.

Moss, E. (2002). Working with dreams in a bereavement therapy group. International Journal of Group Psychotherapy. 2002 Apr; Vol 52(2): 151 170.

Campbell, C., Alexander, J. (2002) Culturally competent treatment practices and ancillary service use in outpatient substance abuse treatment. Journal of Substance Abuse Treatment. 22(3): 109 119.

Turk, D., Okifuji, A, Sinclair, D., Starz, T. (1998). Differential responses by psychosocial subgroups of fibromyalgia syndrome patients to an interdisciplinary treatment. Arthritis Care and Research. 11(5): 397 404.

Harman, Marsha. (1991).The use of group psychotherapy with cancer patients: A review of recent literature. Journal for Specialists in Group Work. 16(1): 56 61.

Moran, J., Gatz, M. (1987). Group therapies for nursing home adults: An evaluation of two treatment approaches. Gerontologist. 27(5): 588 591

### Session 3

#### Perspectives on organizations

- a. Defining organizations
- b. Traditional and alternate paradigms
- c. Human behavior in organizations
- d. Environments of organizations
- e. Video: Roger and Me

Read: Kirst-Ashman, "Knowledge and theories about organizations" and "The internal and external environments of organizations", 84-126.

Readings:

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

★Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 7, Understanding and analyzing human service organizations. 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.

### Session 4

#### Perspectives on communities

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

Read: Kirst-Ashman, "Communities in the social environment: Theories and concepts", 26-43.

Readings:

★Fawcett, S.; Lewis, R; Paine-Andrews, A; Francisco, V.; Richter, K; Williams, E.; Copple, B. (1997). Evaluating community coalitions for prevention of substance abuse: The case of project freedom. Health Education and Behavior. 24(6): 812-828.

★Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 4, Understanding communities. 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.

★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.

## **Session 5 & 6**      Young adulthood

Read:            (Review) Ashford, Lecroy & Lortie, 1-102.  
                    a. Gender roles - choosing partners  
                    b. Group membership  
                    c. Developmental disabilities  
                    d. Social class and poverty  
                    e. Maladaptive patterns: Domestic violence and abuse  
                    f. Mental illness and substance abuse: Video: "Into Madness"

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

Readings:      ★Browne, A., & Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. Psychological Bulletin, 99(1), pp. 66-77.

★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.

★Davis, K.B., Daniels, M. & See, L.A. (1998). The psychological effects of skin color on African Americans' self esteem. *Journal of Human Behavior in the Social Environment*, 1, 63-89.

★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.

★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.

★Kirst-Ashman, "Human behavior in groups: Theories and dynamics", Ch.

11 (Review); "Empowerment of people with developmental disabilities in community and organizational environments", Ch. 9, 219-241 and 178-201.

\*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.

\*Werner, E. (1989). High -risk children in young adulthood: A longitudinal study from birth to 32 years. American Journal of Orthopsychiatry, 59, 72-81.

\*Eliason, Michele J. and Raheim, Salome, (1996) "Categorical Measurement of Attitudes about Lesbian, Gay, and Bisexual People". Journal of Gay and Lesbian Social Services. 4 (3) pp. 51-65.

### **Student Presentations**

#### **Sessions 7 & 8**

Middle adulthood

- a. Developmental issues: Changing roles
- b. Economics and employment: Video: "American Hollow"
- c. Human Behavior in organizations
- d. Human Behavior in Neighborhoods and Communities
- e. Divorce and blended families:  
Video: Gottman: Predicting Marital Interaction

Read: Ashford, Lecory, & Lortie, "Middle adulthood", 469-525.

Kirst-Ashman, "Human behavior, power and empowerment in Communities", "Neighborhood empowerment", "Human behavior in traditional organization environments", "Human behavior and empowerment in organizations", 44-83 and 153-177.

Readings: \*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.

\*Garbarino, J. (1992). Ch. 4, The family as a social system. In Children and Families in the Social Environment, 2<sup>nd</sup> ed. NY: 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.

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

\*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.

\*Tamir, L.M. (1989). Modern myths about men at midlife: An assessment. In S. Hunter, & M. Sundel. Midlife Myths: Issues, Findings, and Practice Implications, Newbury Park, CA: Sage, pp 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, pp. 103-120.

### **Student Presentations**

#### **Session 9 & 10**

##### Late adulthood:

- a. Developmental issues: Social reconstruction
- b. Challenges: Income and support systems
- c. Video: Excerpts: "Tuesdays with Morrie"

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

Readings: \*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, pp. 64-83.

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

★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, (pp 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.

### **Final Exam**

***Integration, Review, Course comments***

## **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, Skinner, 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.