

The University of Tennessee
College of Social Work
BSSW Program
Fall 2007

Social Work 314 - Human Behavior in the Social Environment
(3-credits)

Instructor: J. Camille Hall, Ph.D., LCSW
Office: 323 Henson Hall
Phone: 974-1914
Email: jhall39@utk.edu

Time: T/R - 3:40-4:55
Location: BGB 101
Office Hours: T/TH 11:00-12:00
By Appointment

Program Mission

The BSSW program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained generalist social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing world without borders. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers, they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge-base, code of ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW program is to develop generalist social workers who are strategic thinkers, life-long learners and opinion shapers. The knowledge-base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development and prepares students for critical thinking throughout their careers. We are dedicated to preparing practitioners for the challenges of today's complex pluralistic world. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

Program Goals

Provision of education and training that enable students to become generalist social work practitioners who:

1. are committed to advancing social and economic justice and the principles, values and ethics that guide the social work profession;
2. are grounded in systems theory and operate within a person-in-the-environment framework;
3. use the problem-solving process to intervene in multiple-level client systems;
4. have an understanding of human diversity, special populations, and domestic and international challenges, that informs practice interventions;
5. use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing global world; and
6. are committed to continuous development of professional self.

Course Description

The course addresses the interrelatedness of biological, social, cultural, environmental, and psychological factors in human behavior. Focus will include person-in-environment over the life span with special attention to diversity, impact of racism, sexism, and other socio-cultural factors, and integration of knowledge into a social work practice perspective. Prerequisite: Initial Progression.

Rationale

The liberal arts courses which form the foundation for this course and the Human Behavior and Social Environment course itself will enable students to develop a framework for analyzing social work practice situations by integrating concepts regarding the sources of human behavior, human diversity, social systems theory, and goal directed behavior. It is useful to learn to appraise development in a holistic manner that includes a view across the life span, with particular attention to the influence of temperament, risk and resiliency on developmental outcomes. Students also need to understand the ways in which the interrelationships of race, class, and gender shape human experience.

Baccalaureate social workers must develop the analytical and interactional skills necessary to recognize the ways in which their clients' life goals reflect cultural, social structural, psychological, and biological factors. Students will develop ways of assessing human behavior, rather than simply charting it, which honor their clients' uniqueness and right to self-determination.

Course Objectives:

The objectives of this course are to provide students the opportunity to understand and analyze:

1. The applicability of biological, psychological, and social science perspectives of human behavior to the practice of social work;
2. The social systems framework as it pertains to a person-in-environment perspective of individuals, families, or people in groups;
3. The sources of human diversity in the lives of individuals, particularly those who are involved as clients in professional relationships with social workers;
4. The dual perspective of self developed by members of oppressed groups in our society;
5. Growth and development through the life cycle; the significance of risk and resilience;
6. The impact of racism, sexism, and homophobia on individual development, family systems, groups, organizations, communities, and professional social work practice.
7. Human behavior in systems of different sizes including individuals, families, groups, organizations and communities.

Required texts:

van Wormer, K. (2007). *Human behavior and the social environment: Individuals and families*. New York, Oxford University Press.

van Wormer, K., Besthorn, F. H., and Keefe, T. (2007). *Human behavior and the social environment: Groups, communities, and organizations*. New York, Oxford University Press.

Recommended Textbook:

American Psychological Association. (2001). *Publication manual of the American Psychological Association, (5th ed.)*. Washington, DC: Author.

Other required readings:

In addition to assigned readings from our texts, there are several articles designated in our syllabus which are required readings. They are on reserve in Hodges Library and can be accessed through *Online@UT*.

Blackboard:

This course utilizes many Blackboard features available through *Online@UT*. Please make sure the email address listed in the course is your current one. If additional help is needed accessing Blackboard contact helpdesk@utk.edu

Attendance Policy:

Students are expected to attend all classes and to arrive punctually. Each unexcused absence or tardiness will result in 5 total points being deducted from your final grade.

Inclement Weather Policy:

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified so that appropriate announcements may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

Disability Services:

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 2227 Dunford Hall at 974-6087. This will ensure that you are properly registered for services.

Honor Statement:

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. By enrollment in this class, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work in SW 314, thus affirming your own personal commitment to honor and integrity (*Hilltopics*).

Course Requirements:

The course format will be a combination of lecture, video, class discussion and activities, guest speakers, and online learning. Students are expected to review, critically analyze, and discuss assigned readings. Grades will be based on **2** written assignments, **7** online assignments, **2** exams, and attendance.

Extra Credit:

It is the BSSW program's expectation that all social work majors participate in the BSSW Student Social Work Organization (SWO). All students, regardless of major, who are enrolled in SW 200, (Introduction to Social Work) and/or in SW 250, (Social Welfare) are welcome to attend. This organization meets every **Tuesday** from 11:10 -12:25 in **HH209**. This time slot is built into the class schedule as a lab. Given the time of the meetings, students are encouraged to bring their lunch.

The BSSW-SWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. This organization and its activities are viewed as an extension of the BSSW curriculum.

Students in this class will have the opportunity to earn five (5) final grade points for extra credit by attending and participating in the BSSW-SWO and/or NABSW this semester. Your attendance and participation must be documented. Attendance will be taken at each meeting. You must attend seven (7) or more meetings during the term. Also, you must participate in one of the organization's standing committees. Both attendance and participation are required for extra credit. You will need to complete a form listing your activities in the organization throughout the term. The form will be signed by a committee chairperson and the faculty liaison to the **BSSW-SWO** or **NABSW**. The completed, signed form must be handed into me one week prior to the end of class. Without the signed form verifying your attendance and participation, the extra credit will not be provided. No other extra credit is available in this class.

Grading:

Students will be evaluated by total points earned in this course as outlined above. The grading scale by total points is as follows:

186-200	A	144-153	C
174-185	B+	134-143	D
164-173	B	133- below	F
154-163	C+		

COURSE READINGS & ASSIGNMENTS

HBSE Macro Level: Groups, Communities, & Organizations

August 23	<p>Introduction</p> <p>Theoretical Perspectives, Chapter 1</p>
August 28	<p>The Social Psychology of Group Behavior, Chapter 2</p> <p>Hardina, D. (2004). Guidelines for ethical practice in community organization. <i>Social Work, 49</i>(4), 595-604.</p>
August 30	<p>The Small Group as a Social System, Chapter 3</p> <p>Video: What I want my words to do to you, Media Center Hodges Library</p> <p>*Dumont, M.P. (2000). The mad and the bad in state institutions. <i>American Journal of Orthopsychiatry, 70</i>(2), 148-149.</p>
September 4	<p>Families in Society, Chapter 4</p> <p>Brooks, D., Goldberg, S. (2001). Gay and lesbian adoptive and foster care placements: Can they meet the needs of waiting children? <i>Social Work, 46</i>(2), 147-156.</p>
September 6	<p>Culture and Society, Chapter 5</p> <p>Barak, M. E. M. (2000) The inclusive workplace: Ecosystems approach to diversity management. <i>Social Work, 45</i>(4), 339-352.</p>
September 11	<p>Community & Community Development, Chapter 6</p> <p>Video: The Metropolitan Avenue Community, Media Center Hodges Library</p>

Poole, D. L. & Colby, I. C. (2002). Do public neighborhoods centers Have the capacity to be instruments of change in human services? *Social Work, 47*(2), 142-152.

Messinger, L. (2004). Comprehensive community initiatives: A rural perspective. *Social Work, 49*(4), 535-546.

September 13 Human Behavior and the Organizational Environment: The Community at Work, Chapter 7

Itzhaky, H. and York, A. S. (2002). Showing results in community organization. *Social Work, 46*(2), 127-131.

September 18 Human Behavior and the Natural Environment: The Community of the Earth, Chapter 8

Rogge, M. E. and Combs-Orme, T. (2003). Protecting Children from chemical Exposure: Social work and U.S. social welfare policy. *Social Work 48*(3), 439-450.

September 20 Human Behavior and the Religious/Spiritual Environment: The Community of Faith, Chapter 9

Cnaan, R. A., and Boddie, S. C. (2002). Charitable choice and faith-based Welfare: A call for social work. *Social Work, 47*(3), 224-235.

Hodge, D. (2002). Does social work oppress evangelical christians? A “new class” analysis of society and social work. *Social Work, 47*(4), 401-414.

Hodge, D. (2003). Spiritual assessment: Hodge responds. *Social Work, 48*(4), 563-565.

September 25 Blackboard Interactive/ Small Group Meeting(s)

September 27 Examination #1

HBSE Micro Level: Individuals and Families

October 2 Human Behavior: Theoretical Concepts, Chapter 1

Video: A Class Divided, Media Center Hodges Library

Anonymous. (2003). The wealth divide: The growing gap in the United States between the rich and the rest. *Multinational Monitor, May 24*(5), 11-15.

Collins, M. E., Stevens, J. W. & Lane, T. S. (2000). Teenage parents and welfare reform: Findings from a survey of teenagers affected by living arrangements. *Social Work*, 45(4), 327-338.

October 4

Biological Factors in Human Behavior, Chapter 2

Video: Autism: The child who couldn't play, Media Center Hodges Library

Hall, J. C. (in press). An exploratory study of differences in self-esteem, kinship social support and coping responses among Black ACOAs and non-ACOAs. *Journal of American College Health*.

Rutter, M. (1997). Nature-nurture integration: The example of antisocial behavior. *American Psychologist*, 52(4), 390-398.

October 6

The Psychology of Human Behavior, Chapter 3

Video: Unborn addicts, Media Center Hodges Library

Duncan, G., Yeung, W., Brooks-Gunn, J., & Smith, J. R. (1998). How much does poverty affect the life chances of children? *American Sociological Review*, 63(3), 406-423.

Weissman, M., Warner, V., Wickramaratne, P., & Kandel, D. (1999). Maternal smoking during pregnancy and psychopathology in offspring followed into adulthood. *Journal of the American Academy of Child and Adolescent Psychiatry*, 38(7), 892-899.

October 9

Blackboard Interactive/ Small Group Meeting(s)

October 11-12

Fall Break

October 16

Birth Through Adolescence, Chapter 4

Video: Young Criminals: Adult Punishment, Media Center Hodges Library

Harvey, A. R. & Hill, R. B. (2004). Africentric youth and family rites of passage program: Promoting resilience among at-risk African American youths. *Social Work*, 49(1), 65-74.

Van Dorn, R. A. & Williams, J. H. (2003). Correlates associated with escalation of delinquent behavior in incarcerated youths. *Social Work*, 48(4), 523-531.

October 18

Early Adulthood through the End of Life, Chapter 5

Video: & Thou Shalt Honor (Part 1 & 2), Media Center Hodges Library

Choi, N. G. (2001). Diversity within diversity: Research and social work practice issues with Asian American elders. *Journal of Human Behavior in the Social Environment*, 3 (3/4), 301-319.

Saigeetha, J., Burts, D.C., and Pierce, S. (2000). Comparisons of parenting attitudes among five ethnic groups in the United States. *Journal of Comparative Family Studies*, Autumn, 31(4), 395-406.

October 23

The Individual in the Family, Chapter 6

Video:

Aging and Saging, Media Center Hodges Library

Meyers, S. (2006). Role of social worker in old versus new culture in nursing homes. *Social Work*, 51(3), 273-277.

DeBord, K., Canu, R. F., and Kerpelman, J. (2000) Understanding a work-family fit for single parents moving from welfare to work. *Social Work*, 45(4), 313-324.

October 25

Blackboard Interactive/ Small Group Meeting(s)

Video:

Alzheimer's: Effects on patients and their families, Media Center Hodges Library

October 30

Blackboard Interactive/ Small Group Meeting(s)

November 1

Blackboard Interactive/ Small Group Meeting(s)

November 6

Developmental Assessment Oral Presentation(s)

November 8

Developmental Assessment Oral Presentation(s)

November 13

Developmental Assessment Oral Presentation(s)

November 15

Developmental Assessment Oral Presentation(s)

November 20

Developmental Assessment Oral Presentation(s)

Nov 22-23

Thanksgiving Break

November 27

Developmental Assessment Oral Presentation(s)

November 29

Examination #2

Course Requirements:

The course format will be a combination of lecture, video, class discussion and activities, guest speakers, and online learning. Students are expected to review, critically analyze, and discuss assigned readings. Grades will be based on 2 written assignments, 7 online assignments, 2 exams, and attendance.

Online Assignments (35 points):

Students will be placed in discussion groups on Blackboard for weekly online assignments where application of theory is done through an ongoing case study. Each Monday morning a new assignment will be posted, which must be completed by noon, the following Saturday. **All** students must participate in **all** discussions. Students will rotate leaders alphabetically weekly. Leaders will facilitate the dialogue and summarize the group's discussion in a short paragraph to post on Blackboard's main discussion board by *noon* on the **Sunday** following the Monday assignment. Each online assignment is worth **5 points**. The first online assignment will be posted on **Sept 3rd**.

Group Developmental Paper (30 points):

Each group will complete two Developmental Paper(s). This assignment has two parts, a written paper and oral report.

Paper (20 points)

Each group will complete two (5-7 page) developmental papers which examines a client system within an environmental context. Students will select a client system from a book and/or media source. The paper has four parts:

- Part 1-** Provide an overview of the client system, as portrayed in a media source (play, movie, and soap opera), book and/or real life (the Osbournes, Jackson, Color Purple, Flowers in the Attic, etc)
- Part 2-** Develop an eco-map based on the client system. Include all significant social systems. Use arrows to indicate the quality and flow of relationships.
- Part 3 –** Using the four sources of human behavior, biological, psychological, social, and cultural factors, analyze the clients' development. Discuss the influences you see as being significant in each area? What role might risk or vulnerability and resiliency have played? How does the information in the eco-map impact development?
- Part 4 –** Discuss probable social work issues as related to factors in the client's developmental analysis. Include issues of spirituality, if relevant.

You will be graded on the basis of the quality of your analysis, use of concepts from the course, organization of material, and writing skills. The paper must be in APA format (no abstract); total page number includes the eco-map. It is due by the beginning of class on **October 30th**. Late papers will be penalized **3-points** and will not be accepted after noon on **October 31st**.

Group Presentation (10points)

Each group will make an oral report based on the developmental paper.

Group Theory Paper (35 points):

Each group will select 2 theories from: individual, family, group, organization, or community and write an 8-10 page paper that presents an overview of each theory. In addition to the overview, the theories must be compared and contrasted, each related to the social work practice perspective, and conclude with a section as to which theory you most support and why. The paper is to be in APA format (abstract required) and incorporate a minimum of 10 references (majority journal articles). It is due by the beginning of class **October 4th**. Late papers will be penalized **5 points** and will not be accepted after noon on **October 5th**.

Examinations (100 points):

Two exams will be given during this semester based on all required readings, videos, class lectures, guest speakers, class discussions, class activities, and online assignments. Each exam will be worth **50 points**. Students should log onto <http://online.utk.edu/> to take the exam(s). If you are inadvertently logged off of <http://online.utk.edu/> while taking the exam, please contact Dr. Hall. If necessary, your exam will be re-set. No make-up exams will be allowed unless you obtain permission from the instructor to be absent from the exam prior to the start of class the day the exam is given. Exam #1 is scheduled on **September 25th** and Exam #2 will be **November 27th**.

Recommended Readings:

Broderick, P. C. & Blewitt, P. (2006). *The life span: Human development for helping professionals*. New Jersey: Pearson Prentice Hall.

Chadiha, L., Brown, E., & Aranda, M. (2006). Social work practice with older African Americans and other Black populations. In B. J. Berkman and S. D'Ambruso (Eds.), *Oxford Handbook of Social Work in Aging* (247-256). New York: Oxford University Press.

Hall, J. C. & Bowie, S. L. (in press). *African American behavior in the social environment: New perspectives*. New York: Haworth Press, Inc.

Hill-Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*, 2nd ed. New York: Routledge.

Kirst-Ashman, K. K. and Hull, Jr., G.H. (2005). *Generalist practice with organizations and communities*, 2nd ed. United States: Brooks/Cole.

Longres, J. F. (2000). *Human behavior in the social environment*. 3rd ed. Illinois: F.E. Peacock Publishers, Inc.

Neely-Barnes, S.L. & Marcenko, M.O. (2004). Predicting impact of childhood disability on families: Results from the 1995 National Health Interview Survey Disability Supplement greater ratio of protective factors to risk factors facilitates the development. *Mental Retardation*, 42, 284-293

Saadeh, W., Rizzo, C., & Roberts, D. (2002). Spanking. *Clinical Pediatrics*, 41 (2), 87-88.

Simmons, C.A., Lehmann, P., Cobb, N. & Fowler, C. (2005) Personality profiles of women and men arrested for domestic violence: An analysis of differences and similarities. *Journal of Offender Rehabilitation*, 41(4), 63-81.