

The University of Tennessee
College of Social Work
FALL 2009

Social Work 317 (Honors) - Human Behavior in the Social Environment

Instructor:	J. Camille Hall, Ph.D., LCSW	Time:	T/R - 3:40-4:55
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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: English 101 & 102. Progression or consent of instructor required.*

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 Competencies

By the completion of this course, students are expected to be able to demonstrate (through course activities, assignments, and/or exams) the ability 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;
8. Apply knowledge of neurophysiology; understand the role(s) and effect(s) of trauma and chronic stress on brain development, and the impact on adaptive and maladaptive environments of client systems.
9. The needs and resources of communities requiring improvement then apply social work skills and knowledge of human behavior in the social environment to develop a comprehensive plan that addresses these needs and strengthen community resources.

Required Textbooks:

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.

Perry, B.D. & Szalavitz, M. (2007). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook—what traumatized children can teach us about loss, love and healing*. New York: NY, Basic Books.

Recommended Textbook:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th 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

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 317, thus affirming your own personal commitment to honor and integrity (*Hilltopics*).

Course Requirements:

The course format will be a combination of lectures, videos, online class discussions and activities, and online learning. Students are expected to review, critically analyze, and discuss assigned readings. Grades will be based on 2 written assignments, 5 case study assessments, 5 exams, 5 video reflections, 5 journal assignments, and 1 presentation.

Grading:

Students will be evaluated by total points earned on the course requirements outlined above. The grading scale by total points is as follows:

232-250	A	195-184	C
220-231	B+	183-179	D
219-208	B	178- below	F
207-196	C+		

HBSE Macro Level: Groups, Communities, & Organizations

Unit One 1. Theoretical Construction 2. Critical Thinking at the Macro Level, 3. Macro Level Research 4. Introduction to Macro Theory (ecosystems, general systems, structural functionalism, conflict and structural theory) 5. Feminist, Empowerment and Anti-oppressive Perspectives, 6. Historical Development(s) 7. Small Group Structure and Process 8. Practice Implications. *Course Competencies: 2, 4, 6, 7*

van Wormer, Besthorn, & Keefe: Theoretical Perspectives,
Chapter 1; The Social Psychology of Group Behavior,
Chapter 2; The Small Group as a Social System,
Chapter 3

Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work, 49*(4), 595-604.

Dumont, M.P. (2000). The mad and the bad in state institutions. *American Journal of Orthopsychiatry, 70*(2), 148-149.

Video: ¹What I want my words to do to you: Voices from a Maximum Security Women's Prison. ² System failure: Violence, abuse and neglect in the California Youth Authority

****Complete all practice modules before coming to class****

[Video Reflection, Case Study Assessment, & Practice Exam]

Unit Two 1. Ethnic Family Patterns 2. Macro Policy Issues 3. Family Violence in Global Perspective 4. Culture and Society 5. Cultural Values/Ethnocentrism 6. Political Manipulation of Cultural Values 7. Practice Implications. *Competencies: 2-4, 6*

van Wormer, Besthorn, & Keefe: Families in Society,
Chapter 4; Culture and Society,
Chapter 5; Community & Community Development,
Chapter 6

Brooks, D., Goldberg, S. (2001). Gay and lesbian adoptive and foster care placements: Can they meet the needs of waiting children? *Social Work, 46*(2), 147-156.

Barak, M. E. M. (2000) The inclusive workplace: Ecosystems approach to diversity management. *Social Work, 45*(4), 339-352.

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.

Video: ¹Small town and rural planning series. ²Rethinking high school: Best practice in action

Unit Three 1. Theories of Community Breakdown 2. Racial and Ethnic Communities/The Virtual Community 3. Restorative Justice of Healing---Social Work Values 4. What is an Organization? 5. Historical Perspectives/Adopting a Critical Perspective 6. Multiple Theoretical Perspectives on Organizations 7. Anti-oppressive Analysis 8. The Impact of the Market Economy on Social Work 9. Ecological Disaster and Decline: Global Challenges 10. Conventional Ideas of Community and Environment in Social Work 11. Alternative Perspectives on Person and Environment 12. Ecofeminism 13. Practice Implications. *Competencies: 2-4, 6, 7*

van Wormer, Besthorn, & Keefe: Human Behavior and the Organizational Environment: The Community at Work, Chapter 7

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.

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

Video: ¹ Everything's cool. ² The heat is on. ³ An inconvenient truth: A global warning

Unit Four 1. Social Work's Early Religious Heritage 2. Theoretical Perspectives 3. Practice Implications. *Competencies: 1-7*

van Wormer, Besthorn, & Keefe: 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.

Video: ¹ Religion & ethnics newsweekly. ² With God on our side: George W. Bush & the rise of the religious right in America. ³ A seat at the table: Struggling for American Indian religious freedom.

HBSE Micro Level: Individuals and Families

Unit One 1. The Study of Human Behavior 2. Theories, Concepts and Models (psychodynamic, cognitive, ecosystems framework, etc 3. Critical Thinking and Analysis of Theoretical Models 4. Social Work Empowerment Concepts 5. Nature versus Nurture 6. Brain Research and Human Behavior 7. Mental Disorders 8. Ethical Issues 9. Practice Implications. *Competencies: 1, 3, 5, 7, 8*
van Wormer: Human Behavior: Theoretical Concepts, Chapter 1

Video: ¹ A Class Divided. ² Autism a world apart.

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.

van Wormer: Biological Factors in Human Behavior, Chapter 2

Hall, J. C. (2007). 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*, 56(1), (July/August), 49-54.

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

Hobfoll, S. E. (2002). Social and psychological resources adaptation. *Review of General Psychology*, 6(4), 307-324.

Unit Two 1. Human Growth and Development Theories 2. Gender and Social Identity 3. Birth through Adolescence 4. Attachment Theory 5. Childhood Trauma 6. Childhood Resilience 7. Practice Implications *Competencies: 1, 3, 5, 7, 8*

Video: ¹ Understanding traumatized and maltreated children. ² Early childhood and brain development: How experiences shape children, community and culture.

van Wormer: The Psychology of Human Behavior, Chapter 3

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.

Baker, P. L. & Carson, A. (1999). I take care of my kids: Mothering practices of substance-abusing women. *Gender and Society*, 13(3), 347-363.

Coll, C. G. et al. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, 67, 1891-1914.

Cicchetti, D. & Lynch, M. (1993). Toward an ecological/transactional model of community violence and child maltreatment: Consequences for children's development, *Psychiatry*, 56, 96-118.

van Wormer: Birth Through Adolescence, Chapter 4

Video: ³ Drug babies. ⁴ Young Criminals: Adult Punishment. ⁵ Teen violence: Wot u lookin' at?

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.

Unit Three 1. Intimacy versus Isolation 2. Sexuality/Healthy Love Relationships 3. Generativity versus Stagnation 4. Ego Integrity versus Despair 5. Cultural and Global Perspectives on Adult Life 6. Biological/Psychological Aspects of Development 7. Practice Implications

van Wormer: Early Adulthood through the End of Life, Chapter 5

Video: ¹ Overview of aging: Typical patterns in aging. ² Aging in Japan: When traditional mechanisms vanish.

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.

Competencies: 1, 3, 5, 7

Unit Four 1. Families as Systems 2. Socialization 3. Family Relationships 4. Practice Implications

Video: ¹ Complaints of a dutiful daughter. ² Alzheimer's: Effects on patients and their families

van Wormer: The Individual in the Family, Chapter 6

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 29th –December 1st

Developmental Assessment Presentation(s) will take place in HS 106

Case Study Assessment(s) (25 points):

This assignment evaluates the applicability of neurophysiology, bio-psychosocial perspectives of human behavior, person-in-environment perspectives of individuals, families, and groups while taking into account the human diversity in the lives of micro and macro level variables of social work practice. Student discussion groups will participate in class discussions where application of theory is done through an ongoing case study. Each *Monday* morning a new assignment will be posted; to receive credit, **all** students must participate in **all** discussions. A synopsis of the group's discussion of the case study must be summarized in a short paragraph (15-20 sentences) and posted on Blackboard by *noon* on the **Sunday**, following the Monday assignment. Each online assignment is worth **5 points**. Weekly online assignment will begin on **September 28th**. *Competencies 1-3 and 5-8.*

Video Reflection(s) (25 points):

Student groups will be assigned specific video recordings from each course unit; and are required to summarize thoughts on each of the videos (**5-total**). Reflection summaries should be no more than *20-30 sentences* and must incorporate assigned course readings to receive full credit on the assignment. Two points per sentence will be deducted for each reflection that exceeds the required limit. Groups are required to watch five videos and write (**5**) reflections; each reflection is worth **5-points**. This assignment must be completed by **Thursday, November 5th**, late assignments will not be accepted, *no exception*. This assignment evaluates the applicability of neurophysiology, bio-psychosocial perspectives of human behavior, person-in-environment perspectives of individuals, families, and groups while taking into account the human diversity in the lives of micro and macro level variables of social work practice. *Competencies 1-3 and 5-8.*

Examinations (75 points):

Five exams will be given during this semester based on all required readings, videos, class lectures, guest speakers, class discussions, class activities, experiential exercises, and online assignments. Students will take (**4**) unit examinations each worth **12.5 points**; you must complete all unit examinations before you will be allowed to take the final examination. The final examination is worth **25-points**, the date of the exam will be based on the university calendar. Multiple attempts will not be allowed on any examination. All examinations will be given online.

Each examination will include test items such as: true/false, multiple choice, fill-in the blank test questions (refer to competencies listed in each unit).

Exam #1 will evaluate material covered in Unit(s) 1 & 2-Macro-level

Exam #2 will evaluate material covered in Unit(s) 3 &4

Exam #3 will evaluate material covered in Unit(s) 1 & 2-Micro level

Exam #4 will evaluate material covered in Unit(s) 3 & 4

Exam #5 will evaluate material covered in Units 1-4 Micro- and Macro-level HBSE

All course competencies are assessed by unit examinations (1-4) and comprehensively with the final examination.

Online Journal (25-points):

Students participate in group discussions of the “*The Boy Who Was Raised as a Dog*” by Bruce D. Perry & Maia Szalavitz. Student must write a total of five (5) blogs; points will be based on substantive dialogues and full integration of course concepts into the discussion [in other words you get all 5 points per discussion or none]. Five entries must be completed on or before **November 12th**; late assignments **will not** be accepted. This assignment evaluates the growth development through the life cycle, the significance of risk and resilience, and socio-cultural factors that impact sources of human diversity in the lives of individuals. In addition, students learn to critically assess the social systems framework as it pertains to a person-in-environment perspective of micro and macro level social work practice. *Competencies 1-8.*

Macro/Micro Theoretical & Bio-psychosocial (30 points)

This assignment has two (2) parts. Your first task is to redesign the Tennessee Department of Children Services; the budget must be cost effective (e.g. overall costs must be comparable to existing programs). The plan should include best practices for child welfare services. You must create ways to staff the organization (i.e. licensed professional and certified para-professionals, etc.), facilitate ethnic sensitive service delivery, program evaluation, sustainable funding (i.e. grant writing, etc), and family preservation, for example. Proposals must include plans for multi-disciplinary protocols (i.e. police, health care system, etc.), prescriptive programmatic changes (e.g. foster care, adoption, juvenile justice, mental health services, etc) and access (i.e. who, what, when, and where). Describe who makes the decisions, timelines for implementing changes community involvement (i. e. board of directors), and the role(s) of government (i.e. county and state, etc.). Discuss your rationale for restructuring the program as you did (e.g. evidence). You must have at least 10-15 references (no more than 3 references can be from a website-total limit excludes e-journals). Make sure you indicate who did what, throughout the body of the paper. Paper must meet APA 6th guidelines; and include theoretical perspectives (1-macro and 1-micro) concepts and information from the textbook, videos, classroom discussions, and lectures. The following information might be useful: 1) <http://www.tn.gov/youth/dcsguide.htm>; 2) the main page for DCS- <http://www.tn.gov/youth/index.htm>; and 3) another good link is the Child Welfare Information Gateway; this site provides a mass amount of information about the Tennessee Department of Children Services.

The second task is to discuss how your newly devised system will meet the needs of the client system described in the following case study. The school social worker received a truancy report for Jesus, an 11 year old, Hispanic male. Jesus is the oldest of three children from a two parent household. His mother, Josephina is a part-time nanny and his father, Esteban is hotel janitor. Jesus’ excessive absenteeism must be reported to the court system. Discuss how your DCS model will meet the needs of this family. The plan should include general policies that guide effective service delivery; discuss the stakeholders (i.e. juvenile justice, child welfare, etc.), reporting authority (e.g. case manager, probation officer, etc.), and types of services (i.e. monitoring attendance, mental health, etc.). The report should include the initial treatment, plans for monitoring success, etc. Submit a detailed report which contains [60-75] power point slides (points will be deducted for reports that exceed slide limit (2 pts per slide) to the Digital Dropbox on Blackboard by noon on **October 27th** This assignment evaluates the ability to fully integrate the theoretical, bio-psychosocial function of macro and macro level human behavior. *Competencies 1-9.*

Macro/Micro Theoretical & Bio-psychosocial Presentation (20 points)

Each group will develop a presentation [20-30 minutes] based on the macro/micro theoretical & bio-psychosocial project. October 27th –December 1st. All presentation(s) will take place in **HSS 106**, attendance is *mandatory*. Points will be deducted from presentations which exceed the maximum time allotted; 2-pts per minute. This assignment evaluates the ability to fully integrate the bio-psychosocial function of macro and macro level human behavior. *Competencies 1-9.*

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 & S. D'Ambruso (Eds.), *Oxford Handbook of Social Work in Aging* (247-256). New York: Oxford University Press.
- Hall, J. C. & Bowie, S. L. (2007). *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. & 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.