

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW514 & SW515: Human Behavior and Social Environment I & II

Course Outline
Spring 2007 – SW 515

Instructor: Sandra J. Gonzalez, MSSW, LCSW
Class time: Wednesday, 5:30 – 8:20 p.m.
Office Hours: Wednesday, 4:30 – 5:30 p.m. or by appointment

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Required Text

Ashford, J.B., Lecory, C.W., & Lortie, K.L. (2006). Human Behavior in the Social Environment: A Multidimensional Perspective. Pacific Grove, CA: Brooks/Cole.

Additional journal articles will be assigned weekly

Course Requirements

Active student participation in class is mandatory. 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. Additional journal articles will be assigned weekly.

Assignments & Grading

The Grading Scale is as follows:

A = 95-100
B+ = 90-94
B = 85-89
C+ = 80-84
C = 70-79
Below 70 = D

1. Social Issues Paper 10%
2. Group, Community, and Organization Papers 3 @ 10% each = 30%
3. Final Exam 30%
4. Group Presentation 20%
5. Cultural Artifacts Assignment 10%

Social Issues Paper

Choose one social issue or problem for a particular developmental period (young adulthood, middle adulthood, or late adulthood) and briefly describe what it is, what we know about the issue and what we do not know. This might include definitions, statistics on prevalence or incidence, studies that look at risk and protective factors, case examples from your clinical experience or your own experience, interventions that have been utilized, and an evaluation of their effectiveness. Describe why this is such a problem for our society. Moreover, describe the role of social work in your chosen social issue or problem. *Integrate what we know of the issue as it relates to females, ethnic minorities, and other potentially oppressed groups.*

***This paper must be 4-6 pages, typed, double-spaced, using a clear, readable 12 point font, one-inch margins, page numbers, and edited for spelling and grammatical errors. Points will be taken from a paper that is difficult to read or contains numerous spelling errors. In addition to the criteria above, papers will be graded for content, clarity, and level of work.

You should cite any references that you include in the text of your paper. You should use a minimum of **5** references, including library resources, such as books or journal articles, magazines, or newspapers that discuss the social issue and support your contentions. Provide appropriate citations. At least **2** references must be from scientific journals.

References should be in APA format.

Build upon it each week. How does each theory and any concept from these theories –groups, community, and organization approach/explain the social issue?

***These papers must be 3-4 pages, typed, double-spaced, using a clear, readable 12 point font, one-inch margins, page numbers.

**Analysis:

1) You should give a detailed explanation of how each theory and its corresponding concept(s) may be used to explain the occurrence of the social issue you are discussing.

2) You should present how your social issue fits these theoretical models. All models should be critiqued on their general utility regarding your social issue. You should also describe the strengths and weaknesses of each theoretical model (as it pertains to your social issue).

You should use a minimum of **3** references, including magazines, newspapers, or books that discuss the social issue, as well as scientific journals. At least 1 reference must be from journals. References should be in APA format.

Group Presentations

This assignment should be completed in groups of no more than 3 people. If possible, work with people who are writing their papers on people in the same developmental stage as you and it will help you share resources.

Choose a developmental stage (adulthood; young, middle, or late).

Choose a developmental challenge (think of the “isms”-alcoholism, sexism, racism, substance abuse, mental illness, poverty, domestic abuse).). The presentation can be focused on topics, such as: Young Adulthood: 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: poverty and aging. You may also use the textbook to get ideas for your presentations.

Summarize the characteristics of the stage you have chosen.

Discuss the impact of challenges on development at that stage of life.

Discuss the influence of groups, organizations, communities, in the context of Ecological Perspective, on persons in that stage of life.

Identify and discuss potential ethical issues and the dilemmas that may arise for social workers in the field working with persons in that stage of life.

Your group should also prepare two or three relevant questions to prompt class discussion.

Cultural Artifacts Assignment

Each student is expected to bring in two (2) cultural artifacts that illustrate an image or belief about an adult-young, middle, or late. Artifacts might include the following: a comic strip, a greeting card, magazine advertisement, or a birthday “gag” gift. Bring the images to class on April 24 and be prepared to discuss them. In order to prepare for your discussion, write a response to the following questions:

- What is your cultural artifact?
- What image or belief about adults does it represent, and why?
- Do you agree with the image or belief this artifact conveys? Why or why not?

As you answer the questions above, think critically. In other words, consider if and how the artifact(s) is linked to other patterns in society, and the underlying *meanings* behind the image/belief(s). Put thought into whether or not you agree with the image or belief. You will be graded on whether or not you bring the artifacts, your written response to the questions posed above, and your oral discussion.

Final Exam

A final exam will be given during week 15. This exam will cover material presented during this semester only and represents 30% of your grade. Information regarding format of exam will be given no later than one-week prior.

Course Outline

| <u>Week</u> | <u>Date</u> | <u>Topic/Readings, Assignments</u> |
|-------------|-------------|--|
| 1 | 1/10 | Course overview Introduction Assignments and Expectations |
| 2 | 1/17 | Social Issues Paper due <u>LINKAGE WITH HBSE I</u> a. Ecological and systems perspectives b. Risk-resiliency and strengths perspectives <u>PERSPECTIVES ON GROUPS</u> a. Traditional and alternative paradigms b. Types of groups Ashford, Lecory & Lortie, 130-139 Group presentations members and topic due. |

Be prepared to discuss:

Discuss the pros and cons of self-help groups. Relate these pros and cons to risk and resiliency and strengths perspectives. Self-help movement:-Talk shows, popular literature; the internet. Why are they so popular? What are some concerns about the self help movement? What are the implications of the self-help movement for social workers?

3

1/25

Paper on Groups due

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
- Ashford, Lecroy & Lortie, 139-142

Be prepared to discuss:

What does community mean to you? When you think of your community or neighborhood, how would you describe it? What gives you a sense of community? Do you agree with the readings on what a sense of community is? Do you think it is possible to belong to many communities? Describe racial and ethnic communities; gay and lesbian communities. Relate these issues to theory. Why is it important for social workers to understand community influences?

Delgado, M. & Barton, K. (1998). Murals in Latino communities: Social indicators of community strengths. *Social Work*, 43, 4, 346-356

4

1/31

Paper on Communities due

PERSPECTIVES ON ORGANIZATIONS

- a. Defining organizations
- b. Traditional and alternate paradigms
- c. Human behavior in organizations
- d. Environments of organizations

Be prepared to discuss:

What are some of the organizations to which you belong or have many interactions? What resources do you have available to you within that organization? What expectations do you have for being able to function in your role and with your tasks? Are there problems-such as restrictive policies, discrimination, organizational barriers and social barriers? How does this affect the quality of your social environment? Does this affect your coping behavior and ability? How do organizations influence human behavior? What should social workers understand about organizations?

Ashford, Lecroy & Lortie, 142-147

5

2/7

Paper on Organizations Due CULTURE, SPIRITUALITY

Be prepared to discuss:

Your opinions about the use of spirituality in working with people. What are the issues surrounding religion, spirituality and mental health interventions.

What dilemmas might you foresee occurring for social workers around the topic of spirituality?

How does a social worker work effectively with an individual or family whose views of religion or spirituality differ drastically from his/her own?

Readings to be assigned

Critical Thinking Exercise

- 6 2/14 YOUNG ADULTHOOD
1. Gender Roles: Communication, love and dating
 2. Sexual Assault
1. Research cultural differences in dating traditions in U.S./ (i.e., Arranged marriages) Arab Americans, Asian Americans, Native Americans, African Americans, White Americans
- In class discuss generational differences, family/generational conflict about dating and marriage?
2. Research dating services-criteria, terminology, success rates.
- In class discuss pros and cons
- Should social workers understand culture differences in dating traditions? Why or why not?
- Is any aspect of dating services important for social workers to understand? Why or why not?
- Ashford, Lecroy & Lortie: 461-467; 495

- 7 2/21 **Student Presentations**
- YOUNG ADULTHOOD
1. Parenting
 2. Marital Conflict/Domestic Violence
 2. Divorce
- Ashford, Lecroy & Lortie: 472-481
- Orbuch, T., & Brown, E. (2006). Divorce in the context of being African American. In M.Fine and J. Harvey (Eds.), *Handbook of Divorce and Dissolution of Romantic Relationships* (pp 481-498). New Jersey: Erlbaum.
- Mayo, Y. "Machismo, fatherhood and the Latino family: Understanding the concept." 1997. *Journal of Multicultural Social Work*,5, 49-61.

- 8 2/28 MIDDLE ADULTHOOD
- Is Midlife a Crisis?
1. Biological changes
 2. Career inequities /Career Changes at Midlife
 3. Roles at midlife
 4. Marriage/Remarriage
- Research cultural differences in meaning, expectations, and roles at midlife. Latino-Puerto Rican, Mexican, Cuban, South American. Asian-Chinese, Korean, Japanese, Southeast Asian (Cambodians, Vietnams), Indian, Pakistani
- In class discuss generational differences-(i.e., first generation versus, second generation) family conflict regarding role expectations for mothers, fathers, children?

Explain how social workers can assist individuals experiencing role conflict.

Ashford, Lecroy & Lortie: 509-516; 530-532; 548-549, 552-559

Jackson, J. S., Brown, E., Antonucci, T., and Daatland, S.O. (2005). Ethnic diversity in aging, multi-cultural societies. In M. Johnson, V. Bengston, P. Coleman, T. & Kirkwood (Eds.) *The Cambridge Handbook of Age and Ageing*. Cambridge, UK:

9 3/7 Catch up; Use class time for research

Student Presentations

10 3/14 **No CLASS –SPRING BREAK**

11 3/21 MIDDLE ADULTHOOD

1. Homelessness

Gender Concerns:

1. Gender Roles

2. The Men's Movement

12 3/29 LATE ADULTHOOD
Developmental Themes- young old; middle old; old-old

1. Life Course Perspective

2. Continuity Theory

3. Disengagement Theory

4. Death and Dying, Loss Grief and Mourning, Loneliness, Widowhood

5. Elder Abuse

6. Advance Directives

7. End of Life Options

9. Spirituality and Religious Beliefs at the End of Life

Research different contexts choices at end of life: Hospice, hospital, home. What are pros and cons of each? Research cultural (i.e., religious, spirituality, ethnicity) beliefs and attitudes about death and dying? What about after life? Why is it important for social workers to understand these beliefs and attitudes about death and dying? What are your attitudes about death and dying?

Ashford, Lecroy & Lortie: 570-574; 581-584; 588-590; 605-606, 615-616

Chadiha, L., Brown, E., & Aranda, M. (in press). 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*. New York: Oxford University Press.

Antonucci, T., Fiori, K., & Brown, E. (in press). Religion and spirituality at the end of life. *Encyclopedia of Spiritual and Religious Development in Childhood and Adolescence*. Thousand Oaks: Sage.

13 4/4 LATE ADULTHOOD

1. Retirement

2. Wisdom

3. Receiving Care

Brown, E., & Jackson, J. S. (2004). Age-related issues among minority populations. In C. Spielberger, and R. K. Lee (Eds.). *Encyclopedia of Applied Psychology*. (pp. 79-90). London: Elsevier.

Jackson, J. S., Antonucci, T. C., & Brown, E. (2004). A cultural lens on biopsychosocial models of aging. In P.T. Costa and I.C. Siegler (Eds.) *Advances in Cell Aging and Gerontology*, 15, 221-241. New York: Elsevier Publishing.

Student Presentations

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|----|------|---|
| 14 | 4/11 | Review of HBSE 1 and 2 Review for final exam |
| 15 | 4/18 | Final Exam |
| 16 | 4/25 | Cultural Artifacts Presentations |

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.

Hooyma, 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.

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.

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.

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.

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.

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.

Additional readings:

Garbarino, J. (1992). Children and Families in the Social Environment. New York: Aldine De Gruyter.

Wilson, J.Q. (1992). American Government. (5th ed.). Lexington: D.C. Heath and Co., Review Chs. 1, 4, 11-19, 22-25.

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 longterm 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.

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.