

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

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

Course Outline
Spring, 2008 – SW515

Freida Herron, MBA, MSSW
Room 311, Henson Hall
Wednesdays from 3:35 to 6:35
865-228-4550
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REQUIRED TEXTS

Ashford, J. B., LeCroy, C. W., & Lortie, K. L. (2006). Human Behavior in the Social Environment: A Multidimensional Perspective (3rd ed.). Belmont, CA: Brooks Cole.

Hutchison, E. D. (2008). Dimensions of Human Behavior: Person and Environment (3rd ed.). Thousand Oaks, CA: Sage.

COURSE REQUIREMENTS

Class time is intended to stimulate learning through lectures, discussions and experiential activities. Students are expected to come prepared to actively participate in the learning process by completing required readings, entering into class discussions and fulfilling the presentation and writing assignments. Additional readings may be added to those listed in the syllabus.

ASSIGNMENTS & GRADING

- Participation: 10%
- First paper 15%
- Group presentation: 35%
- Term paper: 40%

1. CLASS PARTICIPATION

The class participation grades will be awarded based on attendance, taking part in class discussions and investing in group activities. Students are expected to attend all classes. Learning is enhanced for the entire group when each individual is present and takes responsibility for full participation.

The readings are an essential element for effective learning and your preparation in this area will be part of your grade. *Each week individual students will give the group a brief verbal synopsis of one of the assigned readings and this synopsis will be part of your overall participation grade. We will discuss more about this procedure during the first class meeting.*

2. FIRST PAPER (DUE 1/23/07)

The first paper will examine the role of a group, community or organization in your life or social work practice. This 3 to 5 page paper should integrate theories presented in readings and discussed in class, as well as additional research. In addition to quality of analysis and depth of critical thinking, grading criteria will consider clarity of organization, spelling, grammar and APA formatting. More details will be given during the first class meeting.

3. GROUP PRESENTATION

Three groups will make presentations over the course of the semester. Each group will choose from among the Young Adult, Middle Adult or Later Adult study modules as an area of focus. The groups will develop and present to the class an in-depth multi-medium (lecture, handouts, audio, video, etc.)

analysis of their chosen life segment. Presentations should incorporate theories of human behavior, class readings and additional research. Consideration should be given to the context of culture and oppression as applied to the specific life segment.

As part of the presentation, the group will lead the rest of the class in some form of experiential participation (group exercise, discussion, etc.) that deepens our understanding of the life stage we are studying.

The group will create an annotated bibliography of sources used in the process of developing the presentation to be given to the instructor and class members. All members of the group are expected to participate fully in the development and delivery of the presentation.

4. TERM PAPER (DUE 4/9/07)

For the term paper you will be asked to conduct interviews with two individuals from different ethnic, racial or cultural groups who are in the same stage of development. You will then prepare a paper based on your analysis of these interviews, discussing the impact of ethnicity, race, culture, community, and/or organizational factors on development. Papers should compare and contrast these individuals' development utilizing an ecological perspective and theoretical concepts discussed in class.

Papers should be approximately 10 pages in length and incorporate research from multiple sources. In addition to quality of analysis and depth of critical thinking, grading criteria will consider clarity of organization, spelling, grammar and APA formatting. An outline of key points to include in the term paper will be distributed and discussed early in the semester.

COURSE OUTLINE AND ASSIGNED READINGS

Session 1: 1/9/08

Themes for the class:

- Introductions; course structure and overview; assignments and grading.
- Perspectives on groups

Readings:

Hutchison: pp. 375-405

Mangione, L., & Nelson, D. (2003). The 1996 Mount Everest Tragedy: Contemplation on group processes and group dynamics. International Journal of Group Psychotherapy, 53(3), 353-373.

Session 2: 1/16/08

Themes for the class:

- Perspectives on communities and organizations

Assignments Due:

- Student synopsis of assigned readings

Readings:

Hutchison: 407-472

Boyes-Watson, C. (2005). Seeds of change: Using peacemaking circles to build a village for every child. Child Welfare, 82(4), 191-208.

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

Spataro, S. E. (2005). Diversity in context: How organizational culture shapes reactions to workers with disabilities and others who are demographically different. Behavioral Sciences and the Law, 23, 21-38.

Shirmacher, W. (2007). Net culture. Journal of Psychoanalytic Review, 94(1), 141-149.

Session 3: 1/23/08

Themes for the class:

- Young Adulthood
- Developmental theories and tasks
- Biophysical changes
- Psychological and emotional development

Assignments Due:

- **Individual papers on group, community or organization**
- Student synopsis of assigned readings

Readings:

Ashford, LeCory & Lortie: 453-472

Hutchison: 117-147

Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the early twenties. American Psychologist, 55(5), 469-480.

Cozolino, L. J. (2002). Chapter 9. The interpersonal sculpting of the social brain. In The neuroscience of psychotherapy: Building and rebuilding the human brain (187 - 214). New York, NY: W. W. Norton.

Kittrell, D. (1998). A comparison of the evolution of men's and women's dreams in Daniel Levinson's theory of adult development. Journal of Adult Development, 5(2), 105-115.

Levinson, D. J. (1986). A conception of adult development. American Psychologist, 41(1), 3-13.

Session 4: 1/30/08

Themes for the class:

- Young Adulthood
- Relationships and couple formation
- Parenting

Assignments Due:

- Student synopsis of assigned readings

Readings:

Ashford, LeCory & Lortie: 472-506

Cast, A. (2004). Well being and the transition to parenthood: An identity theory approach. Sociological Perspectives, 47(1), 55-78.

Haws, W. A., & Mallinckrodt, B. (1998). Separation-individuation from family of origin and marital adjustment of recently married couples. The American Journal of Family Therapy, 47, 293-306.

McKenna, K. Y., Green, A.S., & Gleason, M. E. (2002). Relationship formation on the internet: What's the big attraction? Journal of Social Issues, 58(1), 9-31.

Session 5: 2/6/08

Themes for the class:

- Young Adulthood
- Viewing young adulthood through the lens of diverse experience
- Vulnerability, risk and resilience

Assignments Due:

- Student synopsis of assigned readings

Readings:

Hutchison: 151-180

Davis, L., Williams, J., Emerson, S., & Hourd-Bryant, M. (2000). Factors contributing to partner commitment in unmarried African Americans. Social Work Research, 24(1), 4-15.

Negy, C., & McKinney, C. (2006). Application of feminist therapy: Promoting resiliency among gay and lesbian families. Journal of Feminist Family Therapy, 18(1/2), 67-83.

van der Kolk, B. A. (2002). In terror's grip: Healing the ravages of trauma. Cerebrum, 4, 34-50.

Recommended:

Cole, H., & Griffiths, M. D. (2007). Social interactions in massively multiplayer online role-playing gamers. CyberPsychology & Behavior, 10(4), 575-583.

Session 6: 2/13/08

Themes for the class:

- Integrating what we have learned about young adulthood
- Group presentation, class discussion and case discussion

Assignments Due:

- **Group I presentation of young adult lifestage**

Session 7: 2/20/08

Themes for the class:

- Middle Adulthood
- Developmental theories and tasks
- Biophysical changes
- Psychological and emotional health

Assignments Due:

- Student synopsis of assigned readings

Readings:

Ashford, Lecory & Lortie: 507-566

Braverman, S., & Paris, J. (1993). The male midlife crisis in the grown-up resilient child. Psychotherapy, 30(4), 710-715.

Dziegielewski, S. F., Heyman, C., Green, C., & Gichia, J. E. (2002). Midlife changes: Utilizing a social work perspective. Journal of Human Behavior in the Social Environment, 6(4), 65-86.

Perrig-Chiello, P., Perren, S. (2005). Biographical transitions from a midlife perspective. Journal of Adult Development, 12(4), 169-181.

Saucier, M. G. (2004). Midlife and beyond: Issues for aging women. Journal of Counseling & Development, 82, 420-425.

Session 8: 2/27/08

Themes for the class:

- Middle Adulthood
 - Couples: endings, beginnings and staying the course
 - Families

Assignments Due:

- Student synopsis of assigned readings

Readings:

Hutchison: 347-374

Atkinson, B. (1999). The emotional imperative. Psychotherapy Networker, July/August, 22-33.

Gottman, J. M., & Driver, J. L. (2005). Dysfunctional marital conflict and everyday marital interaction. Journal of Counseling and Development, 43(3/4), 63-77.

Hendrick, S. S. (2004). Close relationships research: A resource for couple and family therapists. Journal of Marital and Family Therapy, 30(1), 13-27.

Walsh, W. M. (1992). Twenty major issues in remarriage families. Journal of Counseling and Development, 70, 710-715.

Session 9: 3/5/08

Themes for the class:

- Middle Adulthood
 - Diverse experiences
 - The challenge of being the middle generation
 - Vulnerability, risk and resilience

Assignments Due:

- Student synopsis of assigned readings

Readings:

Bograd, M. (1999). Strengthening domestic violence theories: Intersections of race, class, sexual orientation, and gender. Journal of Marital and Family Therapy, 25(3), 275-289.

Lease, S. H. (2002). A model of depression in adult children of alcoholics and non-alcoholics. Journal of Counseling & Development, 80, 441-451.

Ross, L., Holliman, D., & Dixon, D. R. (2003). Resiliency in family caregivers: Implications for social work practice. Journal of Gerontological Social Work, 40(3), 81-96.

Rural and Appalachian Youth and Families Consortium (1986). Parenting practices and interventions among marginalized families in Appalachia: Building on family strengths. Family Relations, 45, 387-396.

Shulman, S. C. (2005). The changing nature of family relationships in middle and later life: Parent caring and the mid-life development opportunity. Smith College Studies in Social Work, 75(2), 103-120.

Session 10: 3/12/08

Themes for the class:

- Integrating what we have learned about middle adulthood
- Group presentation, class discussion and case discussion

Assignments Due:

- **Group II presentation of middle adult lifestage**

SPRING BREAK: 3/19/08

Session 11: 3/26/08

Themes for the class:

- Later Adulthood
- Developmental theories and tasks
- Biophysical changes
- Psychological and emotional health

Assignments Due:

- Student synopsis of assigned readings

Readings:

Ashford, LeCory & Lortie: 568-626

Adams, K., B. & McClendon, M. J. (2006). Early stage cognitive impairment: A social work practice and research agenda. Families in Society, 87(4), 590-600.

Blundo, R., & Estes, T. (2005). The peculiarities of men aging: A collection of anecdotes. Journal of Sociology and Social Welfare, 32(1), 61-70.

Covan, E. K. (2005). Meaning of aging in women's lives. Journal of Women & Aging, 17(3), 3-22.

Kolb, P. J. (2004). Theories of aging and social work practice with sensitivity to diversity: Are there useful theories? Journal of Human Behavior in the Social Environment, 9, 3-23.

Session 12: 4/2/08

Themes for the class:

- Later Adulthood
- Relationships
- Coping with change

Assignments Due:

- Student synopsis of assigned readings

Readings:

Daniels, J. E. (2004). Biographical sketches of elderly African-American women in later life. Journal of Women & Aging, 16(3/4), 169-178.

Moen, P., Kim, J. E., & Hofmeister, H. (2001). Couple's work/retirement transitions, gender and marital quality. Social Psychology quarterly, 64(1), 55-71.

Motenko, A., & Greenburg, S. (1995). Reframing dependence in old age: A positive transition for families. Social Work, 40(3), 382-390.

Thiele, D. M., & Whelan, T. A. (2006). The nature and dimensions of the grandparent role. Marriage & Family, 40(1), 93-108.

Session 13: 4/9/08

Themes for the class:

- Later Adulthood
- Coming to terms with death
- Grief and Loss

Assignments Due:

- Student synopsis of assigned readings
- **TERM PAPER DUE**

Readings:

Forbes, M. A., & Rosdahl, D. A. (2003). The final journey of life. Journal of Hospice and Palliative Nursing, 5(4), 213-220.

Luptak, M. (2004). Social work and end of life care for older people: A historical perspective. Health & Social Work, 29(1) 7-15.

Platt, M. M. (2004). Identity and Parkinson's disease: Am I more than the sum of my parts? Journal of Loss and Trauma, 9, 315-326.

Werth, J. L., Gordon, J. R., Johnson, R. R. (2002). Psychosocial issues near the end of life. Aging & Mental Health, 6(4), 402-412.

Session 14: 4/16/08

Themes for the class:

- Integrating what we have learned about later adulthood
- Group presentation, class discussion and case discussion

Assignments Due:

- **Group III presentation of later adulthood lifestage**

Session 15: 4/23/08

Themes for the class:

- The role of spirituality across the life-course
- Course wrap-up and Evaluations

Assignments Due:

- Student synopsis of assigned readings

Readings:

Hutchison: 183-224

Cartwright, K. B. (2001). Cognitive developmental theory and spiritual development. Journal of Adult Development, 8(4). 213-220.

Hodge, D. R., & Bushfield, S. (2006). Developing spiritual competence in practice. Journal of Ethnic & Cultural Diversity in Social Work, 15(3/4), 101-127.