

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW514 & SW515: Human Behavior and Social Environment I & II
Course Outline
Summer 2007 – SW515

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READINGS

Class time is used to integrate the reading material through lectures, discussions and experiential learning. Students are expected to come prepared to discuss, analyze and critique all assigned readings.

REQUIRED BOOKS

Hutchison, E. D. (2004). Dimensions of Human Behavior: Person and Environment. Thousand Oaks, CA: Sage.

Ashford, J., LeCroy, C. & Lortie (2001). Human Behavior in the Social Environment: A Multidimensional Perspective. Belmont, CA: Brooks/Cole.

RECOMMENDED BOOK

Comstock, D. (Eds.) (2005). Diversity and development: Critical contexts that shape our lives and relationships. Belmont, CA: Thomson.

CLASS PARTICIPATION

Full participation creates an effective learning environment. I expect that each student will contribute to the in-class learning experience by actively listening, speaking, and sometimes leading class discussions. You will have the opportunity to participate in small groups as well as in larger class discussions. Each week, one group will effectively lead group discussions based on the assigned topic and readings. The leading group shall have prepared questions to encourage class participation and input (be creative).

Each student is a learning resource for other students and faculty. Both verbal and written skills are important to social workers. **Class participation counts for 20% of your grade** and is evaluated on the following criteria: attendance and level of preparation demonstrated in oral questions and comments in small and large group discussions. Attendance is critical to your capacity to integrate this material. For that reason, your participation grade will be reduced by one letter grade for each absence, unless you are ill or for other extenuating circumstances. If you miss more than three times, you will be asked to withdraw from the class.

GRADING CRITERIA

Participation	20%
Paper 1	40%
Group Project	40%

Grading Criteria for Papers

The objectives for each paper represent the primary content areas upon which the papers will be assessed. In addition, the following will be assessed: writing quality (including APA style) and organization of paper.

An A+ paper will do an exceptional job of presenting the content for the paper while drawing upon needed references; will be insightful throughout; will address all objectives; will be well- organized with a high level of writing quality; and will use APA referencing style for sources. This grade is reserved for only those very few papers throughout the semester that demonstrate the highest standards.

An A paper will do a very good job of presenting the content for the paper while drawing upon needed references; will demonstrate insight, will be well-organized with a high level of writing quality; will address all objectives; and will use APA referencing style for sources. This paper is considered to be of excellent quality. To receive a grade of A, all areas must be met.

A B paper presents the content for the paper, but exhibits less insight and may not adequately draw upon needed references; may suffer from a lesser quality of writing and organization; and adequately addresses all objectives. This paper is considered to be of average quality. Papers may also be awarded a B if they meet expectations for a higher grade but fail to include all objectives.

A C paper does not adequately address the objectives or may fail to include all objectives, may be poorly written, may exhibit poor insight, and may fail to draw upon needed references.

A D or lower paper has significant problems throughout the paper and fails to address all objectives.

Papers that fall between two grades will be scored accordingly. For example, grades that will be awarded between B and A include B+, 90, and A-, depending on how closely they achieved the criteria. Because a mid-point grade is used (e.g., 90, 80, 70), I typically do not round final grades up.

PAPERS

YOUNG ADULT ASSIGNMENT

Due Date: July 23, 2007

The purpose of the paper is to interview a young adult from a different ethnic, racial, or cultural group than you and to assess the individual's development. The person cannot be related to you.

Interview your individual for at least an hour. Treat this as an open-ended interview, letting the person tell her or his story. Your interview notes will provide the material for the paper. These notes do not need to be typed, but **please attach them to the paper.**

Drawing on the readings, outside references, and class discussion, **write a double-spaced, properly referenced (minimum of four references), 8- to 10-page paper** that includes the following content:

- 1) Place the individual within her or his context by discussing important information about the person, her or his multiple identities, background, current context, important family members and other relationships, strengths and struggles, etc. Discuss developmental tasks the individual is negotiating. The purpose of this introductory section is to develop a very good sense of who this person is.
- 2) Describe and analyze in a culturally sensitive manner the physical, cognitive and moral, social (family, intimates, and peers), emotional/affective, and spiritual domains by applying appropriate theories.
- 3) Describe the ecological/cultural contexts in which the person lives (e.g. class, ethnicity, race, gender, sexual orientation, etc.), expounding on the strengths and resiliencies drawn from that culture as well as any oppressions being experienced by the person.
- 4) Include a brief, summary discussion of the individual and systemic factors that have shaped this person's life, the challenges or "issues" he or she currently faces, and how you think the person will navigate the current challenge(s).
- 5) At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment and considering how did your cultural lens affect your observation and analysis.

The following questions may be helpful in preparing for the interview and organizing your thinking afterwards:

- 1) How does this person make meaning of her or his life; how does s/he convey a sense of self? What are the person's multiple identities and how have they affecting her or his life?
- 2) How does this person balance work and intimacy now, and if relevant, how has s/he balanced them during other times in life?
- 3) How is s/he coping with the developmental tasks of that age?
- 4) How does this individual currently relate to formal and informal support systems? How has s/he done so throughout her or his life?
- 5) Where do you hear themes of resilience? Of struggle?
- 6) How is the cultural context of this person uniquely expressed in the person's multiple identities?

Helpful Hints for Writing the Paper

- 1) A good assessment of a person is like a good storyline in a book. It is easy to read, has a sense of movement to it, makes sense when considering the person, and brings insight to the reader and life to the person being assessed.
- 2) Perhaps it will help to think about what intrigues, excites or puzzles you about your person.
- 3) What theories discussed in class do you find most helpful in understanding this person? You may find yourself having a dialogue between two or more theories as you try to understand the person.
- 4) The theories should be woven into the text, not just listed. Although we will have had practice in class doing this, it will feel different working to integrate the theories in a written assignment.
- 5) Leave enough time to write a draft of the paper and then chat with the person again. As you write, you may find that specific questions arise.
- 6) Leave enough time to write a rough draft and "edit" it. Everyone's writing process is different. However, almost everyone needs time to "be creative" and write spontaneously and then to edit to make sure it is organized. Although the process of writing can be difficult, try to have fun. Papers provide an opportunity to think, explore, and clarify your ideas.

MIDDLE or OLDER-ADULT ASSIGNMENT

Due Date: August 6, 2007

For your paper, you will interview and assess a middle or older adult who is developmentally defined as such (i.e., is negotiating the developmental tasks of an elder) and who is not a relative. The purpose of this assignment is to: 1) sharpen your assessment skills, both observational and interviewing; and 2) integrate and apply relevant theories that will help you understand the person you interview. This is another opportunity to "play" with theories to see how well they help you understand the person in the context of his or her life.

Interview your individual for at least an hour. Treat this as an open-ended interview, letting the person tell his or her story. Your interview notes will provide the material for the paper. These notes do not need to be typed, but please attach them to the paper.

Write a 10-12 page, double-spaced, APA referenced paper. Briefly introduce the person, how you know this individual, and the environment/context in which the interview occurred. Then describe and analyze development across these domains:

- 1) Place the individual within her or his context by discussing important information about the person, her or his multiple identities, background, current context, important family members and other relationships, strengths and struggles, etc. Discuss developmental tasks the individual is negotiating. The purpose of this introductory section is to develop a very good sense of who this person is.
- 2) Describe and analyze in a **culturally sensitive** manner the physical, cognitive and moral, social (family, intimates, and peers), emotional/affective, and spiritual domains by applying appropriate theories
- 3) Describe the ecological/cultural contexts in which the person lives (e.g. class, ethnicity, race, gender, sexual orientation, etc.), expounding on the strengths and resiliencies drawn from that culture as well as any oppressions being experienced by the person. Pay attention to the person's multiple identities.
- 4) Include a brief, summary discussion of the individual and systemic factors that have shaped this person's life, the challenges or "issues" he or she currently faces, and how you think the person will navigate the current challenge(s).
- 5) At the end of this more formal analysis, write a paragraph or two commenting on your own experience of doing this assignment and considering how did your cultural lens affect your observation and analysis and the way or degree to which the interview confirmed and/or challenged your prior assumptions about aging.

Considering the theories we have explored in the class, you may wish to integrate into the paper comments on:

Whether early development seems to predict later functioning
 What major life themes seem to be present

The following questions may be helpful in preparing for the interview and organizing your thinking afterwards:

- 1) How does this person make meaning of her or his life; how does s/he convey a sense of self? What are the person's multiple identities and how have they affecting her or his life?
- 2) How does this person balance work or other activities and intimacy now, as compared to how has he or she balanced them during other times in life?
- 3) How is he or she coping with the tasks of aging?
- 4) How is or has this person been affected by strengths or weaknesses in physical health?
- 5) How does this individual currently relate to formal and informal support systems? How has she or he done so throughout her or his life?
- 6) As this person speaks of the present and of the past, are strengths identified? Do you hear examples/themes of resilience?
- 7) How is the cultural context of this person uniquely expressed in the person's multiple identities?

GROUP PRESENTATION

Each group will select an issue of interest to them that is pertinent to adult development. The topic must be approved by the professor. The group will then develop a 30-45 minute presentation on this topic that integrates theories of human behavior to help understand the issue. Your presentation should include, but is not limited to:

1. A discussion of the issue, while considering how theories of human behavior contribute to our understanding of this issue.
2. The context of culture and oppression as applied to this issue.
3. Integration of applicable course readings into your topic area.

For your presentation, you will hand out to all students and the instructor a short bibliography (3 – 5 articles) as well as a brief outline of your presentation for the instructor only. Other appropriate handouts are encouraged.

It is assumed that all group members will contribute equally to the preparation and presentation of the topic. Each member will hand in a group participation feedback form (following page) at the end of the presentation specifying his or her contribution and identifying whether s/he felt that all members contributed equally.

Grades for the presentation will be determined based upon the quality of the content, the capacity to integrate appropriate theories of human behaviors, the quality of the presentation itself, and individual participation in the project.

Group Presentation Evaluation Form

Name: _____

Topic of presentation: _____

Date presented: _____

List the ways in which you contributed to the preparation of the presentation:

Did everyone contribute equally?

If not, please explain.

COURSE OUTLINE SUMMARY

Session	Content	Date
1	Course overview Establishing a framework	July 9th
2	Large systems Ecological and transactional perspective Cultural environment Multiple identities	July 11th
3	Emerging adulthood Young adult development Young adulthood	July 16th
4	Young Adulthood The Psychological Person: Cognition, emotion, and self The Spiritual Person	July 18th
5	Families and parenting Middle adult development Young Adult Paper Due	July 23rd
6	Middle adulthood Stress, coping, and adaptation	July 25th
7	Small groups Late adult development	July 30th
8	Late adulthood Bereavement	August 1st
9	Class Presentations Middle-Aged or Older Paper Due	August 6th
10	Class Presentations	August 8th

Session 1: Course Overview

Establishing a framework for understanding adult development

Hutchison, Chapter 1. Aspects of human behavior: Person, environment, time, pp. 12 - 30

Comstock, D. L. (2005). Relational-cultural theory: A framework for relational development across the lifespan. In D. Comstock (Ed.), Diversity and development: Critical contexts that shape our lives and relationships (p. 133 – 160). Belmont, CA: Thompson.

Session 2:

Large systems in ecological and transactional perspective

Cultural environment

Multiple Identities

Hutchison, Chapter 8. Culture

Hutchison, Chapter 13. Communities

Ammot, T., & Matthaei, J. (2007). Race, class, gender, and women's works. In M. L. Anderson & P. C. Collins (Eds.), Race, class, & gender: an anthology (6th ed.) (pp. 283 – 292). Belmont, CA: Wadsworth.

Boyes-Watson, C. (2005). Seeds of change: Using peacemaking circles to build a village for every child. Child Welfare, 84(2), 191-208.

Recommended:

Howard-Hamilton, M. F., & Frazier, K. (2005). Identity development and the convergence of race, ethnicity, and gender. In D. Comstock (Ed.), Diversity and Development: Critical contexts that shape our lives and relationships (p. 67 – 90). Belmont, CA: Thompson.

Edwards, M.L.K. (2004). We're decent people: Constructing and managing family identity in rural working-class communities. Journal of Marriage and Family, 66(2), 515-529.

Session 3: Emerging adulthood

Young adult development

Ashford, Chapter 10. Young adulthood.

Hutchison, Chapter 4. The psychological person: Cognition, emotion, and self

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

Kenny, M. E., Barton, C. E. (2003). Attachment theory and research: Contributions for understanding late adolescent and young adult development. In Demick, J., & Andreoletti, C (Eds.), Handbook of adult development (pp. 371-389). New York, NY: Kluwer Academic/Plenum Publishers

Recommended:

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.

Eccles, J., Templeton, J., Barber, B., & Stone, M. (2003). Adolescence and emerging adulthood: The critical passage ways to adulthood. In M. H. Bornstein, L. Davidson, C.L.M. Keyes, & K. A Moore (Eds.), Well-being: Positive development across the life course (pp. 383 – 403). Mahwah, NJ: Lawrence Erlbaum.

Session 4: Young adulthood

Hutchison, Chapter 5. The Psychological Person:

Chapter 6. The Spiritual Person:

- Bierman, A. (2005). The effects of childhood maltreatment on adult religiosity and spirituality: Rejecting God the Father because of abusive fathers? Journal of the Scientific Study of Religion, 44(3). 349-359
- Cartwright, K. B. (2001). Cognitive developmental theory and spiritual development. Journal of Adult Development. 8(4), 213-220.
- Shepard, D. (2005). Male development and the journey towards disconnection. In D. Comstock (Ed.), Diversity and Development: Critical contexts that shape our lives and relationships (p. 133-160). Belmont, CA: Thompson.
- Siegel, D. J. (2001). Toward an interpersonal neurobiology of the developing mind: Attachment relationships, "mindsight," and neural integration. Infant Mental Health Journal, 22(1-2), 67-94.

Recommended:

- Surrey, J. L. (1991). The self-in-relation: A theory of women's development. In J. V. Jordan, A. G. Kaplan, J. B. Miller, I. P. Stiver, & J. L. Surrey (Eds.), Women's growth in connection (pp. 51-66). New York, NY: Guilford.

Session 5: Families and parenting
Middle adult development

Hutchison, Chapter 10: Families
 Ashford, Chapter 11. Middle adulthood.

- Cowan, C. P., & Cowan, P. A. (2001). Parenthood: Becoming a parent. In A. S. Skolnick & J. H. Skolnick (Eds.), Families in transition (11th ed., pp. 235 – 246). Boston, MA: Allyn & Bacon.
- Cowan, P., & Cowan, C. P. (1998). New families: Modern couples as new pioneers. In M. A. Mason, A. Skolnick, & S. D. Sugarman (Eds.), All our families: New policies for a new century: A report of the Berkeley Family Forum (pp. 169-192). New York, NY: Oxford University Press.
- Rural and Appalachian Youth and Families Consortium (1996). Parenting practices and interventions among marginalized families in Appalachia: Building on family strengths. Family Relations, 45, 387-396.

Recommended:

- Howell, L. C., & Beth, A. (2002). Midlife myths and realities: Women reflect on their experiences. Journal of Women & Aging, 14(3/4), 189-204.
- Levenson, M. R., Aldwin, C. M., D'Mello, M. (2005). Religious development from adolescence to middle adulthood. In R. F. Paloutzian, & C. L. Park (Ed). Handbook of the psychology of religion and spirituality. (pp. 144-161). New York, NY: Guilford.
- Ryff, C.D., & Seltzer, M.M. (1996). The uncharted years of midlife parenting. In C.D. Ryff & M.M. Seltzer (Eds.), The parental experience in midlife (pp. 3-23). Chicago: The University of Chicago Press.

Session 6: Middle adulthood
Stress and coping

Hutchison, Chapter 5. The psychological person: Relationships, stress, and coping
 Chapter 7. The physical environment

- 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.
- Jones, K. M., Whitbourne, S. K., & Skultety, K. M. (2006). Identity processes and the transition to midlife among baby boomers. In S. K. Whitbourne, & S. L. Willis Eds.), The baby boomers grow up: Contemporary perspectives in midlife (pp. 149 - 164). Mahwah, NJ: Lawrence Erlbaum.

- Ramirez, A.Y.F. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. The Urban Review, 35(2), 93-110.
- Hobfoll, S. (1996). Coping in reaction to extreme stress: The roles of resource loss and resource availability. In M. Zerdner & N. S. Endler (Eds.), Handbook of coping: Theory, research, applications (pp. 322-349). New York, NY: John Wiley.

Recommended:

- Magnuson, K. A., & Duncan, G. J. (2002). Parents in poverty. In M. Bornstein (Ed.), Handbook of parenting, Vol. 4, Social conditions and applied parenting (2nd ed., pp. 95 – 120). Mahwah, NJ: Lawrence Erlbaum.
- Taylor, S. E., Klein, L. C., Lewis, B. P., Gruenewald, T. L., Gurung, R.A.R., & Updegraff, J. A. (2000). Female responses to stress: Tend and befriend, not fight or flight. Psychological Review, 107(3), 411-429.
- van der Kolk, B. A. (2002). In terror's grip: Healing the ravages of trauma. Cerebrum, 4, 34-50.

Session 7: Small groups

Late adult development

Hutchison, Chapter 11
Ashford, Chapter on aging

- Gregoire, T. K., Kilty, K., & Richardson, V. (2002). Gender and racial inequities in retirement resources. Journal of Women and Aging, 14(3/4), 25-39.
- 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.
- Mangione, L., & Nelson, D. (2003). The 1996 Mount Everest tragedy: Contemplation on group process and group dynamics. International Journal of Group Psychotherapy, 53(3), 353-373.
- Motenko, A., & Greenberg, S. (1995). Reframing dependence in old age: A positive transition for families. Social Work, 40(3), 382-390.

Session 8: Late Adulthood

Bereavement

- Angel, J. L., Douglas, N., & Angel, R. J. (2003). Gender, widowhood, and long-term care in the older Mexican American population. Journal of Women & Aging, 15(2/3), 89-105.
- Hooyman, N. R., & Kiyak, H. A. (2005). Death, dying, bereavement, and widowhood. In Social Gerontology: A multidisciplinary perspective (7th ed., 480-524). Boston: Pearson.
- Shaver, P. R., & Tancredy, C. M. (2001). Emotion, attachment, and bereavement: A conceptual commentary. In M.S. Stroebe, R. O. Hansson, W. Stroebe, & H. Schut (Eds.), Handbook of bereavement research: Consequences, coping, and caring (pp. 63 – 88). Washington, DC: American Psychological Association.
- Shemirani, F. S., & O'Conner, D. L. (2006). Again in a foreign country: Voices of Iranian women aging in Canada. Journal of Women & Aging, 18(2), 73-90.

Session 9: Class Presentations

Session 10: Class Presentations

Summary and Evaluation