

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

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

Monday 5:30– 8:30 Wednesdays 5:30-8:30. Rm CDD 150
Instructor: Dr. Michael Sullivan
(office hours by appt.)
Phone – 448-4475 / E-mail—msulliv3@utk.edu

Texts

Ashford, J.B., Lecory, C.W., & Lortie, K.L. 3rd edition (2006). Human Behavior in the Social Environment: A Multidimensional Perspective. Pacific Grove, CA: Brooks/Cole.

Supplemental readings are available for downloading at the Hodges Reserve Webpage at:
<http://pac.lib.utk.edu:8000/WebZ/initialize:sessionId=0:next=html/UTKhomeframe.html>

Course Requirements

The instructor encourages active student participation in class. 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.

There will be three assignments in the course:

1. In class presentation (Assignment A) (20%)
2. Paper (or optional debate in lieu of paper on a controversial issue) (Assignment B) (20%)
3. Study Questions and online assignments (posted on UTOline) (20%)
3. Final examination (20%)
4. Presentation of a required reading (10%)
5. Class attendance and critical thinking (10%)

Assignments & Grading

The Grading Scale is as follows:

Below 72.9	D
73 – 77.9	C
78 – 82.9	C+
83 – 87.9	B
88 – 93.9	B+
94 – 100	A

All written assignments must be prepared according to the guidelines contained in the APA Publications Manual, 5th Edition.

Assignment A - Presentation in class

In the first assignment you will be asked to select a social problem or personal challenge (Examples: Sexism, Racism, Substance Abuse, Mental Illness, Poverty or Domestic Abuse), and one of the developmental stages presented in class (Young Adulthood, Middle Adulthood, or Late Adulthood). You must address how practice is affected and discuss what intervention components are utilized to

assist with the problems from either a community or personal perspective. The presentation can be focused on many topics. Some past examples include: *Young Adulthood*: gender differences, coming out, impacts of childhood abuse, impact of poverty; *Middle Adulthood*: Caring for family member with severe mental illness, caring for an elderly parent, step-parenting - blended families issues; *Late Adulthood*: elder abuse, poverty and aging, grandparents raising children, etc. How does the developmental stage affect/intersect with the social problem selected? How does theory inform us about potential issues? (Example substance abuse has a different impact for a young adult versus someone in middle age. Abstinence may be more difficult due to both the developmental tasks i.e. forming intimate relationships (dating attending clubs etc. and the social environment (norms) , tolerance may not yet be developed, family supports and consequences may be different).

In the presentation, you should (1) summarize the characteristics not covered in class regarding the developmental stage pertaining to the nature and impact of the challenge on development; (2) discuss the influence of organizational and community factors; (3) identify potential ethical issues and the dilemmas they present. Students interested in macro practice can expand on the developmental challenge from an organizational or community focus, while clinical students can focus on techniques that might be effective in working with groups, families, or individuals. Students should develop a Powerpoint presentation (maximum 10 slides) on the topic and handouts are acceptable. This presentation should be 10-15 minutes long and document your expertise on the subject from your literature search . Please allow 5-10 minutes for class questions.

Assignment B- Paper 12 pages (or optional classroom debate)

The second assignment is a paper and consists of two tasks: Deconstructing a practice theory and explaining how it operates to change behaviors theoretically and conceptually through examples. Theories might include cognitive theories i.e. cognitive theory, social learning theory (Common in young adulthood), rational emotive theory; psychodynamic theories including attachment theory (Common in child development), object relations theory; social exchange theory (relationships), disengagement and activity theory (Common in late adulthood). Apply the theory to a developmental task, issue, or social problem within a developmental stage providing examples and how it might inform practice. This assignment represents a significant portion of your grade (20%) and will be graded accordingly. Your project will be divided into three sections plus mechanics and ability to retrieve appropriate references applicable to your topic:

- 1) A descriptive discussion of a specific theory that can be applied to individual's families and/or groups; and a discussion of specific concepts within that theory. (25%)
- 2) An application of the theory, including
 - a) A descriptive discussion of the developmental problem/issue/task that the theory informs you on including practice issues
 - b) Analysis of the theoretical concepts from the first section and how it is applied/integrated into the developmental task/issue/problem (25%)
- 3) Concluding integration, in which you pull the first two sections together and draw a summary about the impact of developmental tasks and culture (i.e. race, SES, gender roles, stigmatization developmental stage issues, region) as you define it, on the development of individual's families or groups. (25%)
- 4) Grammar, spelling, APA formatting and professional reference retrieval (25%)

An example from HBSE 1 content might be examining social learning theory and how it applies to

adolescence. You could discuss social skills groups designed to reinforce or supplement social behaviors lacking in the individual due to deprivation, poor environment, disability, oppression, etc. One example might be to address anger management skills. What does the research say? What are the techniques and learning objectives? How might it change behavior?

The **optional debate** (in lieu of paper) might include controversial topics such as: Pro life & pro choice policy and associated services, assisted suicide, gay adoption, methadone maintenance, etc. In this assignment you will work in a group (2-4) other students. You are asked in this assignment to debate a social issue (relevant to a developmental stage) and the corresponding interventions. The debate must inform practice not just be informational. First you will provide a brief outline of the issue and interventions and you would debate the other(s) regarding the issue (favorable to the issue and contrary to the issue). Each student must have three professional references that support your position. Grades are assigned individually based on verbal participation, 20%, imparting topic content, 20%, insightful, thoughtful articulation of the material 20%, ability to engage the audience 20%, in discussion, and quality of handouts (including a list of the references utilized) 20%. The possible dates for the debate option are 6/11/07, 6/18/07 or 6/25/07.

Final Exam

A final exam will be given at the end of the course. The exam will be comprehensive, and include the material from the study questions assigned.

Weekly Outline

Session 1: Introduction

Review of Course Contract (Syllabus) and UTOonline.
Review of assignments and test parameters
Sign up for readings

Session 1 Perspectives on groups

- a. Traditional and alternative paradigms
- b. Types of groups

B. THEORETICAL FRAMEWORKS

Ashford, Lecory & Lortie, "The social dimension for assessing social functioning".
Human Behavior in the Social Environment: A Multidimensional Perspective, 103-151.

Kirst-Ashman, "Types of groups in the macro social environment" and "Human behavior in groups". Human Behavior, Communities, Organizations and Groups in the Macro Social Environment, 202-241.

Hedges, L., & Tannenbaum, M., (2001). Navigating the social landscape: A rationale and method for interpersonal group therapy with pre adolescent boys. Journal of Child and Adolescent Group Therapy. 11(4): 135 146

Cohen, D, Schermer, V. (2002). On scapegoating in therapy groups: A social constructivist and inter-subjective outlook.
International Journal of Group Psychotherapy. 52(1): 89 109.

Gans, J., Rutan, S., & Lape, E. (2002). The demonstration group: A tool for observing group process and leadership style. International Journal of Group Psychotherapy. 52(2): 233 252.

Moss, E. (2002). Working with dreams in a bereavement therapy group. International Journal of Group Psychotherapy. 2002 Apr; Vol 52(2): 151 170.

Campbell, C., Alexander, J. (2002) Culturally competent treatment practices and ancillary service use in outpatient substance abuse treatment. Journal of Substance Abuse Treatment. 22(3): 109 119.

Turk, D., Okifuji, A, Sinclair, D., Starz, T. (1998). Differential responses by psychosocial subgroups of fibromyalgia syndrome patients to an interdisciplinary treatment. Arthritis Care and Research. 11(5): 397 404.

Harman, Marsha. (1991).The use of group psychotherapy with cancer patients: A review of recent literature. Journal for Specialists in Group Work. 16(1): 56 61.

Moran, J., Gatz, M. (1987). Group therapies for nursing home adults: An evaluation of two treatment approaches. Gerontologist. 27(5): 588 591

Session 2- Perspectives on organizations

- a. Defining organizations
- b. Traditional and alternate paradigms
- c. Human behavior in organizations
- d. Environments of organizations
- e. Video: Roger and Me

Read: Kirst-Ashman, "Knowledge and Theories about organizations", (Ch 5).)

Readings:

- ★Billingsley, A. & Morrison-Rodriquez, B. (1998). The Black family in the 21st century and the church as an action system: A macro perspective. *Journal of Human Behavior in the Social Environment*, 1, 31-47.
- ★Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 7, Understanding and analyzing human service organizations. Social Work Macro Practice. 2nd Ed. White Plains, NY: Longman and Company.
- ★Hasenfeld, Y. (1992). Human Services As Complex Organizations. Newbury Park: Sage Publications, Chapters 1-2.
- ★Reitan, T.C. (1998). Theories of interorganizational relations in the human services. Social Service Review. 72(3): 285-309.

Session 2 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
- e. Video: "The Long Journey Home"

Read: Kirst-Ashman, "Human Behavior and Empowerment in organizations (Ch 8).

Readings:

- *Fawcett, S.; Lewis, R; Paine-Andrews, A; Francisco, V.; Richter, K; Williams, E.; Copple, B. (1997). Evaluating community coalitions for prevention of substance abuse: The case of project freedom. Health Education and Behavior. 24(6): 812-828.
- *Netting, F., Kettner, P. & McMurty, S. (1998). Chapter 4, Understanding communities. Social Work Macro Practice. 2nd Ed. White Plains, NY: Longman and Company.
- *Rothman, J. (1996). The interweaving of community intervention approaches. Journal of Community Practice. 3(3/4): 69-99.
- *Robinson, M. (1995). Towards a new paradigm of community development. Community Development Journal. 30(1), 21-30.
- *Whittier, D.K. (1997). Social Conflict Among "Gay" Men in a Small(er) Southern Town. Journal of Gay and Lesbian Social Services, 7 (3). 53-71.

Session 4 - 5 (6/11 & 6/13) Young adulthood

Review : Adolescence Ashford, Lecroy & Lortie, 386-451

Read : Ashford, Lecroy & Lortie, "Young adulthood", 452-506.

- a. Gender roles - choosing partners
- b. Group membership
- c. Developmental disabilities
- d. Social class and poverty
- e. Maladaptive patterns: Domestic violence and abuse
- f. Mental illness and substance abuse.

Video: TBA

- Readings:
- *Browne, A., & Finkelhor, D. (1986). Impact of child sexual abuse: A review of the research. Psychological Bulletin, 99(1), pp. 66-77.
 - *Carlson, B.E. (1984). Causes and maintenance of domestic violence: An ecological analysis. Social Science 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.
 - *Davis, K.B., Daniels, M. & See, L.A. (1998). The psychological effects of skin color on African Americans' self esteem. Journal of Human Behavior in the Social Environment, 1, 63-89.
 - *Dutton, D. G., & Aron, A. P. (1974). Some evidence for heightened sexual attraction on conditions of high anxiety. J. Personality and Social Psychology, 36, 521-529.

- *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.

*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.

*Kirst-Ashman, "Human behavior in groups: Theories and dynamics", Ch. 11 (Review); "Empowerment of people with developmental disabilities in community and organizational environments", Ch. 9, 219-241 and 178-201.

*Levinson, D.J. (1986). A conception of adult development. American Psychologist, 41(1), 3-13. Van Soest, D., & Bryant, S., (1995). Violence reconceptualized for social work: The urban dilemma. Social Work, 40(4), 459-57.

*McFadden, S. (1997). Redefining the family: The concept of family for lesbians and gay men. In E.P. Congress (Ed.), Multicultural Perspective in Working with Families. New York: Springer. pp. 167-180.

*Werner, E. (1989). High -risk children in young adulthood: A longitudinal study from birth to 32 years. American Journal of Orthopsychiatry, 59, 72-81.

*Eliason, Michele J. and Raheim, Salome, (1996) "Categorical Measurement of Attitudes about Lesbian, Gay, and Bisexual People". Journal of Gay and Lesbian Social Services. 4 (3) pp. 51-65.

*Acker, J. (1999). Rewriting Class , Race, and Gender: Problems in feminist rethinking. In M. M. Feree, J. Lorber & B. B. Hess. Revisioning gender (pp. 44-69). Thousand Oaks, CA: Sage.

*Lorber, J. (2001). The Social Construction of Gender. In P.S. Rothenberg, Race, Class, and Gender in the United States: An integrated study (pp. 47-57) New York: Worth Publishers.

*Fiori, K. L., Brown, E. E., Cortina, K. S., & Antonucci, T. C. (2006). Locus of control as a mediator of the relationship between religiosity and life satisfaction: Age, race, and gender differences. Mental Health, Religion and Culture, 9, 239-263.

*Reamer, F.G. (1998). The evaluation of social work ethics. Social Work, 43 (6): 488-500.

Student Presentations 6/13

Sessions 7 - 8

Middle adulthood_ (6/18 & 6/20)

- a. Developmental issues: Changing roles
- b. Economics and employment: Video: "American Hollow"
- c. Human Behavior in organizations
- d. Human Behavior in Neighborhoods and Communities
- e. Divorce and blended families:
Video: TBA

Read: Ashford, Lecory, & Lortie, "Middle adulthood", 507-567.

Kirst-Ashman, "Human behavior, power and empowerment in Communities", "Neighborhood empowerment", "Human behavior in traditional organization environments", "Human behavior and empowerment in organizations", 44-83 and 153-177.

Readings: ★Coontz, S. (1992). Ch. 1, The way we wish we were: Defining the family crisis. In The way we never were: American families and the nostalgia trap. New York: Basic, pp 8-22.

★Depoy, E. & Noble, S. (1992). The structure of lesbian relationships in response to oppression. Affilia, 7 (4), 49-64.

★Garbarino, J. (1992). Ch. 4, The family as a social system. In Children and Families in the Social Environment, 2nd ed. NY: Aldine de Gruyter.

★Gerdes, K.E. (1997). Long term AFDC mothers and posttraumatic stress syndrome: Is there a connection?, Affilia, 12 (3) 359-367.

★Gottman, J, & Levenson (1999). What predicts change in marital interaction over time? A study of alternative models. Family Process, 38 (2), 143-158.

★Hunter, S., & Sundel, M. (1989). Introduction: An examination of key issues concerning midlife. In Midlife Myths: Issues, Findings, and Practice Implications. Newbury Park, CA: Sage.

★Loftus, E. F. (1992). When a lie becomes memory's truth: Memory distortion after exposure to misinformation. Current directions in Psychological Science.(4), 121-123.

★Nicholas-Casebolt, A., Krysik, J. & Herman -Currie, R. (1994). The povertization of women: A global phenomenon. Affilia, 9 (1), 9-29.

★Schaie, K.W. (1981). Psychological changes from midlife to early old age: Implication for the maintenance of mental health. American Journal of Orthopsychiatry, 51 (2), 199-218.

★Tamir, L.M. (1989). Modern myths about men at midlife: An assessment. In S. Hunter, & M. Sundel. Midlife Myths: Issues, Findings, and Practice Implications, Newbury Park, CA: Sage, pp 157-179.

★White, D.W., & Woollett, A. (1992). Ch. 7, The family in transition: Single parenting, family breakup and reconstituted families. In Families: A Context for Development. London: Falmer, pp. 103-120.

Student Presentations 6/20

Session 9 - 10

Late adulthood: (6/25 & 6/27)

a. Developmental issues: Social reconstruction

b. Challenges: Income and support systems

Read: Ashford, Lecory & Lortie, "Late adulthood", 568-585

Readings: ★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.

★Hooyman, N.R., & Kiyak, H.A. (1993). Ch. 4, Social theories of aging. In Social Gerontology: A Multidisciplinary Perspective, (3rd ed.). Boston: Allyn & Bacon, pp. 64-83.

★Hudson, M. & Carlson, J. (1998). Elder abuse: Expert and public perspectives. Journal of Elder Abuse and Neglect, 9, 77-97.

★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.

★Mindel, C.H. (1985). The elderly in minority families. In B.B. Hess & E. W. Markson (Eds.) Growing old in America: New perspectives on old age, (pp 369-386. New Brunswick, NJ: Transaction Books.

★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.

Student Presentations 6/27

Final Exam (Session 10- 7/2/07)
Integration, Review, Course comments

Additional Readings

Seifert, K. L., Hoffnung, R. J., Hoffnung, M. (1997). Lifespan Development. Boston and New York: Houghton Mifflin Company.

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

Pillari, V. (1998). Human Behavior in the Social Environment (2nd). Pacific Grove: Brooks/Cole.

Nye, R. D. (1996). Three psychologies: Perspectives from Freud, Skinner, and Rogers. (5th ed.). Pacific Grove: Brooks/Cole.

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.

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.

Midgley, J. (1994). The challenge of social development: Their third world and ours. Social Development Issues, 16(2), pp.1-12.

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

Heilbroner, R. & Thurow, L. (1994). Economics Explained: Everything You Need to Know About How the Economy Works and Where It's Going. New York: Simon & Schuster.

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 long-term 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.

Surrey, J.L. (1991). The self-in-relation: A theory of women's development. In Jordan, Kaplan, Miller, Stiver, & Surrey, Women's Growth in Connection. New York: Guilford, 51-66.

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.