

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (HBSE)

SOCIAL WORK 19:910:502, SECTION 16

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

FALL 2009

Course Description (from the catalog)

Theories, themes, and issues concerning the ongoing interaction between people as they grow, change, and develop over the life course and the social context in which this occurs.

Assumptions about human behavior that may interfere with recognition of diversity in the ongoing interaction between individual, family, and group identity; social context; and social life. Values and ethical issues related to biopsychosocial development.

Course Overview

This course is designed to provide the theoretical and knowledge base for social work practice in all forms. This course emphasizes the bio-psycho-social development patterns of individuals and families as they interact with their various environments. Various theories of human behavior pertaining to individuals and families are critically reviewed. These theoretical viewpoints are selected for their practice application. Also, the course stresses linkages with policy and research. In keeping with the School's mission, special attention is given to vulnerable populations and how social systems can promote or deter the development of individuals and families.

Place of Course in the Program

This is a required foundation course taken in the first year. There are no prerequisites. The purpose of HBSE is to provide the theoretical underpinning for understanding the application of the problem-solving practice model in Social Work Practice I and II.

Course Objectives

This course will enable students to:

1. Recognize that human behavior is multi-determined and that, from an ecological perspective, biological, psychological, sociological, cultural, organizational and community systems have transactional effects on individual and family functioning.
2. Identify the ways in which the social environment can constrain (through, for example, poverty, racism, sexism, ageism, homophobia) or enhance the development of individuals and families.
3. Critically evaluate and integrate various theories of human behavior regarding individuals and families.
4. Analyze practice situations and policies in terms of relevant bio-psycho-social factors and the influence of the social environment.

5. Increase awareness of personal attitudes and values regarding human diversity and vulnerable populations and thus better articulate professional values and ethics in support of social and economic justice as a means of promoting the optimum development of individuals and families.

V. Required Texts and Readings

There are two required texts for this section of the course, which can be purchased through the University bookstore, Amazon.com, or other means.

Hutchison, E.D. (2008). *Dimensions of human behavior: The changing life course* (3rd ed.). Los Angeles: Sage Publications.

Robbins, S. P., Chatterjee, P., Canda, E. R. (2005). *Contemporary Human Behavior Theory: A Critical Perspective for Social Work* (2nd ed.). Allyn & Bacon.

There are additional required readings that can be accessed through the course website.

SCHEDULE OF TOPICS, READINGS, AND PRESENTATIONS

<u>Session #</u>	<u>Topic</u>	<u>Readings</u>	<u>Presentation</u>
PART 1: THEORY AND SOCIAL WORK			
#1	<p>Introduction to Theory</p> <p>Introduction to Each Other and to the Course</p>	<p>Robbins, pp. 4-24</p> <p>* Aspects of Human Behavior, pp. 26-35</p> <p><i>Please note: For this first week only, these readings are listed only as recommended material to supplement content in class.</i></p>	
#2	<p>Social Work Perspectives</p> <p>(1) Code of Ethics, Preamble</p> <p>(2) Person-Environment Perspective</p> <p>(3) Strengths-Based Perspective</p>	<p>* NASW (1999). Code of ethics of the National Association of Social Workers. Washington, DC: National Association of Social Workers. Retrieved August 20, 2009, from http://www.socialworkers.org/pubs/Code/code.asp. <u>Please read through Ethical Standard 1.05.</u></p> <p>* Aspects of Human Behavior, pp. 3-25</p> <p>* Seligman, M.E.P. (2000). Positive psychology. <i>American Psychologist</i>, 55(1), 5-14.</p> <p>* Weick, A., & Chamberlain, R. (1997). Putting problems in their place: Further explorations in the strengths perspective. In D. Saleebey (Ed.), <i>The strengths perspective in social work practice</i> (pp. 39-47). New York: Longman.</p> <p><u>Application Reading</u></p> <p>* Online readings on teenage pregnancy</p>	

PART 2: THEORIES FOCUSING ON THE MACRO-SOCIAL			
#3	Systems Theories (As a fourth social work perspective) Structural-Functionalism	Robbins, Chapter 2. <u>Application Reading</u> * Amato, P.R., & Maynard, R.A. (2007). Decreasing nonmarital births and strengthening marriage to reduce poverty. <i>Future of Children, 17(2)</i> , 117-141. Healthy Marriage Initiative website: http://www.acf.hhs.gov/healthymarriage/about/factsheets_hm_matters.html	
#4	Conflict Theories & Theories of Empowerment	Robbins, Chapter 3 Robbins, Chapter 4 <u>Application Reading</u> * Edin, K. (2000). What do low-income single mothers say about marriage? <i>Social Problems, 47</i> , 112-133.	
PART 3: THEORIES ON SELF WITHIN THE MACRO-SOCIAL ENVIRONMENT			
#5	Symbolic Interactionism and Phenomenology	Robbins, Chapter 9 Robbins, Chapter 10 <u>Application Reading</u> * McCreary, L.L., & Dancy, B.L. (2004). Dimensions of family functioning: Perspectives of low-income African American single parent families. <i>Journal of Marriage & Family, 66(3)</i> , 690-701.	
#6	Theories of Identity Development, Assimilation, Acculturation, etc.	* Robbins, Chapter 5 * Kaufman, J., & Johnson, C. (2004). Stigmatized individuals and the process of identity. <i>The Sociological Quarterly, 45(4)</i> , 807-833.	Hutchison, Chapter 2 Presentation on Pregnancy, Conception, and

		<u>Application Reading</u> * Grace, V. (2008). The donor, the father, and the imaginary constitution of the family: Parents' constructions in the case of donor insemination. <i>Social Science & Medicine</i> , 66(2), 301-314.	Birth <i>Juno</i> Adolescent Pregnancy
PART 4: THEORIES ON SELF AND THE MICRO-SOCIAL			
#7	Social Cognitive Theory	Robbins, pp. 349-363; 370-385. * Bandura, A. (1995). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.), <i>Self-efficacy in changing societies</i> , pp. 1 - 45. New York: Cambridge University Press. <u>Application Reading</u> * Jackson, A.P., & Scheines, R. (2005). Single mothers' self-efficacy, parenting in the home environment, and children's development in a two-wave study. <i>Social Work</i> , 29(1), 7-20.	Hutchison, Chapter 3 Presentation on Infants and Toddlers <i>Losing Isaiah</i> Child Placement
#8	Psychodynamic & Attachment Theory	Robbins, Chapter 6 Target, M. (2006). Attachment theory and research. In E.S. Person & A.M. Cooper (Eds.), <i>Textbook of Psychoanalysis</i> (pp. 159-166). Arlington, VA: American Psychiatric Publishing. * Rashid, S. P. (1996). Attachment reviewed through a cultural lens. In D. Howe (Ed.), <i>Attachment and loss in child and family social work</i> (pp. 59-81). Brookfield, VT: Ipswich Book Co. <u>Application Reading</u> * Andreozzi, L., Flanagan, P., Seifer, R., Brunner, S., & Lester, B.	Hutchison, Chapter 4 Early Childhood <i>Pursuit of Happiness</i> Families in Poverty

		(2002). Attachment classifications among 18-month-old children of adolescent mothers. <i>Archives of Pediatric and Adolescent Medicine</i> , 56, 20-26.	
#9	Other Lifespan Theories	Robbins, pp. 208-257 Robbins, Chapter 8 <u>Application Reading</u> * DeJong, L. (2003). Using Erikson to work more effectively with teenage parents. <i>Young Children</i> , 87-95.	Hutchison, Chapter 5 Middle Childhood <i>I am Sam</i> Children of Family members with Disabilities
PART 5: BIOLOGICAL PERSPECTIVES			
#10	Behavioral Genetics & Evolutionary Psychology	* Lerner, R. M. (2002). The nature-nurture controversy: Implications of the question 'How?' (Chapter 4 of <i>Concepts and theories of human development</i> , 3 rd edition, pp.86-105. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.). * Pinel, J. P. (2006). Evolutions, genetics, and experience: Thinking about the biology of behavior. (Chapter 2 of <i>Biopsychology</i> , 6 th edition, pp. 19-44. New York: Pearson). <u>Application Reading</u> * Shackelford, T.K., Weekes-Shackelford, V.A., & Schmitt, D.P. (2005). An evolutionary perspective on why some men refuse or reduce their child support payments. <i>Basic and Applied Social Psychology</i> , 27(4), 297-306.	Hutchison, Chapter 6 Adolescence <i>American History X</i> Community Violence/ Youth Gangs/ Hate Crimes

#11	Neuropsychological perspectives	<p>* Online reading on neuropsychology</p> <p>* Kolb, B., Gibb, R., & Robinson, T.E. (2003). Brain plasticity and behavior. <i>Current Directions in Psychological Science, 12(1)</i>, 1-5.</p> <p>* Perry, B.D., Pollard, R., Blakely, T., Baker, W., & Vigilante, D. (1995). Childhood trauma, the neurobiology of adaptation and 'use-dependent' development of the brain: how 'states' become 'traits'. <i>Infant Mental Health Journal, 16</i>, 271-291.</p> <p><u>Application Reading</u></p> <p>* Farah, M.J., Noble, K.G., & Hurt, H. (2006). Poverty, privilege, and brain development: Empirical findings and ethical implications. In J. Illes (Ed.), <i>Neuroethics: Defining the issues in theory, practice, and policy</i> (pp. 277-288). New York: Oxford University Press.</p>	<p>Hutchison, Chapter 7</p> <p>Young Adulthood</p> <p><i>Garden State</i></p> <p>Depression</p>
PART 6: INTEGRATIVE PERSPECTIVES			
#12	Developmental Psychopathology and Resilience	<p>* Cicchetti, D. (2006). Development and psychopathology. In D. Cicchetti & D.J. Cohen (Eds.), <i>Developmental Psychopathology, Second Edition (Vol. 1: Theory and method)</i>, pp. 1-23). Hoboken, NJ: John Wiley & Sons. & Cohen. (2006).</p> <p>* Masten, A. S., & Powell, J. L. A resilience framework for research, policy, and practice. (2003). In S. S. Luthar (Ed.), <i>Resilience and vulnerability: Adaptation in the context of childhood adversities</i> (pp. 1-25). New York: Cambridge University Press.</p> <p><u>Application Reading</u></p> <p>* Brodsky, A. (1999). Making it:</p>	<p>Hutchison, Chapter 8</p> <p>Midlife</p> <p><i>Milk</i></p> <p>GLBT Rights</p>

		The components and process of resilience among urban, African-american, single mothers. <i>Journal of Orthopsychiatry</i> , 69(2), 148-160.	
#13 Nov. 25	NO CLASS—Happy Thanksgiving!		
#14	Life Course Perspective	<p>Hutchison, Chapter 1.</p> <p>* Elder, G. H., Jr. (1999). Children of the great depression. (Chapter 11 of <i>Twenty-Fifth Anniversary Edition of Children of the Great Depression</i>, pp. 301-343. Boulder, CO: Westview Press).</p> <p><u>Application Reading</u></p> <p>* Aquilino, W. (1996). The life course of children born to unmarried mothers: Childhood living arrangements and young adult outcomes. <i>Journal of Marriage and the Family</i>, 58, 293-310.</p>	<p>Hutchison, Chapter 9</p> <p>Late life</p> <p><i>About Schmidt</i></p> <p>Retirement</p>
#15	Stress & Coping	<p>* Wheaton, B. (1996). The domains and boundaries of stress concepts. In H.B. Kaplan (Ed.), <i>Psychosocial stress: Perspectives on structure, theory, life-course, and methods</i>. (pp. 29-53). New York: Academic Press.</p> <p><u>Application Readings</u></p> <p>* Johner, R.L. (2007). Allostatic load: Single parents, stress-related health issues, and social care. <i>Health & Social Work</i>, 32(2), 89-94.</p> <p>* Coles, R.L. (2009). Just doing what they gotta do: Single black custodial fathers coping with the stresses and reaping the rewards of parenting. <i>Journal of Family Issues</i>, Online First.</p>	<p>Hutchison, Chapter 10</p> <p>Very Late Life</p> <p><i>Big Fish</i></p> <p>End-of-Life Care/Cancer</p>
#16	Course Wrap-Up		