

HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II

COURSE OVERVIEW

Human Behavior in the Social Environment II (HBSE II) builds on HBSE I which provided knowledge and understanding of theory, research, and practice issues of human development within the context of biological, psychological, and socio-cultural factors. Emphasis was placed on understanding the relevance of theory for practice and how race, ethnicity, culture, gender, and socioeconomic variables influence and contribute to human development and behavior within social systems. HBSE I used an eco-systemic theoretical framework to cover normal life-span development from conception through late childhood.

HBSE II continues this life span overview, covering normal development from adolescence to late adulthood. Throughout the course, an eco-systemic framework is utilized to study issues and life events significant to social work practice, including teen pregnancy/parenthood, suicide, crime & delinquency, serious mental illness, chemical/substance abuse, changing family constellations, poverty, elder abuse, long term care, dying & death.

HBSE II stresses a non-linear view of development in which there is a continuous, reciprocal interchange and influence in, between, and among different systems. Students should end the course with an increased awareness of this dynamic and its implications for understanding and addressing the needs/problems of populations-at-risk as informed social workers. Critical thinking is fostered through the process of analyzing what is "known", acknowledging what is unknown, and recognizing the role of research in discovering, dispatching, and disposing knowledge.

LEARNING OBJECTIVES

Knowledge Objectives

1. To increase understanding of human behavior from an eco-systemic theoretical perspective.
2. To identify and articulate several major theories of personality development.
3. To discuss human behavior within a life cycle context.
4. To provide biological descriptions and explanations of human behavior.
5. To increase understanding of how culture and society influence individual and family development and provide a context for social interaction with other systems in the social environment.
6. To develop an understanding of how race, gender, ethnicity, culture, and socioeconomic variables influence human behavior in the social environment.
7. To demonstrate application of research that examines and explains human behavior in the social environment; especially research relative to contemporary social problems, minority issues, and at-risk populations.
8. To identify practice issues that emanate from course content with specific reference to (a)

minority and at-risk populations, and (b) the biopsychosocial problems indicated in objective #9.

9. To demonstrate a professionally-informed awareness of the following contemporary social problems and their relationship to/with human development from adolescence through senescence: teen pregnancy/parenthood, suicide, crime & delinquency, serious mental illness, chemical/substance abuse, family stress, poverty, elder abuse, long term health care, problems/needs related to dying & death.
10. To distinguish the social and structural characteristics of communities and their reciprocal impacts on/from individuals, families, and groups in society.

Skill Objectives

1. To apply social eco-systemic frameworks to the analysis of social problems and issues.
2. To apply theory & non-linear thinking to one's understanding of people as biopsychosocial beings in social environments.
3. To critique strengths and limitations of theoretical models used to explain the behavior of human systems.

Attitude Objectives

1. To acknowledge the power of culture in shaping human behavior and its impact on the service delivery system.
 2. To recognize personal tendencies to assume and generalize about the behavior of "others", based on one's own life experience.
- X To appreciate the range of ideas and theories utilized by social work to understand human development and behavior in social environments.
- X To value the complexity and multifaceted nature of human systems and behavior; to appreciate the value of an inclusive eco-systemic approach in understanding, analyzing, & intervening in human experience.

REQUIRED TEXTS

1. Zastrow, C. H. ; Kirst-Ashman, K. K. (2006). *Understanding Human Behavior and the Social Environment* (7th Ed.). Belmont, CA: Brooks/Cole.
2. Robbins, S.P.; Chatterjee, P. & Canda, E.R. (2006). *Contemporary Human Behavior Theory* (7th Ed.). Boston MA: Allyn & Bacon.

Supplemental readings will be assigned throughout the semester. These materials will be placed on reserve at the library and/or distributed in class.

ATTENDANCE

Attendance will be taken regularly. Unexcused absences will result in a drop of the final grade according to the following guidelines.

1 unexcused absence = 5 points from final grade

2 unexcused absences = 1 letter drop or (10 points from final grade)

Students who have 3 or more unexcused absences (thereby missing more than 3 weeks of class) should make arrangements to drop the course. Otherwise, an "F" will be awarded.

Students who believe their absences should be "excused" must discuss this directly and in person with the instructor before the absence or within 1 week of the missed class. Whether or not an absence is "excused" is up to the discretion of the instructor.

COURSE ASSIGNMENTS / DUE DATES

Assignments relate to the knowledge objectives of the course. They are designed to encourage development of the skills and attitudes delineated in the syllabus.

ASSIGNMENT	DUE DATE	POINTS
Exam #1		30
Exam #2		30
Group Project		10
Paper: Multidimensional Timeline		30
	TOTAL	100

COURSE OUTLINE

Introduction: Theoretical Perspectives on Human Behavior & the Social Environment

This unit explores the foundation knowledge requirements generated by social work's person-in-environment focus, as well as its helping purposes and processes. The importance of assessment in professional functioning is developed. Key concepts and principles from the ecological perspective and from systems theory are introduced and applied with systems of different types (micro, mezzo, and macro), and related to the generic social work helping role.

Required Readings:

- 1) Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 1.
- 2) Robbins, S.P.; Chatterjee, P. & Canda, E.R. (2006). *Contemporary Human Behavior Theory*, Chapters 1, 2, & 4 and 13 (selected readings).

UNIT 1: Adolescence and Young Adulthood

IA. Biological systems and their impact on Adolescence and Young Adulthood

This section examines puberty: psychological reactions to physical changes; young adulthood; sexual activity in adolescence; unplanned pregnancy in adolescence; teenage fathers/mothers; sex education; sexually transmitted diseases; and major methods of contraception.

Required Readings for Unit 1A:

- 1) Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 6.
- 2) Dore, M. & Dumois, A. (1990). Cultural differences in the meaning of adolescent pregnancy. *Families in Society*, 71 (2), 93-100.
- 3) Christmon, K. (1990). The unwed adolescent father's perceptions of his family and of himself as a father. *Child and Adolescent Social Work*, 7 (4), 275-283.

1B Psychological systems and their impact on adolescence and young adulthood:

This section examines identity formation; moral development; suicide; and empowerment through assertiveness training.

Required Readings for Unit 1B:

- 1) Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 7.
- 2) Robbins, S.P.; Chatterjee, P. & Canda, E.R. (2006). *Contemporary Human Behavior*

Theory, Chapter 8 (pages 273-295).

1C Social systems and their impact on adolescence and young adulthood:

This section examines social system changes in adolescence and young adulthood; interaction in family systems; choosing a personal lifestyle; eating disorders; emotional and behavioral problems; and macro system problems of delinquent gangs.

Required Readings for Unit 1C:

- 1). Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 8.
- 2). American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders*. (4th ed.). text revision. Washington DC: American Psychiatric Association (selected sections).
- 3). Robbins, S.P.; Chatterjee, P. & Canda, E.R. (2006). *Contemporary Human Behavior Theory*, Chapter 4.

Unit II: Middle Adulthood

IIA. Biological systems and their impact on middle adulthood

Here we examine middle adulthood; physical changes in middle age; female menopause and male climacteric; midlife crises; sexual functioning in middle age; people living with HIV/AIDS.

Required Readings for Unit IIA:

- 1). Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 10.
- 2). Robbins, S.P.; Chatterjee, P. & Canda, E.R. (2006). *Contemporary Human Behavior Theory*, Chapter 7 (pages 214-226).

IIB. Psychological systems and their impact on middle adulthood

This section examines generativity versus stagnation; Peck's theories of psychological development; Levinson's theories of life structure, life eras, and transitions; application of Levinson's theory to women; Maslow's hierarchy of needs; game analysis and script analysis; mezzo system interactions; control theory; intuition; neuro-linguistic programming; and chemical substance use and abuse.

Required Readings for Unit IIB:

- 1). Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 11.
- 2). Robbins, S.P.; Chatterjee, P. & Canda, E.R. (2006). *Contemporary Human Behavior*

Theory, Chapter 11 (pages 363-385).

IIC. Social systems and their impact on middle adulthood

This section looks at macro systems and macro-system theories (functionalism, conflict theory and interactionism); poverty, liberalism versus conservatism; problems in the work setting; family system problems; and assessing and intervening in family systems.

Required Readings for Unit IIC:

- 1). Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 12.
- 2). Robbins, S.P.; Chatterjee, P. & Canda, E.R. (2006). *Contemporary Human Behavior Theory*, Chapters 3 & 9.

Unit III Later Adulthood

IIIA. Biological systems and their impact on later adulthood

In this section, we examine later adulthood; senescence; what causes aging and factors that affect the aging process; diseases and causes of death among the elderly; life expectancy; wellness and the impact of different systems on health.

Required Readings for Unit IIIA:

- 1). Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 14.

IIIB. Psychological systems and their impact on later adulthood

In this section, we examine developmental tasks of later adulthood; theoretical concepts about developmental tasks in later adulthood; spirituality and religion; theories of successful aging; the impact of life events on the elderly; guidelines for positive psychological preparation; grief management and death education.

Required Readings for Unit IIIB:

- 1). Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 15.
- 2). Robbins, S.P.; Chatterjee, P. & Canda, E.R. (2006). *Contemporary Human Behavior Theory*, Chapter 12.

IIIC. Social systems and their impact on later adulthood

In this final section, we look at the elderly as a population at risk; problems faced by the

elderly; current services; social work with the elderly; the elderly as an emerging powerful political force; and changing a macro system (finding a social role for the elderly).

Required Readings for Unit IIIC:

1). Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 16.

IV. Sexual Orientation

This unit examines the meaning of diversity in sexual orientation, with a particular focus on homosexuality and bisexuality. Research and theories concerning why people are lesbian or gay are explored, and significant issues, including the impact of discrimination, in the lives of gays and lesbians are addressed.

REQUIRED READINGS FOR UNIT IV:

1). Zastrow & Kirst-Ashman, *Understanding Human Behavior and the Social Environment*, Chapter 13.

2). Robbins, S.P.; Chatterjee, P. & Canda, E.R. (2006). *Contemporary Human Behavior Theory*, Chapter 7 (pages 233-257).

CLASS SCHEDULE

WEEK ONE

Introduction: Theoretical Perspectives on Human Behavior & the Social Environment

UNIT 1A: Biological systems and their impact on Adolescence and Young Adulthood

WEEK TWO

UNIT 1A: Biological systems and their impact on Adolescence and Young Adulthood

UNIT 1B: Psychological systems and their impact on adolescence and young adulthood

WEEK THREE

UNIT 1B: Psychological systems and their impact on adolescence and young adulthood

UNIT1C: Social systems and their impact on adolescence and young adulthood:

WEEK FOUR

UNIT1C: Social systems and their impact on adolescence and young adulthood:

UNIT IIA: Biological systems and their impact on middle adulthood

WEEK FIVE

UNIT IIA: Biological systems and their impact on middle adulthood

UNIT IIB: Psychological systems and their impact on middle adulthood

WEEK SIX

UNIT IIC: Social systems and their impact on middle adulthood

REVIEW FOR EXAMINATION #1

WEEK SEVEN

UNIT IIC: Social systems and their impact on middle adulthood

UNIT IIIA: Biological systems and their impact on later adulthood

WEEK EIGHT Examination #1 (_____)

UNIT IIIA: Biological systems and their impact on later adulthood

UNIT IIIB: Psychological systems and their impact on later adulthood

WEEK NINE

UNIT IIIB: Psychological systems and their impact on later adulthood

GROUP MEETINGS

WEEK TEN

UNIT IIIB: Psychological systems and their impact on later adulthood

GROUP MEETINGS

WEEK ELEVEN

UNIT IIIC: Social systems and their impact on later adulthood

GROUP MEETINGS

WEEK TWELVE

UNIT IIIC: Social systems and their impact on later adulthood

UNIT IV: Sexual Orientation

WEEK THIRTEEN

EXAMINATION #2 (_____).

WEEK FOURTEEN

GROUP PRESENTATIONS:

WEEK FIFTEEN

GROUP PRESENTATIONS:

DEC ____: FINAL PAPERS ARE DUE - If you would like your paper returned to you – attach a stamped self addressed envelope with your paper.

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Case Study/Client Assessment/Group

Students will work in groups of 4 or 5. This project requires students to:

1. Determine and prioritize the biopsychosocial needs and problems of an at-risk adult at midlife
2. Identify and select the resources and provisions required to meet those needs and/or ameliorate the problems
3. "consider the context" by identifying system involvement when attempting to intervene with adult client
4. explore the array of services targeting at-risk adult populations

The instructor will provide case descriptions of several clients. Each group will be assigned ONE of the cases for which they will prepare a report/portfolio that includes the following sections:

1. the assigned case description (distributed by instructor)
2. a statement of client strengths at individual, family, group, organizational/institutional, and community levels
3. a statement of client needs at individual, family, group, organizational/institutional, and community levels (Support your selections by citing theory or research findings from the course text/readings)
4. cultural considerations—Address potential issues and/or implications related to the client's race, class, gender, ethnicity, disability, religion, etc.
5. An eco-map of the client.
6. A resource guide of 4 formal social services in the Baltimore area that address the specific needs (identified in #3) of your client. (include agency name, address, specific program name, and phone number). If possible, include an agency brochure.
7. For each agency/formal service, acquire a social work job description and client assessment "instrument", and a service plan form.*
8. An annotated bibliography of research related to your client's behavior and/or life space. The bibliography should include one entry from each of the following sources:
 - A book and/or book chapter
 - A current article from the social work professional literature (within 3 years). An internet site is not acceptable
 - A newspaper article
 - A policy statement or legislative proceeding
 - A general circulation ("popular") magazine
9. A concluding statement that reflects your belief about what a social worker should "really" do (what change should be initiated?)with/for this client at a micro level of intervention, at a mezzo level, and at a macro level. Be sure to frame the social work responses in "role" and "function" language. Support your statements by citing theory, research findings, and course text/readings).

*The client assessment instrument is the agency's report of initial client information when the client first becomes known to the agency (also called "intake forms" "client screening forms" "referral forms" "admission interviews" etc.). The service plan is the agency's report of intended interventions when the client has entered the system of the agency. (also called care plans, contracts, treatment plans, etc.)

Multidimensional Timeline Paper

(Dimensions: biological, psychological, spiritual, time, environmental)

NOTE: Students are encouraged to refer to readings and class discussions before and during the preparation of this assignment!

Each student will create a timeline of his/her own development. Identify 4 "life events" that are "significant" in reflecting and/or shaping the person you have been, are, and continue to become. The 4 life events are to represent biological, psychological [intellectual/cognitive], psychological [emotional/affective], and spiritual dimensions of yourself (1 event for each dimension).

Additionally, students are to consider the time and environmental dimensions of the unique events at the 1) micro level (at what age, stage of development, and in what settings—natural and physical environments—did the events take place) and 2) mezzo/macro level (during what year did the events take place, and what was going on in "the larger society" that may have had an impact on your experiences).

The paper is to contain the following sections:

timeline graphic

formal narrative—written in first person—that:

- a. describes each event
- b. explains its significance to your development
- c. locates the event within time and environmental dimensions at micro and mezzo/macro levels & analyzes the impact(s) of those dimensions

concluding statement entitled "Implications for Social Work Practice" in which you identify strengths and limitations for effective social work practice that you draw from your life events.

MINIMUM LENGTH: 5 pages.

MAXIMUM LENGTH: 8 pages.

Typed/word processed, double-spaced, 12 pt font, with 1.25" margins.

HONOR CODE

UMBC Catalog

Dishonesty, cheating, plagiarism, and other irregularities in academic work are causes for appropriate disciplinary action. Academic dishonesty includes, but is not limited to, the submission of purchased term paper.

NASW Code of Ethics

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly...

...Social workers should represent accurately and fairly the(ir) qualifications, views, and obligations...

...Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues...