

California State University Stanislaus
Master of Social Work Program

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I
Social Work 5005
Sections 001 and 002

Semester: Fall 2010
Instructor: Michael Johnson, Ph.D., L.C.S.W.
Office: DBH 281 - Turlock
Class schedule: Monday: 1:30pm – 4:30pm (C-114) and 5:30pm – 8:30 pm (C-103)
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CATALOGUE DESCRIPTION

Students will explore individual growth and human development across the lifespan, applying developmental psychological theory and ecological perspectives to the family and individual life cycles within a multi-generational cultural context.

COURSE DESCRIPTION

This is the first course in the HBSE foundation sequence. It provides students with the knowledge, skills, and values necessary for understanding human behavior as a function of biological, social, psychological, spiritual, and cultural systems across the life span. A major focus of this seminar is on understanding human behaviors in their environmental contexts and recognizing the relevance of such understanding to practice interventions. The course incorporates information on the unique multicultural and demographic aspects of the University's geographic region.

The course builds upon a liberal arts foundation of the social sciences, examining the behavior of individuals, families and small groups in terms of their emotional, cognitive and behavioral functioning.

Social systems, psycho-social, and ecological theory provide the framework for understanding the interrelationship between people and their social environments. The course examines developmental and life span theories regarding age related developmental tasks associated with one's social, emotional, physical, spiritual, and intellectual well-being. Students learn the effects of culture, social class, race, ethnicity, economic factors, gender, sexual orientation, age, oppression, and privilege on individuals and social systems and their ability to promote or deter achievement of health and well-being and social justice. This course is committed to personal and collective liberation and social change based on the understanding of the impact of environmental dynamics on individuals and their families.

Understanding of human behavior in its social context is a foundation in social work practice. The content of this course is linked to the content of the courses in research, social work practice, policy and social services.

LEARNING OBJECTIVES

By the end of the course students will demonstrate the ability to:

1. Identify and understand the developmental stages of the life span from conception through elder development; (8)
2. Demonstrate knowledge and understanding of the developmental human lifespan concept and the intergenerational and multigenerational aspects of human development.
3. Develop an appreciation for human development theoretical perspectives within the historical constructs in which they were developed.
4. Use general and ecological systems theory to explain the dynamic boundary and interrelationship between persons and their environment;
5. Understand from historical and current perspectives the influence of biological, social, psychological, political, economic, values-based, and cultural systems on human behavior and human development; (3, 4, 6)
6. Using critical thinking skills, consider how culture, social class, race, ethnicity, economic factors, gender, sexual orientation, age, oppression, -isms, and other variables contribute to human development, including beliefs, values and roles and norms of culturally diverse individuals, families, groups and communities; (1, 3, 4)
7. Demonstrate knowledge of ethnic, social, and cultural diversity in the Central San Joaquin Valley Region; (3)
8. Define and describe aspects of ethnocentrism, racism, prejudice and discrimination; (3)
9. Identify contributions of physical, social, and psychological development in the assessment and understanding of human behavior and relevance to generalist, strengths-based practice interventions at all levels; (7, 13)
10. Apply critical self analysis and self-evaluation to identify personal biases, institutional biases, power issues and stereotypes in the understanding of human behavior and nondiscriminatory practice; (11)
11. Demonstrate an understanding of diversity between and among different age-related cohorts, as illustrated through the life-span approach to human development. (3,8,
12. Recognize the role, value, and significance of research for social work in understanding human behavior across the lifespan in biological, psychological, social, and cultural terms; (10, 8)
13. Understand how adhering to the NASW Code of Ethics demonstrates and articulates social justice values with respect to applying theories of human behavior within the diverse population of this region. (2, 5)

COURSE REQUIREMENTS

Required Text:

Carter, B. and McGoldrick, M., (2005) *The Expanded Family Life Cycle, 3rd Edition*, NY: Allyn & Bacon.

Recommended Text:

Schraver, J. (2004). *Human Behavior and the Social Environment: Shifting Paradigms in Essential Knowledge for Social Work Practice*. Boston: Pearson

Course Reader:

Available at the Library Reserves Section

ASSIGNMENTS

There are two major assignments: A take home exam and a Generational Genogram/Cohort assessment with a portfolio presentation.

Assignment #1: Take home exam on human behavior theories presented in readings and lectures. Test will be handed out Week 6 and is due the following week. The test will be in essay format with appropriate utilization of APA guidelines. (Helpful web site: <http://www.apastyle.org/>). All references will use citations. (Helpful web site: <http://www.library.csus.edu/citation-style.htm>) You are expected to complete this exam on your own. **(35 points)**

Assignment #2: Cohort Portfolio The rationale behind this assignment is twofold. First, it is designed to give students practical experience in exploring client histories *across a continuum of time* rather than a one dimensional snapshot. This encourages the consideration of each facet of the client's identity (race, gender, age, ethnic/cultural identity, sexual orientation, socioeconomic status, marriage/partnership history, immigration status, etc.), as *dynamic factors* in determining motivations for and responses to human behavior. This will give the student a much richer picture of the client, and will better equip the student to consider the various aspects of culture and society, which may have strengthened or hindered client growth across the life span.

Second, this assignment gives the student the opportunity to explore how these same life factors have contributed to bringing the student to this particular place at this particular time. Inherent in an MSW education is the need to reflect on one's motives, desires, biases and attitudes in relationship to become a professional social worker. This process of personal reflection helps one to develop an essential value in social work: client self determination. Increasing awareness of one's own values in the relationship to professional values helps the student form appropriate professional boundaries and sound practice principles. It also helps in the development of critical thinking.

Portfolio structure (four elements):

- A three generation genogram of your own family: Due Week
- A "historical events" outline (self and/or family member): Due Week
- A "defining events" outline (self and/or family member): Due Week
- A social/behavioral theory essay: Due at time of final presentation

Specific instructions for each element will be explained in class. The assignments are designed to build on one another. The first four elements of the assignment will be turned in for feedback before the final presentation of the portfolio. The final grade for this assignment (**50 points**) will be based on the total project presented during the final two weeks of class.

Assignment #3: Class attendance and participation is 15% of final grade (**15 points**). Two or more absences will lower a grade 10%. Please notify instructor of possible absences due to an emergency. In addition to attendance there will be one student group assignment. Beginning in week 4 through week 7, student groups (4-6 participants) will present biographical material on the major theorists and theory framers. This class presentation will greatly enhance the content perspectives which follow. How this approach integrates into the material will be presented by the instructor in week 2 and 3.

Final grades will be assigned by the following formula:

A	90 to 100 points
B	80 to 89 points
C	70 to 79 points
D	60 to 69 points

Policy on late papers and assignments: Any papers or assignment turned in late will be down graded according to the following formula: Reduction of 25% of its possible grade value if submitted within 7 days of the due date; reduced by 50% of its possible grade value within 8 to 14 days of the due date. For the segmented assignment this means that the final product grade will be reduced when segments 1 and 2 are late. No paper or assignment will be accepted beyond 14 days of the due date or after the last official day of class.

COURSE SCHEDULE

Introduction & Overview

Week 1
8-23

Review of Syllabus
How course fits into overall MSW curriculum
Different than other Human Development courses
Review of Learning Objectives
Course Relationship to the Overall Graduate Program
Discuss Assignments, text, and reader
Human Behavior Theory and Professional Social Work Practice
Cohort Assessment
The family life cycle and intergenerational perspectives
Historical and biographical context of human behavioral theory

First Force: Psychodynamic

Weeks 2/3
8-30 & 9-13

Historical and biographical context of dominant theory
Major Theorists: Freud, Jung, A. Freud, Erikson
Major Theories: Psychodynamic, Object Relations, Ego Psychology (Developmental)

Revised 8/08

Readings:

Reader:

- St. Clair, M., (2004) Object Relations Theories and Self Psychology, in *Object Relations and Self Psychology: An Introduction*, Belmont: Thomson, pp. 1-21.
- Schriver, J.M., (2004) *Human Behavior and the Social Environment, 4th Edition*, Boston: Allyn & Bacon.
 - Chapter 1, pp. 1-31
 - Chapter 4, pp. 184-186 (Intro), pp. 186-192 (Freud)

Second Force: Social Behavioral Perspective

Week 4

9-20

Historical and biographical context of dominant theory

Major Theorists: Skinner, Piaget, Kohlberg, Gilligan

Major Theories: Conditioning (Classical and Operant), Cognitive Social Learning, Cognitive Behavioral, Moral Development

Readings

Reader:

- Schriver, J.M., (2004) *Human Behavior and the Social Environment, 4th Edition*, Boston: Allyn & Bacon.
 - Chapter 4, pp. 196-202 (Erickson), 194-195 (Kohut), pp. 196-202 (Erickson), 202-211 (Levinson and the rest of the chapter).
- Norlin, J.M., et. al., (2003) *Human Behavior and the Social Environment, Social Systems Theory, 4th Edition*, Boston: Allyn & Bacon, 112-118.
- Vourlekis, B., (1999) Cognitive Theory for Social Work Practice, in Green, R., (1999) *Human Behavior Theory and Social Work Practice*, NY; Aldine De Gruyter, pp. 172-205

Third Force: Humanistic

Week 5

9-27

Historical and biographical context of dominant theory

Major Theorists: Sartre, Frankl, Rogers, Bowlby, Maslow, Fromm, Laing

Major Theories: Existential, Client centered, Attachment, Hierarchy of Needs, Phenomenological Self, Diaseanalysis

Readings

Reader:

- Schriver, J.M., (2004) *Human Behavior and the Social Environment, 4th Edition*, Boston: Allyn & Bacon.
 - Chapter 2, pp. 46-85
- Green, R., (1999) Carl Rogers and the Client Centered Approach, in Green, R., *Human Behavior Theory and Social Work Practice*, NY: Aldine de Gruyter, pp. 154-65

Intermission: Symbolic Interactionism

Weeks 6/7

10-4&10-11

Historical and biographical context

Major Theorists: Cooley, Dewey, Mead, Goffman, Fiere

Major Theory: Social Constructionism

Fourth Force: Alternative Humanistic Paradigms

Historical and biographical context of dominant theory

Major Theorists: Bronfrenbrenner, Wilber, Fowler

Major Theories: Systemic, Transpersonal, Spiritual, Psycho-synthesis, Deep Ecology

Readings

Reader:

- Charon, J.M., (1992) Symbolic Interactionism as a Perspective, in Charon, J.M., *Symbolic Interactionism: An Introduction, an Interpretation, an Integration*, NJ: Prentice Hall, pp. 23-35
- Cowley, A.D., (1993) Transpersonal Social Work: A Theory for the 1990's, *Social Worker*, 38(5), pp. 527-533
- Iverson, R., et. al., (2005) Assessment and Social Construction: Conflict or Co-creation? *British Journal of Social Work*, 35, pp. 687-708

*****TAKE HOME EXAM ON HUMAN BEHAVIOR THEORY HANDED OUT WEEK 7*****

The Biological Person

Week 8

10-18

Use of Integrative Understanding

Wellness and Human Development

Stress and Resilience

Health and Social Justice

Biological Transition in the Family Life Cycle

Cohort Identification and Assessment

Intergenerational Perspectives on Human Development

Time permitting. Video: "The Grand Generation" or "The Way We Get By"

Readings

Text:

- Carter and McGoldrick, CH 1, pp. 1-24

Reader:

- Barn, R. & Sidhu, K. (2004). Understanding the interconnections between ethnicity, gender, social class and health: Experiences of minority ethnic women in Britain. *Social Work in Health Care*, 39(1-2), 11-27.

The Evolving Family and the Intergenerational Perspective

**Weeks 9/10
10-28&11-1**

Exam review in class
Constructing and Using Genograms
Interviewing family members

Readings:

- McGoldrick, M., and Gerson, R., (1985) *Genograms in Family Assessment*, NY: Norton, pp. 9-38 (*Review, and bring your copy to class*)

****TAKE HOME EXAM ON HUMAN BEHAVIOR THEORY DUE WEEK 9****

NO FORMAL CLASS

Researching the Historical Context

**Week 11
11-8**

Interviewing family members
Presenting findings on historical events which shape a cohort

Readings:

Text:

- Carter and McGoldrick, CH 2, pp. 27-46

Reader:

- Evandrou, M. and Glaser, K. (2004) Family, Work and Quality of Life: Changing Economic and Social Roles Through the Life Course, *Aging and Society*, 24 (5), pp. 771-791

****THREE GENERATION GENOGRAM DUE WEEK 11 ****

Electronic submission or place in instructor's mail box

Discovering and Evaluating Defining Events for Each Generation and Individual

**Week 12
11-15**

Family Members

Family Place in the Life Cycle
Balance in Roles and Functions Across Generations
Pattern Repetition Across Generations
Defining Differences: How we are the same and how we are different from those in other cohorts within you family.
Internal and external forces of change

Readings:

Text:

- Carter and McGoldrick, CH 3, pp. 47-68

Reader:

- Schuman, H. and Scott, J. (1989) Generations and Collective Memories, *American Psychological Review*, v. 54, pp. 359-381

****DEFINING HISTORICAL PERSPECTIVES OUTLINE DUE WEEK 12****

Application of Bio-Psycho-Social-Spiritual theory in Cohort Assessment

Week 13
11-22

Infusion of theory into family history

Readings:

Text:

- Carter and McGoldrick, CH 4 & 5, pp. 69-105

Guided Small Group Discussion

Important discussion prior to final presentation

Week 14
11-19

Students briefly describe the historical and defining events of family life cycle, their choice of theoretical perspectives, **structure of portfolio**, and receive peer feedback.

Portfolio Presentations

Week 15
12-6

Includes Genogram, Historical Events Outline, Defining Events Outline, and Socio-Behavioral Theory Essay.