

SOWK 503
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I

FALL 2005

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I. COURSE DESCRIPTION

This course is the first of a two-course sequence covering foundation content on Human Behavior in the Social Environment necessary to practice all methods of social work. This first course builds on a liberal arts perspective drawing from content in a variety of relevant disciplines, including sociology, psychology, biology, nursing and medicine, gender/ethnic studies, and education. Students will develop a basic understanding of systems and ecological theory which are the basis for social work's person-in-environment, contextual approach to understanding human behavior. From this theoretical perspective, both traditional and alternative theories of human behavior, including psychoanalytic, ego psychological, object relations, attachment, learning, cognitive-behavioral, feminist theory and critical race theory will be carefully evaluated. In addition, students will learn how to apply these different theories in order to understand human behavior in its social context by critically examining a variety of case studies which cover the newborn to early adolescent phases of the life cycle and involve micro, mezzo, and macro system issues. The second course in the Human Behavior in the Social Environment sequence will continue with a focus on patterns of human development and behavior from late adolescence/early adulthood to late adulthood.

In both courses, attention is given to the biopsychosocial development of individuals in the context of families, groups, communities, organizations and cultures. Factors such as biophysiological maturation, cognitive development, social relationships, and the psychosocial developmental tasks for the individual and family are considered. At each phase of the life course, the reciprocal interplay between individual development and familial, community and social contexts, including such factors as gender, socioeconomic status, race, ethnicity, sexual orientation, gender identity, and cultural values, are considered.

The course will be taught using the following assumptions:

- 1) Human development and behavior can be most usefully understood when examined in its social context.
- 2) This social context has multiple levels of organization, specifically the levels of individual, group, family, organization, community and culture.

- 3) There are meaningful and mutual transactions or exchanges of cause and effect among all of these levels.
- 4) The lens of systems theory is helpful in examining and understanding how these transactions or interactions occur.
- 5) Finally, this course can best be thought of as a process of putting on an organizing lens with which to examine each level and the interactions among them, rather than a course on in-depth knowledge of the workings of each level.

II. COURSE OBJECTIVES

Upon completion of the course, students will be able to:

1. Articulate the systems perspective in social work practice.
2. Apply ego-based and learning-based personality theories to the understanding of human behavior in its social context, especially human functioning and development in complex, urban, multicultural environments.
3. Demonstrate knowledge of the development of the individual from birth through the first two years of life with particular attention to:
 - a. Biophysiological maturation
 - b. Cognitive development
 - c. Social relationships
 - d. Psychological developmental tasks
 - e. Sexual functioning
 - f. Family interaction
 - g. Urban and community context and social experience, including such factors as class, ethnicity, race, gender, sexual orientation, and diverse cultural values
 - h. The ways that human diversity in terms of race, ethnicity, gender, and sexual orientation are expressed in patterns of human development
 - i. Society's social, economic, political, health and environmental policies as they impact the well being of the family and individuals living in complex, urban, and diverse communities.
4. Identify, describe, and differentiate between functional and dysfunctional behavior and development.
5. Demonstrate knowledge of research and theories drawn from the social, behavioral, and biological sciences that have relevance for understanding normative, adaptive behavior and dysfunctional, maladaptive behavior.
6. Analyze the values and ethical basis of theories of human development and the ways that these theories may impact human behavior in diverse populations.

7. Demonstrate skill in critically evaluating and applying frameworks/theories of individual growth and development within the context of family and the broader complex, urban environments with which they interact.

III. COURSE FORMAT

Three primary learning modalities will be used: 1) didactic presentation by the instructor, 2) case analysis and class discussion, and (3) in-class exercises and small group activities.

IV. COURSE EVALUATION AND GRADING

Depending on the way in which your instructor prefers to calculate his/her grades, your final grade in this class will be based on either a 4 point scale:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

or a 100 point scale:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

There is no advantage to the instructor's using one scale over the other -- it is simply a matter of preference. The final letter grade you earn in the class would be the same regardless of which scale is used.

Your grade will be based on the following:

10%	CLASS PARTICIPATION
25%	EXAMINATION #1 to be given Session 8
25%	EXAMINATION #2 to be given Session 15
40%	FINAL PAPER due by 5pm, December 6 th

V. ATTENDANCE POLICY

Students are expected to attend all classes and to be on time. **Students with more than two unexcused absences (or 6 hours absence from alternative class schedule) may risk failure.**

A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this course, he/she will be required to repeat this class.

This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. Members of the faculty of the School of Social Work are convinced that this cannot be accomplished through independent study alone. Thus, attendance at classes is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. COURSE EXPECTATIONS AND GUIDELINES

Students are expected to attend class sessions, complete all reading assignments, participate in class discussions and activities, submit work on the date and time specified by the instructor, and contribute to an atmosphere of mutual respect and civil discourse.

VII. REQUIRED TEXTBOOKS

Goldstein, E.G. (1995). *Ego psychology and social work practice*. New York: The Free Press.

Payne, M. (2005). *Modern social work theory (3rd Ed.)*. Chicago: Lyceum Books, Inc.

Zastrow, C.H. & Kirst-Ashman, K.K. (2004). *Understanding human behavior and the social environment (6th Ed.)*. Belmont, CA: Thomson Learning, Inc.

* Assigned readings that are not contained in the above texts will be placed on E-Reserve which is accessible through HOMER (click on "Reserve Desk" link).

VIII. ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (SOWK 503)
FALL 2005**

Course Outline and Assignments

**MODULE I: INTRODUCTION TO HBSE: ESTABLISHING A
CONTEXTUAL FRAMEWORK**

August 23: Welcome and Introductions
Establishing a Contextual Framework in HBSE
Reviewing the Learning Contract and Learner-Centered Resources
Introduction of Social Systems Theory

August 30: The Construction of Social Work Theory
Using Social Work Theory in Practice
Theory and Critical Thinking in Social Work

Required Readings

Payne (2005)
Chapter 1: The construction of social work theory
Chapter 2: Using social work theory in practice
Chapter 3: Issues in social work practice theory
Chapter 7: Systems and ecological perspectives

**MODULE 2: PSYCHOANALYTIC THEORY AND EGO PSYCHOLOGY
Developmental perspective: 0-2 years**

September 6: Psychoanalytic theory

Required Readings

Mitchell, S. & Black, M. (1996). Chapter 1: Sigmund Freud and the classical psychoanalytic tradition. *Freud and beyond: A history of modern psychoanalytic thought* (pp. 1-22). New York: HarperCollins.

Mitchell, S. & Black, M. (1996). Chapter 7: Contemporary Freudian revisionists: Otto Kernberg, Roy Schafer, Hans Loewald, Jaques Lacan. *Freud and beyond: A history of modern psychoanalytic thought* (pp. 170-205). New York: HarperCollins.

September 13: Ego Psychology

Required Readings

Goldstein (1995)
Chapter 1: The scope and evolution of ego psychology

** reading assignment continues on next page**

September 13: Ego Psychology, continued

Required Readings, continued

- Chapter 2: The emergence and assimilation of ego psychology into SW practice
- Chapter 3: The ego and its functions
- Chapter 4: The ego and its defenses
- Chapter 5: Ego mastery and the processes of coping and adaptation

September 20: Developmental theories and milestones
The influence of families

Required Readings

Lehmann, P. & Rabenstein, S. (2002). Children exposed to domestic violence: The role of impact, assessment and treatment. In A. R. Roberts (Ed.), *Handbook of Domestic Violence Intervention Strategies: Policies, programs, and legal remedies* (pp. 343-364). New York: Oxford University Press.

Steven, D. M. (1956). Transference of “imprinting” in a wild gosling. *British Journal of Animal Behavior*, III, 14-16.

Walsh, F. (1998). Chapter 1: Foundations of a family resilience approach. *Strengthening family resilience* (pp. 3-25). New York: Guilford

Zastrow & Kirst-Ashman.

- Chapter 2: Biological systems and their impacts on infancy and childhood (pp. 47-63)
- Chapter 3: Psychological systems and their impacts on infancy and childhood (pp. 86-92)
- Chapter 4: Social systems and their impacts on infancy and childhood (pp. 128-140)
- Chapter 12: Social systems and their impacts on middle adulthood (pp. 441-468)

MODULE 3: OBJECT RELATIONS AND ATTACHMENT THEORY
Developmental perspective: 3-5 years

September 27: Object Relations Theory

Required Readings

Applegate, J. (1993). Winnicott and clinical social work: A facilitating partnership. *Child and Adolescent Social Work Journal*, 10(1), 3-19.

* reading assignment continues on next page*

September 27: Object Relations Theory, continued

Required Readings, continued

Goldstein (1995).

Chapter 6: Object relations and ego development

Kennedys. (2004, December). *Vanity Fair*, pp. 364-68, 395-399.

Melano Flanagan, L. (2002). Object relations theory. In J. Berzoff, L. Melano Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (pp. 127-172). Northvale, NJ: Jason Aronson.

Rosen, E.J. & Weltman, S.F. (1996). Jewish families: An overview. In M. McGoldrick, J. Pearce, & J. Giordano (Eds.), *Ethnicity and Family Therapy* (2nd ed., pp. 611-630). New York: The Guildford Press.

Silverman, P. (2001). Chapter 9: When a sibling dies. *Never too young to know: Death in children's lives* (pp. 150-166). NY: Oxford University Press.

October 4: Attachment Theory

Required Readings

Bowlby, J. (1979). *The making and breaking of affectional bonds*. London: Tavistock.

Jones, K. (2005). The role of the father in psychoanalytic theory. *Smith College Studies in Social Work*, 75(1), 7-28.

Sable, P. (2000). The roots of attachment theory. *Attachment and adult psychotherapy* (pp. 3-26). Northvale, NJ: Jason Aronson.

Schore, A. (1994). The neurobiology of insecure attachments. *Affect regulation and the origin of the self: The neurobiology of emotional development* (pp. 373-385). New Jersey: Lawrence Erlbaum Publishers.

Sroufe, A. (1996). Attachment: The dyadic regulation of emotion. *Emotional development: The organization of emotional life in the early years* (pp. 172-191). New York: Cambridge University Press.

October 11: EXAMINATION #1

**MODULE 4: COGNITIVE DEVELOPMENT AND
COGNITIVE-BEHAVIORAL THEORIES**
Developmental perspective: 6-12 years

October 18: Introduction to learning and cognitive-behavioral theories
Classical respondent and operant conditioning

Required Readings

McEwen, B. & Krahn, D. (1999). The response to stress. *The Doctor Will See You Now*.
Retrieved July 27, 2005 from
http://www.thedoctorwillseeyounow.com/articles/behavior/stress_3/

Payne (2005). Chapter 6: Cognitive behavioural theories

Zastrow & Kirst-Ashman (2004)
Chapter 4: Social systems and their impacts on infancy and childhood.
(pp. 140-161)

October 25: Cognitive social learning theory

Required Readings

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed), *Encyclopedia of human behavior, Vol. 4* (pp. 71-83). New York: Academic Press.

Bandura, A. (2004) Swimming against the mainstream: The early years from chilly tributary to transformative mainstream. An invited essay. *Behaviour Research and Therapy, 42*, 603-610.

Donellan, M. B., Trzesniewski, K. H., Robins, R.W., Moffitt, T.E, & Caspi, A. (2005). Low self-esteem is related to aggression, antisocial behavior, and delinquency. *Psychological Science, 16*(4), 328-335.

Webster-Stratton, C. & Taylor, T. (2001). Nipping early risk factors in the bud: Preventing substance abuse, delinquency, and violence in adolescence through interventions targeted at young children (0-8 years). *Prevention Science, 2*(3), 165-192.

November 1: Cognitive developmental theories: Piaget and Vygotsky

Required Readings

Berger, K. (2005). *The developing person through the life span* (6th edition). New York, NY: Worth Publishers. Excerpts from pp. 43-48, 220-225

* reading assignment continues on next page*

November 1: Cognitive developmental theories: Piaget and Vygotsky, continued

Required Readings, continued

Khoury-Kassabri, M. Benbenishty, R., Astor, R.A., & Zeira, A. (2004). The contribution of community, family and school variables to student victimization. *American Journal of Community Psychology*, 34, 187-204.

Pitner, R., Astor, R.A., Benbenishty, R., Haj-Yahia, M.M. & Zeira, A. (2003). The effects of group stereotypes on adolescents' reasoning about peer retribution. *Child Development*, 74 (2), 413- 425.

Zastrow & Kirst-Ashman (2004).

Chapter 2: Biological systems and their impacts on infancy and childhood (pp. 50-66)

Chapter 3: Psychological systems and their impacts on infancy and childhood (pp. 100-127)

MODULE 5: ALTERNATIVE THEORIES: ADDRESSING THE IMPACT OF RACE, CLASS, GENDER, POWER, AND PRIVILEGE
Developmental perspective: 13-18 years

November 8: Introduction to alternative theories

Required Readings

Delgado, R. & Stefancic, J. (2001). Power and the shape of knowledge. *Critical race theory: An introduction* (pp. 67-83). New York: New York University Press.

Payne (2005). Chapter 11: From radical to critical perspectives (pp. 227-250).

Pinderhughes, E. (1989). *Understanding race, ethnicity & power: The key in efficacy in clinical practice*. New York: The Free Press.

Chapter 2: Culture, social interaction, and the human services (pp.13-20)

Chapter 3: Understanding difference (pp. 21-38)

Sellick, M., Delaney, Sellick, M., Delaney, R., & Brownlee, K. (2002). The deconstruction of professional knowledge: Accountability without authority. *Families in Society: The Journal of Contemporary Human Services*, 83(5/6), 493-498.

Zastrow & Kirst-Ashman (2004).

Chapter 3: Psychological systems and their impacts (pp. 98-100)

November 15: The Feminist Perspective

Required Readings

Gilligan, C. (1982). Woman's place in man's life cycle. *In a Different Voice* (pp. 5-23). Cambridge, MA: Harvard University Press.

Greene, B. (1997). Psychotherapy with African American women: Integrating feminist and psychodynamic models. *Smith College Studies in Social Work: Special Issue, Theoretical, Policy, Research and Clinical Perspectives for Social Work Practice with African Americans*, 67(3), 299-322.

Payne (2005)
Chapter 12: Feminist perspective

Zastrow & Kirst-Ashman (2004)
Chapter 6: Biological systems and their impacts on adolescence and young adulthood
Chapter 7: Psychological systems and their impacts on adolescence and young adulthood

November 22: Critical Race Theory

Required Readings

Agbayani, P. & Enrile, A. (2003). Filipino American children and adolescents. In J. Gibbs (Ed.), *Children of color: Psychological interventions with culturally diverse youth* (rev. 2nd ed., pp. 229-64). San Francisco, CA: Jossey-Bass.

Delgado, R. & Stefancic, J. (2001). *Critical race theory: An introduction*. New York: New York University Press.

Chapter 1: Introduction (pp. 1-10)
Chapter 6: Critiques and responses to critiques (pp. 87-94)

Cooper, C. & Denner, J. (1998). Theories linking culture and psychology: Universal and community specific processes. *Annual Review of Psychology*, 49, 559-84.

Graham, M. (1999). The African centered worldview: Toward a paradigm for social work. *Journal of Black Studies*, 30, 103-122.

November 29: EXAMINATION #2
Course Wrap-up

*** FINAL PAPERS ARE DUE BY 5pm, DECEMBER 6th***