

Human Behavior in the Social Environment I

MSWPF-GS.2006

Spring 2015

Course Overview and Objectives

Human Behavior in the Social Environment I is centered in the bio-psycho-social approach, which stresses a multi-dimensional view of human development and behavior. This perspective views the person in the context of the environment, and takes into consideration the challenges, stressors and life tasks that occur throughout the life cycle. The individual in his/her environment is regarded as a unit where component elements are best understood in relation to each other. The course stresses the centrality of culture, race, ethnicity, gender and the socioeconomic environment.

Using systems theory as a critical theoretical underpinning, Human Behavior in the Social Environment I examines the different systems (individual, family, group, community) in an urban environment, and the relationships among them. Human Behavior in the Social Environment I is focused on the theories that underpin the bio-psycho-social perspective, and early stages of the life cycle. Human Behavior in the Social Environment II draws upon the approaches studied in HBSE I, and continues the study of adolescence through old age. The social realities of an urban environment with large and varied immigration populations are emphasized.

Critical thinking is stimulated through questioning the different assumptions and gaps in developmental theory, as well as ways to incorporate emerging research in the quest to expand the social work knowledge base. The linkages of theories to practice interventions, prevention and policy implications are also considered.

This course will contribute to the development of the following competencies:

1. Apply knowledge of human behavior and the social environment (2.1.7)

Practice Behaviors:

- Describe the dynamics and interactions of families, social groups, organizations and communities and the ways that they impact individual development and behavior.
- Explain how the stressors and risks associated with an urban environment can influence development throughout early childhood. These problems include poverty, violence, and homelessness; as well as the negative consequences of oppression, social injustice, racism, classism and homophobia.
- Demonstrate awareness of the strengths of individuals, families and larger systems that can mitigate against stressors and contribute to resilience.
- Recognize, select and apply relevant theories of human behavior to assess client systems.

2. Engage diversity and difference in practice (2.1.4)

Practice Behaviors:

- Recognize and communicate an understanding of the importance of difference in shaping life experiences. This includes the ability to describe the context and impact of diversity on early human development and the influences of culture, race, gender, disabilities, immigration status, sexual orientation and economic status.

- Apply theories related to human behavior in the social environment to life situations in a manner that is consistent with social work values and the promotion of social and economic justice.
3. Apply critical thinking to inform and communicate professional judgments. (2.1.3)

Practice Behaviors:

- Refer to research findings that contribute to informed assessment.
- Critically appraise and apply various theories and knowledge sources related to human development

Faculty Adherence and Special Accommodations

All instructors adhere to University and School policies regarding accommodations for students with disabilities, religious holidays, incomplete grades, and plagiarism.

All instructors adhere to University and School policies regarding accommodations for students with disabilities, religious holidays, incomplete grades, and plagiarism. Students requesting accommodations due to disability issues must register with the Moses Center for Students with Disabilities (address: 726 Broadway, 2nd floor; phone: [212-998-4980](tel:212-998-4980); web: www.nyu.edu/csd). An accommodation letter listing approved accommodations will be generated by the Moses Center and given to the student, who must deliver the letter to the professor before accommodations can be used in any course. We request that students provide the accommodation letters to the appropriate professor as early as possible in the semester so that accommodations may be arranged.

Assignments

*All papers must be typed and must conform to **APA style formatting**. Assignments will be graded with attention to clarity of exposition, mastery of the material, accuracy of information, correct spelling, grammar, and use of APA style. **LATE PAPERS WILL NOT BE ACCEPTED UNLESS PRIOR ARRANGEMENTS HAVE BEEN MADE WITH THE INSTRUCTOR AND/OR THE FACULTY ADVISOR.***

Policies regarding late assignments and incomplete grades

Late Assignments: Students are expected to complete all course assignments on time. Instructors may establish a policy regarding the consequences of late assignments and make it known to students by including it in the course syllabus.

Incomplete Grades: *Students who are unable to complete all of the assignments for a course by the time the course has ended must request an incomplete grade from the instructor by submitting a Request for Incomplete Grade form. The form may be obtained from the Silver School's website: <http://socialwork.nyu.edu/content/dam/sssw/students/pdf/registrationincompleteform.pdf>.*

The instructor is under no obligation to grant a request for an I grade.

If the instructor agrees to grant an 'I' grade, then students must prepare three copies of the form:

1. Keep one copy for their own records
2. Give one copy to their instructor
3. Submit one copy to their academic advisor (for WS: second floor MSW Program Office, or for offsite campus: coordinator of program)

If the instructor grants the request for an 'I' grade, the student will receive a grade of "I." If the student does not submit a request for an 'I' grade or if the instructor denies the request, the student will receive a grade of "F" (Fail).

It is the obligation of the student who has received an I grade for a course to fulfill the requirements by the due date that was agreed upon with the instructor. The recommended time for the student to submit the required assignments is no more than six [6] weeks from the due date of the assignment.

Once the requirements are fulfilled, the instructor will issue a change of grade for the student. The recommended time for the instructor to submit grades is within four [4] weeks from the time the student submits the assignment. Grades will convert to F if the student does not submit the assignment by the agreed-upon date.

Students with any outstanding incomplete grades (an incomplete that isn't resolved by the end of the next semester) **will be blocked from registering for the next semester**. Any student with an academic block is responsible for contacting the Assistant Director for MSW Program Services. At that point, the students' education plan will be assessed and registration approval for the next term may be granted on a case by case basis. Incomplete grades are to be used infrequently and only for extraordinary circumstances.

Expectations

1. Assigned readings. Students are expected to do all of the required readings ***in advance of each class***. Students are also encouraged to read any recommended reading (listed by topic at the end of the syllabus), particularly those which apply to areas of interest or practice.
2. Attendance and class participation. Students are expected to ***attend all classes***, to arrive on time, and be prepared to contribute to the group learning process. ***NOTE: Students are expected to contact (via e-mail or phone) if, for some reason, they are not able to attend class. They are responsible for keeping up with their readings and other assignments.***

Course and Faculty Instructors Evaluations

Student feedback regarding the course and the faculty advisement instruction is strongly encouraged throughout the semester. Students will be asked to complete a formal on-line evaluation at semester's end, consistent with the policy of the Silver School of Social Work.

Required Texts:

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
<http://www.apastyle.org>

Citizens' Committee for Children of New York. (2010). *Keeping track of New York City's children*. (9th ed.) New York, NY: Citizens Committee for Children of New York.
<http://www.cccnewyorkkeepingtrack.org/>

Berzoff, J., Melano Flanagan, L., & Hertz, P. (2011). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3rd ed.). New York: Jason Aronson.

Lesser, J.G., & Pope, D.S. (2010). *Human behavior and the social environment theory & practice*. (2nd ed.). Boston: Allyn and Bacon.

Recommended Text:

Long, D.D., & Holle, M.C. (2006). *Macro systems in the social environment* (2nd ed.). Itasca, IL: F.E. Peacock.

NOTE: All required and recommended textbooks are available for purchase at the NYU Bookstore and are on reserve in Bobst Library. All required readings are either available online through Bobst or in hard copy at the library. Any questions or issues with the readings may be directed to the Bobst Library Reserves Desk at (212) 998-2475 or bobst.reserve@library.nyu.edu. You may also contact the Silver School of Social Work Faculty Services department at SSW.FacultyServices@nyu.edu.

I. AN INTEGRATED BIOPSYCHOSOCIAL PERSPECTIVE (week one) **

- What is unique about human behavior from a social work perspective?
- How does systems theory create a meaningful context for understanding development and behavior?

Required Book Chapters:

Lesser, J.G., & Pope, D.S. (2010). Chapter 1: An Integrating Framework for Human Behavior Theory and Social Work Practice (pp. 1-24).

Required Articles:

*Garcia Coll, C., & Szalacha, L.A. (2004). The multiple contexts of middle childhood. *The Future of Children*, 14(2)(pp. 1-32). Boston: Allyn and Bacon.

II. BIOLOGICAL INFLUENCES and DEVELOPMENT (week two)

- How does neurobiology add to our understanding of development and behavior?
- What biological issues are particularly relevant to social work?

Required Book Chapters:

Lesser, J.G., & Pope, D.S. (2010). Chapter 2: Neurobiological underpinnings of human development (pp. 32-54). In *Human behavior and the social environment theory & practice*. Boston: Allyn and Bacon.

Required Journal Articles:

Gunnar, M. R., Fisher, P. A et al (2006). Bringing basic research on early experience and

stress neurobiology to bear on preventive interventions for neglected and maltreated children. *Development and Psychopathology* 18, 651-677.

Recommended readings:

Buckner, J.C., Beardslee, W.R., & Bassuk, E.L. (2004). Exposure to violence and low-income children's mental health: Direct, moderated and mediated relations. *American Journal of Orthopsychiatry*, 74, 413-423. doi: 10.1037/0002-9432.74.4.413

Schore, A.N. (2001). The effects of a secure attachment relationship on right brain development, affect regulation and infant mental health. *Infant Mental Health Journal*, 22, 7-66. doi: 10.1002/1097-0355(200101/04)22:1<7

III. SOCIAL INFLUENCES and DEVELOPMENT (weeks three and four)

- How do different aspects of the New York environment influence development and behavior?
- What factors contribute to resilience?
- What are the influences of immigration and globalization?

Required Book Chapters:

Citizens' Committee for Children. (2010). Introduction. (pp. 2-12). Who are New York City's children? (pp. 13-38). *Keeping track of New York City's children*. (9th ed.) New York: Citizens Committee for Children of New York.

Lesser, J.G., & Pope, D.S. (2010). Chapter 7: Communities and Organizations. In *Human behavior and the social environment: Theory & practice* (pp. 189-225). Boston: Allyn and Bacon.

Required Journal Articles:

Finn, J. L., Nybell, L.M. & Shook, J. J. (2010). The meaning and making of childhood in the era of globalization: Challenges for social work. *Children and Youth Services Review* 32, 246-254. doi: 10.1016/j.childyouth.2009.09.003

Masten, A. S. (2011). Resilience in children threatened by extreme adversity: Frameworks for research, practice, and translational synergy. *Development and Psychopathology* 23, 493-506. doi: 10.1017/S0954579411000198

McKay, M.M., Lynn, C.J., & Bannon, W.M. (2005). Understanding inner city child mental health need and exposure: Implications for preparing urban service providers. *American Journal of Orthopsychiatry*, 75(2), 201-210. doi: 10.1037/0002-9432.75.2.201

Shields, M.K., & Behrman, R.E. (2004). Children of immigrant families: Analysis and recommendations. *The Future of Children*, 14(2), 4-15. doi: 10.2307/1602791

Recommended readings:

Everett, J. D. (2010). Chapter 18 Social Policy through the life cycle. In *Human Behavior and*

the social environment: Theory & practice (pp. 406-429). Boston: Allyn and Bacon.

Fontana, V.J. (2004). Our most important task the well-being and protection of children. *Journal of Infant, Child, and Adolescent Psychotherapy*, 3, 299-302. doi: 10.1080/15289160309348466

Long, D.D., & Holle, M.C. (2006). Chapter 1: Macro-systems: Their importance and usefulness to social workers. *Macro-systems in the social environment*. (pp.1 – 17) Itasca, IL: F.E. Peacock Publishers Inc

Phillips, N., & Straussner, S.L. (2001). Chapter 2: Human behavior in the urban environment. In *Urban social work*. (pp. 20 – 36) Boston: Allyn and Bacon.

IV. FAMILIES and DEVELOPMENT (weeks five and six)

- What are the basic functions of families, and what dynamics best predict health?
- What strengths and challenges exist for immigrant families?

Required Book Chapters:

Lesser, J.G., & Pope, D.S. (2010). Chapter 5: The family in society. In *Human behavior and the social environment theory & practice* (pp. 123-160). Boston: Allyn and Bacon.

Required Journal Articles:

Georgiades, K., Boyle, M. H. & Duku (2007). Contextual influences on children's mental health and school performance: The moderating effects of family immigrant status. *Child Development*, 78(5), 1572-1591. doi: 10.1111/j.1467-8624.2007.01084.x

Morris, AS, Silk, JS, Steinberg, L et al. (2007). The role of the family context in the development of emotion regulation. *Soc. Dev* 16(2), 361-388.
doi: 10.1111/j.1467-9507.2007.00389.x

Repetti, R. L., Taylor, S. E. & Seeman, T. E. (2002). Risky Families: Family social environments and the mental and physical health of offspring. *Psych. Bulletin* 128(2), 330-366.
doi: 10.1037/0033-2909.128.2.330

Suizzo, M.A. (2007). Parents' goals and values for children: Dimensions of independence and interdependence across four U.S. ethnic groups. *Journal of Cross-Cultural Psychology*, 38 (November), 506-530. doi: 10.1177/0022022107302365
doi: 10.1146/annurev.psych.58.110405.085705

Walsh, F. (2003). Family resilience: A framework for clinical practice. *Family Process* 42(1), 1-18. doi: 10.1111/j.1545-5300.2003.00001.x

Recommended Readings:

Brodzinsky, D.M., Green, R.J., & Katuzny, K. (2012). Adoption by lesbians and gay men: What we know, need to know, and ought to do. In D. M. Brodzinsky & A. Pertman (Eds.), *Adoption by lesbians and gay men: A new dimension in family diversity* (pp. 233-253). New York: Oxford University Press.



Gruber, K.J., & Taylor M.F. (2006). A family perspective for substance abuse: Implications from the literature. *Journal of Social Work Practice in the Addictions*, 6(1/2), 1–29.
doi: 10.1300/J160v06n01_01

Heitmann, D., Schmuhl, M., Reinisch, A. L& Bauer, U. (2012). Primary prevention for children of mentally ill parents: the Kanu-program. *J. Public Health* 20(2), 125-130. doi: 10.1007/s10389-011-0447-x

Neely-Barnes, S.L., & Dia, D.A. (2008). Families of children with disabilities: A review of literature and recommendations for interventions. *Journal of Early and Intensive Behavior Intervention*, 5(3), 93-107. <http://files.eric.ed.gov/fulltext/EJ847482.pdf>

V. PSYCHOLOGICAL ASPECTS OF DEVELOPMENT (week seven and eight)

- How do different psychological theories approach development?
- How is identity created, and what role does culture play?

Required Book Chapters:

Lesser, J.G., & Pope, D.S. (2010). Chapter 3: Theories of development. In *Human behavior and the social environment theory & practice* (pp. 56-92). Boston: Allyn and Bacon.

Lesser, J.G., & Pope, D.S. (2010). Chapter 4: Identity development. In *Human behavior and the social environment theory & practice* (pp. 93-122). Boston: Allyn and Bacon.

Flanagan, L.M. (2011) Object Relations theory. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multi-cultural contexts*. (pp. 118-157). Northvale, NJ: Jason Aronson

Required Journal Articles:

Bonovitz, J.M. (2004). The child immigrant. *American Journal of Psychoanalysis*, 64(2), 129-135.
doi: 10.1023/B:TJJP.0000027268.29549.48

Emde, R.N. (2006). Culture, diagnostic assessment, and identity: Defining concepts. *Infant Mental Health Journal*, 27(6), 606-611. doi: 10.1002/imhj.20110

Skinner, E., & Zimmer-Gembeck, M. (2007). The development of coping. *Annual Review of Psychology*, 58, 119-144. doi: 10.1146/annurev.psych.58.110405.085705

Recommended Readings:

Furman, F.K. (2005). The long road home: Migratory experience and the construction of the self. *Journal of Prevention & Intervention in the Community*, 30(1-2), 91-116. doi: 10.1300/J005v30n01_08

Hasan, N., & Power, T.G. (2004). Children's appraisal of major life events. *American Journal of Orthopsychiatry*, 74(1), 26-32. doi: 10.1037/0002-9432.74.1.26

Perez Foster, R.M. (2005). The new faces of childhood perimigration trauma in the United States. *Journal of Infant, Child, and Adolescent Psychotherapy*, 4(1), 21-41. doi: 10.1080/15289160409348486



Spencer, M.B., & Markstrom-Adams, C. (1990). Identity processes among racial and ethnic minority children in America. *Child Development*, 61, 290-310. doi: 10.2307/1131095

VI. EARLY CHILDHOOD DEVELOPMENT

A. Infancy and Attachment Theory (week nine)

Required Book Chapters:

Lesser, J.G., & Pope, D.S. (2010). Chapter 9: Infancy (pp. 243-261). In *Human behavior and the social environment theory & practice*. Boston: Allyn and Bacon.

Shilkret, R., & Shilkret, C. (2011). Attachment theory. In J. Berzoff, L.M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (pp. 186-207). Northvale, NJ: Jason Aronson.

Required Journal Articles:

Fish, B., & Chapman, B. (2004). Mental health risks to infants and toddlers in foster care. *Clinical Social Work Journal*, 32, 121-140. doi: 10.1023/B:CSOW.0000024323.62429.5e

Rothbaum, F., Weisz, J., Pott, M., Miyake, K., & Morelli, G. (2000). Attachment and culture: Security in the United States and Japan. *American Psychologist*, 55, 1093-1104. doi: 10.1037/0003-066X.55.10.1093

Recommended Readings:

Robb, B.J. (2003). Changing the future: The story of attachment with a child with special needs. *Clinical Social Work Journal*, 31, 9-24. doi: 10.1023/A:1021458416966

B. Early Childhood and Psychoanalytic Theory (week ten)

Required Book Chapters:

Lesser, J.G., & Pope, D.S. (2010). Chapter 10: Early childhood: The toddler and early school years. In *Human behavior and the social environment theory & practice* (pp. 263-285). Boston: Allyn and Bacon.

Berzoff, J. (2011). Freud's Psychoanalytic Concepts. In J. Berzoff, L.M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (pp. 18-47). Northvale, NJ: Jason Aronson.

Required Journal Articles:

Karlory, L.A., Kilburn, M.R., & Cannon, J.S. (2005). *Early childhood intervention: Proven results, future promise*. United States: RAND Corporation.

Martin, C.L., & Ruble, D. (2004). Children's search for gender cues: Cognitive perspectives on gender development. *Current Directions in Psychological Science*, 13(2), 67-70. doi: 10.1111/j.0963-7214.2004.00276.x

Recommended Readings:

Reid Lyon, G. (1996). Learning disabilities. *The Future of Children: Special Education for Students with Disabilities*, 6(1), 54-76. doi: 10.2307/1602494

C. Middle Childhood and Ego Psychology (week eleven)

Berzoff, J. (2011). Psychosocial ego development: The theory of Erik Erikson. In J. Berzoff, L.M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (pp. 97-117). Northvale, NJ: Jason Aronson.

Lesser, J.G., & Pope, D.S. (2010). Chapter 11: Middle childhood. In *Human behavior and the social environment theory & practice* (pp. 286-307). Boston: Allyn and Bacon.

Schamess, G., & Shilkret, R. (2011). Ego psychology. In J. Berzoff, L.M. Flanagan & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (pp. 62-96). Northvale, NJ: Jason Aronson.

Required Journal Articles:

Button, D.M., O'Connell, D.J., & Gealt, R. (2012). Sexual minority youth victimization and social support: The intersection of sexuality, gender, race, and victimization. *Journal of Homosexuality*, 59, 18-43.

Recommended Readings:

Long, D.D., & Holle, M.C. (2006) Chapter 4: Children of school age. In *Macrosystems in the social environment*. (pp. 67-90) Itasca, IL: F.E. Peacock.

VII. CHILDHOOD TRAUMA (weeks twelve and thirteen)

- What kinds of trauma are inner-city children most likely to experience?
- What kinds of services (prevention and intervention) are needed?

Required Book Chapters:

Lesser, J.G., & Pope, D.S. (2010). Chapter 11: Middle childhood, Chapter 16: Trauma and Development. In *Human behavior and the social environment theory & practice* (pp. 286-307; pp. 409-436). Boston: Allyn and Bacon.

Required Journal Articles:

Carlson, B. E., Cacciatore, J. & Klimek, B. (2012). A risk and resilience perspective on unaccompanied refugee minors. *Social Work*, 57(3), 259-269.

Cooper, J. L., Masi, R., Dababnad, S. Aratoni, Y. & Knitzer, J. (2007). Strengthening policies to support children, youth and families who experience trauma. *National Center for Children in Poverty*

Cournos, F. (2002). The trauma of profound childhood loss: A personal and professional and professional perspective. *Psychiatric Quarterly*, 73, 145-156. doi: 10.1023/A:1015059812332

Greeson, J.K.P. (2011). Complex trauma and mental health in children and adolescents placed in foster care: Findings from the National Child Traumatic Stress Network. *Child Welfare* 90(6), 91-106.

Hershkowitz, I., Lamb, M. D. & Horowitz, D. (2007). Victimization of children with disabilities. *American Journal Orthopsychiatry* 77, 629-635.

Pepler, D. J., Craig, W. M., Connolly, J. A., Yuile, A., McMaster, L. & Jiang D. (2006). A developmental perspective on bullying. *Aggressive Behavior* 32, 376-384.

Sprang, G., Katz, D. A. & Cooke, C. (2009). Allostatic Load: Considering the burden of cumulative trauma on children in foster care. *Journal Child & Adolescent Trauma* 2, 242-252.
doi: 10.1080/19361520903317329

Recommended Readings:

van der Kolk, B.A. (2006). Clinical implications of neuroscience research in PTSD. *Annals of the New York Academy of Sciences*, 1071, 277-293.

** Instructors have discretion to use week 14 to expand any section, or for review.

Exam (week fifteen)