

**WURZWEILER SCHOOL OF SOCIAL WORK  
YESHIVA UNIVERSITY**

**HUMAN BEHAVIOR AND SOCIAL ENVIRONMENT II  
SWK6102  
Spring 2020**

**Course Description**

HBSE II is the second course in the sequence in human behavior and the social environment. In this second semester of HBSE, professionally disciplined self-awareness continues to be an important objective, but now the focus is on the normal process of human development from conception thru old-old age. The developing individual is viewed as an active, growing person in transaction, through the life course perspective with a changing family, community, and societal context and affected by socioeconomic, political, and ecological forces. The emphasis is on the importance of negotiating the transitions throughout life.

The emphasis on community and environment with their complex social, organizational, physical, cultural, religious, economic and value influences, sets the stage for an expanded study of human development. Thus, from conception to death each stage of life has been explored theoretically, empirically and experientially, within an ecological framework of community and the larger environment. The developing person is seen not only as the recipient of influences, but as an active contributor to his/her own developmental and environmental context. Thus, both person and environment are conceived of as shaping and impacting upon the other in a transactional rather than linear manner.

Students will be expected to consider the diverse perspectives of a wide range of thinkers who attempt to conceptualize the many aspects of human development. Several theoretical formulations are explored, ranging from the broad ecological perspective which views individuals, groups, communities and the wider society in the context of the macro, exo, mezzo, and microsystems, to theories pertaining to family and individual development. The classroom itself will continue to be the arena for integrative, conceptual and experiential learning.

**I.COURSE COMPETENCY OUTCOMES**

This course will help students achieve the following competencies:

**Competency 2-Engage Diversity and Difference in Practice**

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. Social workers present themselves as learners and engage clients and constituencies as experts of their experiences, and social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**MEASURE 2A- Recognize the extent to which culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and power.**

**MEASURE 2B- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.**

**MEASURE 2C- Recognize and communicate their understanding of the importance of difference in shaping life experience.**

## **II. INSTRUCTIONAL METHODS**

This semester includes readings in theoretical sources, didactic lectures, films and class discussions. Class sessions are designed to permit exploration, **not review**, of the content of assigned readings.

A specific rubric is used for evaluating all assignment. The rubric will be distributed to students during the first or second class.

## **III. COURSE EXPECTATIONS AND GRADING**

Students are expected to attend all classes and to be on time. Class participation is an important part of the learning process and ALL students are expected to participate in all assigned exercises and discussions. Students are expected to complete assignments on time, complete readings and to be prepared for related class discussions. You will be graded on the depth of your contributions and preparedness for class. Students are expected to view 5 assigned films, without substitutions, and use the characters as simulated client experiences throughout the life cycle. Each assignment will be weighted as follows:

10% Assigned readings in preparation for and participation in class discussions  
10% Quizzes and class exercises  
20% Each of four (4) written assignments

### **Required Texts**

Continue to use the Hutchison same texts you used for the first semester of the course.

**As a bundle using ISBN code: 978-1-4129-881-0. Cost: \$ 103.95.**

Hutchinson, Elizabeth, D. (2015) *Dimensions of Human Behavior, Person*

*Environment* 5th edition California: Sage Publications. ISBN: 978-1-4833-

0791-8. Cost: & 74.00.

Hutchinson, Elizabeth, D. (2011) *Dimensions of Human Behavior, The Changing Life Course*, 5<sup>th</sup> edition. California: Sage Publications. ISBN: 978-4833-0390-1. Cost: \$ 74.00.

### **Recommended Texts**

The recommended texts are the same as the first semester.

Garbarino, J. (1992). *Children and Families in the Social Environment*, 2<sup>nd</sup> edition. New York: Aldine de Gruyter. ISBN: 202-36080-6. Cost: 17.48 used.

Germain, C.& Bloom, M. (1999). *Human Behavior in the Social Environment: An ecological view*, 2nd ed. New York: Columbia University Press. ISBN: 0231-11140-1. Cost: \$ 64.00.

Greene, R.R. (2008) *Human Behavior Theory and Social Work Practice*. 3rd edition. New York: Aldine De Gruyter. ISBN: 0-202-36181-0. Cost: \$35.68.

Newman, B.M. and Newman, P.R. (2009). *Development Through Life: A Psychosocial Approach*, 10<sup>th</sup> edition. Belmont, CA: Wadsworth Cengage Learning. ISBN: 13:978-0-495-50647-8. Cost: \$145

## **IV. COURSE REQUIREMENTS**

### **Assignment I Adolescent Development**

**All written assignments require understanding of theoretical concepts and materials presented in the readings on the syllabus. References should be made to relevant materials and integrated into the discussion. In addition, in order to expand your theoretical understanding of the stage of development, please include at least five references that are not included on the syllabus.**

**In preparation for writing this paper you should:**

1. Complete the required readings on the adolescent stage of development.
2. Find 5 additional readings beyond your required texts such as professional journal articles that enhance your theoretical understanding of this stage of development.
3. Consider the theoretical perspectives we have discussed in class and how they relate to the stage of development.

Watch and choose a character from the one of these following films: Grease; Boyz in the Hood; To Sir with Love; Thirteen; The Perks of Being a Wallflower OR check with your professor if you have another suggestion.

**Now think about the person and write the paper responding to the following questions and statements.**

Consider the developmental phase of adolescence and the issues of transitioning from childhood to adolescence. Drawing on the character's experience and on relevant readings discuss the following:

- I. Identify the major issues associated with transitioning to this phase of development. Identify the major issues associated with adolescence including the bio-psychosocial challenge or crisis and developmental tasks. How has the character negotiated this stage of development? Consider the transactions among the immediate and wider environmental systems and the developing adolescent.
- II. What issues of Otherness and/or intersectionality were evident in the character's life experience? What ethical dilemmas might be in evidence if you were working with this individual?
- III. Include consideration of a particular sociocultural challenges (ex: divorce, immigration) the individual experienced and those that may be associated with this phase of development.
- IV. Identify the theoretical framework or frameworks (including Erikson) you use in your analysis, examining their relevance to your topic and posing any questions or challenges you wish to raise. Make sure you include Life Course theory and the impact of the social and historical environment.

**DO NOT DISCUSS THE STAGE OF DEVELOPMENT THEORETICALLY, USE THE MATERIAL TO ANALYZE THE CHARACTER.**

Your analysis should clearly indicate your knowledge of theoretical explanations of the identified stage of development.

### **Structure of the Paper**

1. The guideline for length of the paper should be 10 pages, don't write a novel
2. Use APA 6<sup>th</sup> edition throughout the paper, including citations and reference page.
3. This paper must have at least 5 references in addition to required course readings
4. The paper must include an Introduction and a Conclusion. This paper must be double-spaced using 12-point font.

### **Assignment II. Adult Development**

**(You may use a character from a film with approval from your**

**professor.)**

1. Choose a stage of development from **emerging adulthood through very old age**.

Locate yourself, someone you are close to, or a client you have worked with at this stage. Describe the stage theoretically, using the Eriksonian paradigm **and** an alternate model of the stage, with the central aspects/struggles described. Discuss the transition to and from this stage of development, including the challenges and the importance of negotiating the transition for future development.

2. How did you or the person you have in mind conform to each theoretical model? How were the transitions to and from this stage explored in the respective models of development? Given the perspective of this stage being only one in the life course of the developing person, achievement of what developmental tasks from the previous stage helped to inform the person's ability to negotiate the transitions? What is the status of the person in the process of completing the stage? (Discuss this last question in terms of developmental tasks, utilization of the central processes of the stage and the psychosocial crisis.)

3. Based on your experience with the person you have written about; which theoretical perspective seems most effective? Why? What are your criticisms of the theory of development that you consider less effective? How does your chosen effective model fit into the ecological and life course perspectives?

4. Assume you are the helping professional working with this client in your home country and state, what societal view, policy issue and/or personal value might provoke the development of an ethical dilemma for you in this work? Why?

### **Structure of the Paper**

1. The guideline for length of the paper should be 10 pages, don't write a novel
2. Use APA 6<sup>th</sup> edition throughout the paper, including citations and reference page.
3. This paper must have at least 5 references in addition to required course readings
4. The paper must include an Introduction and a Conclusion. This paper must be double-spaced using 12-point font.

### **PLAGIARISM:**

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is **NOT** plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who

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can be shown to have plagiarized any part of any assignment in this course will **FAIL** the course and will be referred to the Associate Dean automatically for disciplinary action which may include expulsion.

### **HIPAA ALERT**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

### **CONFIDENTIALITY**

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

### **STUDENTS WITH DISABILITIES**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately and discuss this with your professor.

## **Course Outline**

### **Section I**

In these sessions the focus will be exploring the life course (life span) perspective and the necessary, universal transitions in developing through the different life stages. It will include exploration of the intersectionality of race-ethnicity, gender, social status, educational level, culture, nationality, age and previous experiences influences the way an individual negotiates transitioning into the next developmental stage.

### **Learning Theme I – A Life Course Perspective and Transitions in Human Development**

#### **Session 1-3**

**Required Readings:**

\*Alwin, D. & Wray, L. (2005) A life-span developmental perspective on social status and health. *The Journals of Gerontology, suppl. Health Inequities Across the Life Course*, 60, Oct: 7-14.

Hutchinson, Chapter 1 "A Life Course Perspective" 1-38

\*Mallory, B. (1995) The role of social policy in life-cycle transitions. *Exceptional Children*, (62), 3, 213-223 (CLASSIC)

**Suggested Reading:**

Garbarino, J. "Cultural diversity and identity formation" pp.179-199. **Review.**

Germain, C., & Bloom, M. "Stage Models of Behavior and Development"; "Non-stage Models of Behavior and Development"; "Macrosocial and Microsocial Theories of Human Behavior", Appendix 1-3, pp389-415.

**Section II.**

In these sessions the focus will be the interactive process and transitional issues of individual development itself within the environmental context for individual and family development.

**Learning Theme II – Stages of Human Development from Conception through Old Age****Sessions 4 -13:****Conception Pregnancy and Childbirth****Required Readings:**

Hutchinson, E.D. (2015) *Dimensions of Human Behavior: The Changing Life Course*, (5<sup>th</sup> edition) California: Sage Publications.

Chapter 2- Conception, Pregnancy and Childbirth 41-92

**Infancy and Toddlerhood**

## **Required Readings:**

Hutchinson, E.D. (2015) *Dimensions of Human Behavior: The Changing Life Course*,  
(5<sup>th</sup> edition) California: Sage Publications.

Chapter 3- Infancy and Toddlerhood 93-134

## **Early Childhood and Middle Childhood**

### **Required readings:**

Hutchinson, E. D. (2015) *Dimensions of Human Behavior: The Changing Life Course*  
(5<sup>th</sup> edition) California: Sage Publications

Chapter 4 & 5 Early childhood & Middle Childhood 135-220

## **Pre- adolescence and Adolescence : Psychosocial Transitions. Family, and Community Transactions**

### **Required Readings:**

\*Chapin, J.R. (2000) Adolescent sex and mass media: A developmental approach,  
*Adolescence* 35, 140, 799-811.

\*De Goede, I.H., Branje, S.J. & Meeus, W.H (2009) Developmental changes in  
adolescents' perceptions of relationships with their parents,  
*Journal of Youth and Adolescence*, 38, 75-88.

\*Giovacchini, P.L. (2001) Dangerous transitions and the traumatized adolescent,  
*American Journal of Psychoanalysis, suppl. Special Issue: The Traumatized  
Adolescent*, (61) 1 7-22.

Hutchinson, E. D., Chapter 6 "Adolescence" 227-283

\*Kenyon, D.Y.B., Rankin, L, Koerner, S. & Dennison, R. (2007) what makes an adult?  
Examining descriptions from adolescents of divorce, *Journal of Youth and  
Adolescence*, 36, 813-823.

### **Suggested Reading:**

Garbarino, J. & K. Kostelny in Garbarino, Chapter 7 -"Adolescence" 186-197.

Germain & Bloom, "Family Transformations: Adolescence", Chapter 11, pp278-319.



## **Emerging Adulthood: Developmental Domains, Pathways and Transitions**

### **Required Reading:**

- \*McNamara Barry, C. & Nelson, L. (2005) The role of religion in the transition to adulthood for emerging adults, *Journal of Youth and Adolescence*, (34), 3, 245-255.
- \*Murphy, K., Blustein, D., & Bohlig, A. (2010) The college-to-career transition: An exploration of emerging adulthood, *Journal of Counseling and Development:JCD*,88, 2, 174-181.
- \*O'Connor, M., Sanson, A., Hawkins,M., Letcher, P. & Toumbourou, J. (2011). Predictors of positive development in emerging adulthood, *Journal of Youth and Adolescence*, 40, 7, 860-874.
- \*Oesterle, S., Haekins, D., Hill, K., & Bailey, J. (2010). Men's and women's pathways to adulthood and their adolescent precursors, *Journal of Marriage and Family*, 72, 5, 1436-1453.
- \*Salvatore, C., Travis, T., & Welsh, Wayne. (2012). Is emerging adulthood influencing Moffitt's developmental taxonomy? Adding the "prolonged" adolescent offender. *Western Criminology Review*, 13, 1, 1-15.
- \*Sneed, J., Hamagami, F., McArdle, J., Cohen, C. & Chen, H. (2007). The dynamic interdependence of developmental domains across emerging adulthood, *Journal of Youth and Adolescence*, 36, 351-362.
- \*Walsh, S., Shulman, S., Feldman, B. & Mauer, O. (2005). The impact of immigration on the internal processes and developmental tasks of emerging adulthood. *Journal of Youth and Adolescence*, 34, 5, 413-426.

## **Learning Theme VII - Early and Middle Adult Development**

Hutchinson, E.D. Chapter 7 "Young Adulthood" 283-320

Chapter 8, "Middle Adulthood" 321-368

\*Smith, T. (2004), Coming of age in twenty-first century America: Public attitudes towards the importance and timing of transitions to adulthood. *Ageing International*, 29,2,136-148.

### **Suggested Readings:**

Germain, C. and Bloom, M. Chapter 12 "Family transformation: Adulthood", 320-341.

### **Later Life: The Elderly( Old age and Old Old age)**

### **Required Reading:**

\*Arbaje, A., & Boonyasai, R.T. (2011), The older person in transition: Implications for pathways of transitions of care. *Annual Review of Gerontology and Geriatrics*, 31, 15-XI.

\*Hooker, K., Hoppmann, C., & Siegler, I. (2010). Personality: Life span compass for health, *Annual Review of Gerontology and Geriatrics*, 30, 201-XII.

Hutchinson, E.D. Chapter 9 "Late Adulthood" 369-416

Chapter 10 "Very Late Adulthood" 417-451

\*Sterns, H., & Dawson, N. (2012). Emerging perspectives on resilience in adulthood and later life: work, retirement and resilience, *Annual Review of Gerontology and Geriatrics*, 32,, 211-X.

### **Suggested Readings:**

Germain, C. & Bloom, M. "The Elderly Family and Its Transformations", Chapter 13, 342-388.

### **Session 14**

### **Summary and Conclusion**

## **BIBLIOGRAPHY**

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- Anderson, S.G. (2004) Difficulties after leaving TANF; Inner-city women talk about reasons for returning to welfare, *Social Work*, 49 (2) 185-194.
- Asai, M.O. and Kameoka, V., (2006), The influence of Sekentai on family caregiving and Bunderutilization of social services among Japanese caregivers, *Social Work*, 50(2), 111-118.
- Anderson, A. L. (1998) Strengths of gay male youth: An untold story, *Child & Adolescent Social Work Journal*, 15 (1) 55-72.CLASSIC
- Berry, E. H. (2000) Multi-ethnic comparison of risk and protective factors for adolescent pregnancy, *Child & Adolescent Social Work Journal* 17 (2) 79.
- Bowers Andrews, A. and Ben-Arieh, A. (1999), Measuring and monitoring children's well being across the world, *Social Work*, 44 (2), 105-114.CLASSIC
- Brewster, A., & Bowen, G. (2004). Teacher support and the school engagement of Latino middle and high school students at risk of school failure. *Child and Adolescent Social Work Journal*, 21, 47-67.
- Brzuzny, S. (2000) The vulnerability of American Indian women in the new welfare state, *Affilia*, 15 (2) 193-204.
- Burdge, B. J. (2007) Bending gender, ending gender: Theoretical foundations for social work practice with transgender community, *Social Work*, 52(3), 243-250.
- Cancian, M. (2000) Work after welfare: Women's work effort, occupation, and economic well being, *Social Work Research*, 24 (2) 69-87.
- Carter, B. (1999) We don't exactly get the welcome wagon: The experiences of gay and lesbian adolescents in child welfare systems, *International Social Work*, 42 (4) 508.
- Castex, G. (2007) Social workers' final act of service: Respectful burial arrangements for indigent, unclaimed, and unidentified people. *Social Work*, 52(4), 331-339.
- Csikai, E. L. (1999) Euthanasia and assisted suicide: Issues for social work practice, *Journal of Gerontological Social Work*, 31 (3-4), 49-64.CLASSIC
- Davis, L. E. (2000) Factors contributing to partner commitment among unmarried African American, *Social Work Research*, 24 (1) 76.
- Fram, M. S., Miller-Cribbs, J.E., and Van Horn, L.,(2007). Poverty, race, and the contexts of achievement: Examining educational experiences of children in the U.S. south. *Social Work*, 52(4), 309-319.

Freishler, B., Bruce, E., and Needell, B., (2007). Understanding the geospatial relationship of neighborhood characteristics and rates of maltreatment for Black, Hispanic, and White children. *Social Work*, 52(1), 7-16.

Haight, W.L. (1998) Gathering the spirit at first Baptist church: Spirituality as a protective factor in the lives of African American children, *Social Work*, 43 (3), 213-221.CLASSIC

Itzhaky, H. (1999) Gender, values and the work place: Considerations for immigrant acculturation, *International Social Work* 42 (2) 127-139.

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Loveland, C.A.,(1999) Access barriers and the use of prenatal care by low-income, inner city women, *Social Work*, 44 (2), 129-139.

Lyons, K. (2000) The new politics of welfare: Social justice in a global context, *International Social Work*, 43 (3) 406.

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Marx, J.D. and Hopper, F., (2006) Faith-based versus fact-based social policy: The case of teen pregnancy prevention, *Social Work* 50(3), 280-287.

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Miller, R. L. (2007) Legacy denied: African American gay men, AIDS, and the Black Church, *Social Work*, 52, (1), 51-61.

Reese, D.J. (1999) Hospice access and use by African American: Addressing cultural and institutional barriers through participatory action research, *Social Work*, 44 (6) 549-560.CLASSIC

Rhodes, R. (2000) Students' perceptions of single parents and social injustice: A women's issue, *Affilia*, 15 (3) 434-447.

Ryan, S. D. (2000)Examining social workers' placement recommendations of children with gay and lesbian adoptive parents, *Families in Society*, 81 (5), 517-529.

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Sanders, G.R. & Conboy, A. M. (2000) The experiences of African American and White

women with mothers in nursing homes, *ARETE*, 24, (2), 64-79.

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