UNIVERSITY OF PENNSYLVANIA
SCHOOL OF SOCIAL POLICY & PRACTICE
MSW PROGRAM

SWRK 602
Human Behavior in the Social Environment

Fall 2021

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Course Description/Purpose

The purpose of SWRK 602 is to strengthen students' theoretical understandings of individuals, families, groups, and other client systems as they exist within a social environment. This course builds on a liberal arts background and is designed to provide an understanding of key biological, psychological, social, spiritual, historical, and cultural factors associated with individual development, as applied to social work practice. These factors are filtered through a critical theory lens which serves as a meta-theoretical framework for integrating social work's dual commitment to direct practice and social justice by focusing attention on both the immediate needs of people and systemic factors that create or maintain oppression and marginalization. The course presents overviews of a broad spectrum of theories of human development and human relations from various fields of study (Koenig, Spano, &Thompson, 2019). Each theory is assessed for its usefulness to social work practice and consistency with social work values. Theory, research, practice knowledge, and client factors will be drawn upon to accurately and comprehensively understand people and how to support them with the issues they face in their social and physical environments. To achieve these aims an emphasis is placed on: (a) critical thinking; (b) critical theories; (c) the intersection of biological, psychological, social, spiritual, historical, and cultural facets of human behavior; (c) the interrelationship between person and environment; and (d) challenges to optimal human development as well as factors that facilitate well-being and resilience.

Educational Objectives

By the end of the course students are expected to demonstrate:

- mastery of the main tenets of classic and contemporary theories of human behavior *(competencies: 6,7,8) **
- an ability to critically analyze theories and constructs and to relate these to the value system of social work *(competency:1) **
- knowledge and understanding of biological, neuro-scientific, psychological, social, spiritual cultural and historic factors that impact human development and functioning across the life span *(competencies: 6,7,8) **
- an ability to use a critical theory lens to understand how human behavior is impacted by unjust social, economic, and political structures that create power differentials and perpetuate oppression and marginalization *(competency: 3)**
- an ability to accurately explain and critically assess the impact of social constructions of human differences, e.g. race/ethnicity, social class, gender identification, sexual orientation, on the

- development and functioning of client systems *(competency:2)* *
- an awareness of the components of evidence-based practice and an ability to communicate on the way these components of best available evidence, clinical expertise, and client expertise, preferences, and values may guide interventions *(competency: 4)* *
- an understanding of the interaction between the person and the environment as it applies to clients and to oneself as a developing social work professional *(competency:1)* *
- an understanding of the potential impact of inequities in the distribution of social and economic resources on optimal development *(competency:3)* *
- an understanding of the potential impact of client strengths and resilience in the face of environmental and other challenges for optimal development *(competencies: 6,7,8)* *
- an understanding of the importance of using a multidimensional approach to conceptualize and intervene with systems and contexts of human and social interaction *(competencies: 6,7,8)* *
- an ability to conceptualize human behavior and development in an integrative and comprehensive manner that guides potential interventions *(competency:6,7,8)* *
- an ability to communicate one's understanding of the theoretical components of social work knowledge and the relationship of this theoretical knowledge to empirical and practice knowledge *(competency:4)* *

Statement on Social Justice
Consistent with the mission of SP2 and the social work profession, we are committed to the pursuit of social justice, including addressing structural oppression and inequality based on race, ethnicity, gender, socioeconomic resources, age, body size, physical ability, and intersecting social identities. Towards this goal, critical theories will serve as the foundation for understanding human behavior within a macrolevel context of structures and systems. All theories for understanding human behavior will be assessed through a lens of social justice and other social work values. We recognize that the pursuit of social justice will be challenging in individual and collective ways. We are committed to this aim and invite you to enter and remain in conversation.

MSW Program only: The Council on Social Work Education 2015 EPAS Competencies
The School of Social Policy & Practice's MSW program is accredited by the Council on Social Work Education (CSWE). Therefore, the educational and learning objectives for this course have been developed in accordance with CSWE's Educational Policy and Accreditation Standards (EPAS) and entail implementation of nine core social work competencies. Each of the social work competencies listed in the EPAS is followed by a paragraph that describes the dimensions of the competency. The dimensions encompass knowledge, values, skills, and cognitive and affective processes. Sub-points are listed under the paragraph for each competency which describe behaviors that integrate the dimensions of the competency. The inside cover of your textbook summarizes the competencies and behaviors. You can also click on the provided link for the complete version of competencies, dimensions, and behaviors: (https://cswe.org/Accreditation/Standards-and-Policies/2015-EPAS pages 7-9).

*This course prepares students for developing the following competencies:

- **Competency 1:** Demonstrate Ethical and Professional Behavior
- **Competency 2:** Engage Diversity and Difference in Practice
- **Competency 3:** Advance Human Rights and Social, Economic, and Environmental Justice
- **Competency 4**: Engage In Practice-informed Research and Research-informed Practice
- **Competency 5**: Engage in Policy Practice
- **Competency 6:** Engage with Individuals, Families, Groups, Organizations, and Communities
- **Competency 7:** Assess Individuals, Families, Groups, Organizations, and Communities

- **Competency 8**: Intervene with Individuals, Families, Groups, Organizations, and Communities
- **Competency 9:** Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Course Requirements and Expectations

Classroom Expectations

- Please arrive on time and remain for the duration of the class session.
- Attend all classes and actively participate in discussions and activities.
- Read/view all the assigned materials by assigned deadlines and be prepared to further engage with the material in class discussions, activities, and assignments.
- Instructors will be looking for your capacity to apply the concepts from human behavior theories through substantive comments, relevant questions, and connections to social work practice.
- Avoid using your screens for non-HBSE reasons during class.
- If assigned, keep discussion posts relevant to the prompt given.
- Other guidelines may be developed within each class section.

- Each person has their own comfort level with talking in class, and this will be respected while also encouraging each student to continually develop their capacities for **class engagement.** A variety of opportunities are available to beneficially contribute to the dynamics of the class, including full class, small group, and/or partner discussions and activities. In addition to speaking in class, **active listening** (attention, interest, body language, etc.) also contributes to a productive educational space. Further, engagement may also take the form of required pre/post-class discussions on Canvas. Regardless of the format, it is important that we are all mindful of how our words and actions, which are rooted in our life experiences and social identities, may impact others. We want to continually work on facilitating, not detracting from, the maintenance of a **safe, brave, and healthy learning space**. As a class we will develop more specific class guidelines. The class is only as rich as the investments we are willing to make each time we engage with each other.

- In the event that a student is unable to attend a class due to illness, emergency, or other special circumstances, please notify the instructor. If possible, this should occur **prior** to the class session the student will be missing. They should make up all missed class work. **Excessive absenteeism (i.e., defined as missing more than two synchronous classes)** is considered a serious academic issue that instructors will handle by meeting with the student and possibly also the educational advisor. Absenteeism, lateness to class, and/or lateness in submitting assignments will be considered when assigning final grades and/or may result in course failure. That said, please keep in communication with your instructor in order to collaborate on problem-solving issues and ensure support, as needed, for the most successful outcomes possible.

Course Grading and Assignments

- *Detailed instructions for completing each assignment start on **page 6** of this syllabus.*

- **Final course grade** is based on the following assignments:

  - **Assignment 1** (Due Week 6) = 20% of final grade
  - **Assignment 2** (Due Week 11) = 20% of final grade
  - **Final Paper** (Due Week 14) = 40% of final grade
  - **Class Participation and Engagement** = 20% of final grade

  - Student performance both in class and on all assignments determines the final course grade. Please refer to the MSW Student Handbook for the School's grading policy. Students who perform at a minimal or failing level at midterm, will be notified in writing by the instructor with a copy provided to their educational advisor. Further action may be taken as needed.

- **Format**
  - All papers must be typewritten, in **12-point Times New Roman** font, double-spaced, page-numbered, with 1" margins at the left, right, top and bottom. The cover page (not included in the page limits) should include the title of the paper, your name, course number, assignment number, instructor's name and date submitted.

- **In-text citations following APA style guidelines are required** for all written assignments, with the specific source including authors' last names and year of publication, regardless of whether you are paraphrasing or using specific quotes. Direct quotes must have the specific source as above but with page number(s). A list of **references** cited in your assignment must be included at the end of each paper in proper APA bibliographic form. If you are unfamiliar with APA, consider purchasing the manual [American Psychological Association (APA). *Publication Manual of the American Psychological Association* (7th edition). Washington, DC: American Psychological Association], possibly accessing it through the library, or using a free on-line website (Purdue Owl is a popular one) for guidance.
  - Presentation and editing quality will factor into your grade. The instructor will gladly answer any questions regarding format, citations, or organization.

- **Submission of assignments**
  - Please check with your instructor to see if they prefer you email the assignment to them as a WORD Doc, upload the WORD Doc to Canvas, or some other method. Do not submit a PDF. Unless otherwise specified by your instructor, assignments are due prior to the start of class of the week specified in the syllabus.
  - A **late assignment** may be downgraded by one-half grade for each day it is late (e.g. A to A- to B+ to B etc…) or a loss of points. If you anticipate not being able to meet a deadline, communicate with your instructor as soon as possible to develop a plan for assignment completion to avoid or reduce downgrading.

- For students who need **assistance** with writing, writing support and other learning resources are available at:
  - Graduate Student Center
  - Weingarten Learning Resource Center (Graduate Student Center Drop-In)
  - The Marks Family Writing Center
  -

- **Evaluation Criteria for written assignments**
  - o Clear and concisely written
  - o Logically organized
  - o Follows instructions, including use of proper APA style
  - o Includes all required assignment elements
  - o Demonstrates ability to critically appraise and evaluate theoretical knowledge
  - o Demonstrates ability to critically evaluate empirical knowledge
  - o Demonstrates ability to apply theory and research within social work practice framework
  - o Demonstrates an understanding of the course content, especially through application and integration of the theories for a multidimensional view of human behavior in the social environment
  - o The following anchors are used for grading assignments:

    A+ (97-100)
    A (94-96)
    A- (90-93)
    B+ (87-89)
    B (84-86)
    B- (80-83)
    C+ (77-79)
    C (74-76)
    C- (70-73)
    D (60-69) (In MSW required classes, a D converts to an F)
    F (Below 60)

Academic Integrity

Students are expected to read and abide by the University's Code of Academic Integrity, available at https://catalog.upenn.edu/pennbook/code-of-academic-integrity/. Care should be taken to avoid academic integrity violations, including plagiarism, fabrication of information, and multiple submissions (see descriptions below).** Students who engage in any of these actions will be referred to the Office of Student Conduct, which investigates and decides on sanctions in cases of academic dishonesty.

1. Plagiarism: using the ideas, data, or language of another person or source without specific or proper acknowledgment. Example: copying, in part or in its entirety, another person's paper, article, or web-based material and submitting it for an assignment; using someone else's ideas without attribution; not using quotation marks where appropriate; etc.

2. Fabrication: submitting contrived or altered information in any academic exercise. Example: making up data or statistics, citing nonexistent articles, contriving sources, etc.

3. Multiple submissions: submitting, without prior permission, any work submitted to fulfill another academic requirement.

**It is students' responsibility to consult the instructor if they are unsure about whether something constitutes a violation of the Code of Academic Integrity.

Required Text:

- Koenig, T., Spano, R., & Thompson, J. (2019). *Human Behavior Theory for Social Work Practice*. SAGE Publications.

- All **other required readings** will be posted on-line via the **CANVAS (find in Modules)** course website platform at:
  http://www.library.upenn.edu/courseware/canvas/canvaslogin.html

Assignments

> ## Assignment #1
> (20% of grade)
> Six pages (plus title page, references, and ecomap)
> Due Week # 6

➢ **This paper will be based on the vignette below…**

Bonnie is a 21-year-old white female who was married six months ago. She has a history of anxiety and was diagnosed with multiple sclerosis (MS) last year, both of which have recently worsened. She smokes marijuana most nights to calm her nerves and to sleep. She describes having good communication and mutual respect with her husband, Pete. She states that she is confused and frustrated with herself for her recent physical and mental health struggles because she feels she should be a happy and carefree newlywed.

Bonnie is very artistic and feels dissatisfied with her retail job which she describes as requiring no creativity. She also hates her job because she feels as if people stare at her due to her MS. It makes her feel like she does not fit into "normal" society. She wants to go back to college to finish her degree but cannot afford to do so. To get by financially, Bonnie and Pete live with his parents in their small apartment. It is a very tense situation in which Bonnie feels cramped, controlled, and demeaned by her in-laws. Shortly after they moved in, her in-laws started mocking Bonnie for meditating, so she discontinued these practices. By no longer meditating, she has lost one of her main coping strategies for managing stress and her primary way of connecting to her higher power. Her in-laws also yell at her for smoking marijuana despite its legalization and complain that she wastes Pete's "hard-earned" money.

Bonnie has two female friends (Nina and Chandra) who she enjoys but does not see often, mostly due to a lack of motivation or money. Her lack of motivation has contributed to her missing doctor appointments and physical therapy as well as losing her Medical Assistance benefits due to not completing paperwork on time.

Bonnie is close to her father who she describes as loving, gentle, and supportive. While their relationship brings her comfort, it is also worrisome when his symptoms of schizophrenia become active. At these times, she feels responsible for ensuring his safety, because her dad's mental health agency is too short-staffed to provide crisis or after-hours services. Bonnie stopped all contact with her mom after they got into a physical altercation 3 years ago. Bonnie has two half-siblings, ages 30

and 32, from her mother's prior marriage who she had no contact with growing up. Mom explained that her brother and sister would experience prejudice if they visited their small rural town due to their father being African American. Bonnie has never been able to connect with her brother, but she and her sister have started to meet for lunch once per month and get along really well. Her sister has a baby who Bonnie loves to babysit and her sister is very grateful for the help. Also, Bonnie recently started to Skype with an aunt in Texas who she sees as a wise and encouraging mentor. She followed her aunt's advice to go to the free clinic to ask about how to get help for her emotional and physical health issues. She is especially interested in gaining assertiveness skills.

- The goal of this paper is to gain a comprehensive understanding of Bonnie and her circumstances through application of **ecological-systems** theories (including **The Life Model**) and **critical theories**. By applying the required concepts from these theories (listed below), your analysis will address developmental, biopsychosocial, spiritual, cultural, and historical factors impacting Bonnie within a context of power, privilege, and oppression. Organize the required elements in whatever way you want to create a cohesive and logically flowing essay. You may also include any other concepts you feel are relevant from ecological-systems and critical theories, but **please do not use other theories to be covered in future classes**.
    - o **Required concepts to include:**
        - Bronfenbrenner: The four inter-related components of the bioecological model (**PPCT**):
            - Process: Proximal Processes (dynamic relationship; reciprocity)
            - Person: Demand, resource, force characteristics
            - Context: Nested systems--micro, meso, exo. macro, chrono
            - Time: (may overlap with chrono): Personal and historical timing
        - **Ecological**: Goodness of fit and adaptation
        - **Ecological**: *At least one*--niche, habitat, relatedness, competence, self-esteem, or self-direction
        - **Systems**: Boundaries, entropy/negative entropy, homeostasis, feedback
        - **Life Model**: Problems in living related to life transitions, environmental pressures/stressors, interpersonal communication, and relationships.
        - **Critical theory**: *At least one*--queer, feminist, Bourdieu's social, disability, or critical race (CRT)
            - Social, economic, and political structures
            - Critical consciousness
            - Dominant narratives
        - **Evidence-guided practice**: Bonnie wants to work on assertiveness skills. Using the steps of an evidence-guided practice approach, briefly describe how you would integrate empirical research, client values/preferences, and clinical expertise to guide your work together on this goal.
        - **Ecomap:** From your perspective, complete an ecomap based on the nature and quality of Bonnie's relationships. Use the ecomap template that will be provided by your instructor (*a sample template is at the end of the syllabus)* and feel free to add circles or leave circles blank, as needed.
            - Include the ecomap as an Appendix.

- Integrate at least two impressions or patterns from the ecomap into your narrative of the required concepts above.

  o For this assignment, you only need to use class readings and/or class lectures. Any other resources are optional. Be sure to cite the class material appropriately in APA style.
  o It is beneficial to use **headings** and be sure to identify the concepts clearly by name!

Assignment #2
(20% of grade)
Due Week # 11
Length: Six pages (plus title page and references)

➢ **This paper will be based on the vignette below…**

Bruno is a 14-year-old male of Cuban heritage who has been in various foster homes since the age of six due to maternal neglect and paternal physical abuse. Initially, Bruno was placed with his maternal grandmother but was removed after coming home from school and finding her unconscious in the bathroom from taking too many pills. Bruno has frequent nightmares but refuses to think or talk about that time. He also displays explosive anger, often lashing out verbally and physically towards younger foster children. Afterwards, he expresses feelings of guilt and regret and tries to make up for his behavior by acting like a helpful big brother to them. Several previous foster parents complained that he had body odor and refused to take a shower. He feels "weird" and "disconnected" from his body when he is in a bathroom for too long, so he avoids showering. His former foster parents called him lazy, so Bruno really appreciates that his present foster parents seem to understand and respect his discomfort. Together they found a solution to this problem which involves Bruno playing music loudly while he showers and having one of the foster parents sit by the bathroom door until he is finished. If he showers 3X/week, he gets to go out on Saturday nights. His foster parents report that he seems more engaged and receptive to their help with this new plan.

Bruno wants to do well in school and follow the rules, but he often cannot resist the urge to sneak away to go home early so that he can stop feeling "jumpy" or "spacey". He oscillates between feeling bad about ignoring the rules at school and not caring since he believes that all his teachers hate him. The only exception is his former English teacher, Mrs. Varga, who he feels very validated by and continues to visit daily at lunchtime. While some of his teachers have found his writing to be too "dark" and disturbing, Mrs. Varga praises his use of poetry to explore intense themes from his life. Bruno had not realized his poems were about his past trauma but did know that writing them was soothing.

Bruno likes having a romantic partner and gets attached to his partners quickly and intensely, but these relationships are short-lived. Bruno is secretly very sad when they end, despite acting angry or nonchalant. He cannot understand what goes wrong, because he tries to become just like his partners in how they dress, what music they like, favorite food, etc. Ex-partners have had to block his number to get Bruno to stop harassing them with offensive texts. Bruno thinks everyone is overreacting,

especially when someone told on him to the security guard at school after he left a threatening note in his most recent ex-partner's locker. Nonetheless, the security guard's threats about juvenile detention or getting taken from the foster home scared him a lot, and so he has backed off from any more contact with this person. Since the encounter with the security guard Bruno starts to feel a little nauseous whenever he passes the security guard in the hallways at school.

- o This paper requires you to select either a **psychodynamic lens OR a cognitive and behavioral lens. Additionally,** it is also required that you discuss the **neuroscience of trauma.**

  - ▪ Explain Bruno's responses, challenges, and developmental stage through the lens of **psychodynamic theories (including attachment) OR cognitive and behavioral** theories. Be sure to explain and apply major tenets.
  - ▪ Explain Bruno's responses and challenges through the lens of the **neuroscience of trauma**. Be sure to explain and apply major tenets.
  - ▪ In what ways are **psychodynamic theories (including attachment) OR cognitive and behavioral theories, AND the neuroscience of trauma** consistent AND inconsistent with social work values, mission, and approach (e.g., integrity, empowerment, partnership, worth and dignity, self-determination, cultural appreciation, social justice, importance of human relationships, competence, biopsychosocial spiritual well-being, capacity for resilience and change, strengths-based)?

- o For this assignment, you only need to use class readings and/or class lectures. Any other resources are optional. Be sure to cite the class material appropriately in APA style.
- o Organize the required elements of the paper with the aim of creating a logical flow of discussion. It is beneficial to use **headings** and be sure to identify the concepts clearly by name!

Final Paper
(Eight pages not including cover page & references)
(40% of Grade)
Due Week #14 (last class)

- In addition to entertaining us, books and movies offer detailed examples of human behavior in the social environment. The aim of this final paper is to reflect on the process of integrating your learning of human behavior theories into a comprehensive conceptualization of one main individual in an **autobiographical or biographical book or a biographical documentary or fictional movie.** *Suggestions are listed below.*

- Consideration and integration of multiple theories is essential for understanding human behavior, because any single human behavior theory typically offers a limited and oversimplified depiction of human behavior with varying degrees of consistency with social work values. To successfully

complete this assignment, you will need to apply a multitude of theoretical lenses and integrate the understanding you gain into a coherent discussion of the individual's life. You are creating a rich, multidimensional depiction of their life by critically exploring the biopsychosocial spiritual-historical-cultural aspects of this person's lived experiences over their life course (AKA: **conceptualization**).

- Please note: You are not critiquing the book/movie in terms of its value as a piece of literature/film or as entertainment. Rather, you should think critically about their life experiences in terms of person and environmental factors. You need to **anchor your discussion in theory**, i.e. the theories will substantiate your proposed understanding of the individual's behavior in the social environment.

- This paper is not meant as a judgement of the individual but as a tentative, proposed understanding of their behavioral, cognitive, and emotional actions and reactions rooted in theory. We acknowledge that theories have limitations (which you will discuss as part of the paper) and that any true formulation would be developed collaboratively with the individual.

- **Sections**:
  - SUMMARY: One-page (or less!!) summary of the chosen book/movie, focusing predominantly on one individual.
  - CONCEPTUALIZATION: Three to five-page conceptualization of your individual using self-selected concepts from **each** of the theories discussed this semester: critical, ecological-systems, neuroscience, psychodynamic (including attachment), cognitive-behavioral, and strengths/empowerment. **Be sure to reflect on and include some discussion from each theoretical perspective, but you do not need to focus on each theory equally**.
    - Connect and integrate concepts from across theories, as relevant. In other words, look for ways concepts from different theories can **work together** to add depth or breadth of understanding.
  - ADDITIONAL INFORMATION: What additional information (be specific) do you wish had been provided to conceptualize your individual more fully? How would this information help you better understand your individual and what theories are reflected in this understanding?
  - PROCESSING THE EXPERIENCE/CONCLUSION: Please discuss all the following questions to process your experience using multi-theoretical lenses to develop an understanding of your individual. *No additional conclusion is needed for this paper.*
    - Was one theory more helpful than any others in understanding your main individual? Why/why not?
    - What theories seemed most and least applicable across the individual's whole life course? Why?
    - What theories seemed to complement or contradict each other? Why?
    - What theory/theories, or aspects of theories, seemed most problematic in terms of embodying social work values? Why?
    - What would have been some specific limitations to understanding your individual's behavior and experiences if you used just one theory?
    - Is there danger in using parts of theories instead of whole theories? Why or why not?
    - How will you use concepts from this class going forward in your social work careers?

- Use the same formatting as the prior two papers—12-point Times New Roman font, double-spaced, page-numbered, with 1" margins, and APA in-text citations, title page, and reference page.

Suggested Book List	Suggested Movie List
- Becoming Maria: Love and Chaos in the South Bronx by Maria Manzano - The Road of Lost Innocence by Somaly Mam - Men We Reaped by Jesmyn Ward - Dirty River: A Queer Femme of Color Dreaming Her Way Home by Leah Lakshmi Piepzna-Samarsinna - A Cup of Water Under My Bed by Daisy Hernández - Wave by Sonali Deraniyagala - Tell Me Everything You Don't Remember by Christine Hyung-Oak Lee - The Best We Could Do by Thi Bui - Nine Years Under: Coming of Age in an Inner-City Funeral Home by Sheri Booker - When They Call You a Terrorist: A Black Lives Matter Memoir by Patrisse Khan-Cullors and Asha Bandele - Lipstick Jihad: A Memoir of Growing Up Iranian in America and American in Iran by Azadeh Moaveni - Beautiful Boy: A Father's Journey through his Son's Addiction by David Sheff - Night by Elie Wiesel - Superfly: The True Untold Story of Frank Lucas American Gangster by Ron Chepesiuk & Anthony Gonzalez - An Unquiet Mind: A Memoir of Moods & Madness by Kay Redfield Jamison - Not My Father's Son: A Memoir by Alan Cumming - Recollection: An Autobiography by Viktor Frankl - A Beautiful Mind by Sylvie Nasar - Life for Me Ain't Been No Crystal Stair: One Family's Passage Through the Child Welfare System by Susan Sheehan - My Own Country: A Doctor's Story of a Town and Its People in the Age of AIDS by Abraham Verghese - Measure of the Heart: A Father's Alzheimer's, A Daughter's Return by Mary Ellen Geist - My Father's Keeper: The Story of a Gay Son and His Aging Parents by Jonathan G. Silin - The Strange Ways of Providence in My Life: A Holocaust Survivor Story by Krystyna Carmi - Educated: A Memoir by Tara Westover - Welfare Brat: A Memoir by Mary Childers - Among the White Moon Faces: An Asian American Memoir of Homelands by Shirley Geok-Lin Lim - Becoming by Michelle Obama - My Beloved World by Sonia Sotomayor - Born a Crime: Stories from a South African Childhood by Trevor Noah	- Roma - The Hate U Give - Tangerine - Boy Erased - Minding the Gap - Black Panther - The Florida Project - Just Mercy - Little Women - If Beale Street Could Talk - Fruitvale Station - Marriage Story - Rosie - The Pursuit of Happyness - The Death and Life of Marsha P. Johnson - He Named Me Malala - Amy - Maya Angelou: And Still I Rise - Book, Paper, Scissors - What Happened, Miss Simone? - Restless Creature: Wendy Whelan - Three Identical Strangers - Hear and Now - Won't You Be My Neighbor - What's My Name: Muhammad Ali - RBG - Restrepo

Class Schedule and Required Readings

Rationale and purpose of the assigned readings:
- **Textbook:**
  - Assigned readings from the textbook are designed to provide an overview of a theory/theories and prompt critical thinking, especially related to social work values.

- **Journal Articles (in Modules):**
  - Older journal articles are typically writings by the theorist on their theory. These primary source readings provide a direct sense of who the theorist is and what they are asserting.
  - More recent journal articles have been selected to either further delve into various theory concepts, highlight adaptations of classic theories, or demonstrate the current relevance and application to social work practice and/or policy.

*Please note: You will typically be reading entire chapters or articles, but there are several occasions when only particular excerpts are required. In these instances, specific page numbers are listed in **bold**, **red** type after the chapter number and title.

Week 1: Course overview and Introduction to the Biopsychosocial (BPS) Spiritual-Historical-Cultural Perspective *(August 31, 2021)*
Competencies: 1,2,4,5

Focus: Syllabus, course requirements, and assignments; theory and its relevance to social work (SW); the relationship between theory and practice; introduction to the biopsychosocial (BPS) spiritual-historical-cultural perspective for SW practice and person-in-environment (PIE)

READINGS:
1. **Koenig, T., Spano, R., & Thompson, J. (2019). Chapter 1 & part of Chapter 3**
   Chapter 1: Introduction to Theory and Its Application to Social Work Practice
   Chapter 3: Contextualizing Human Behavior Theory * **Read only p. 46-55**

Week 2: Continuation of Biopsychosocial (BPS) Spiritual-Historical-Cultural Perspective *(September 7)*
Competencies: 1,2,4,5

Focus: Biopsychosocial-spiritual-historical-cultural contexts of SW; critical thinking and SW values; what make a good SW theory; evidence-guided practice

READINGS:
1**. Koenig, T., Spano, R., & Thompson, J. (2019).**
   Chapter 2: Critique of Theory for Use in Social Work Practice

2. **Kiang, L., Tseng, V., & Yip, T. (2016).** Placing Asian American child development within historical context. *Child Development*, *87*(4), 995-1013. ***and…***

3. Beerbower, E., Winters, D., & Kondrat, D. (2018). Bio-psycho-social-spiritual needs of adolescents and young adults with life-threatening illnesses: Implications for social work practice. *Social work in health care*, *57*(4), 250-266.

Week 3: Understanding Human Behavior Through the Lens of Critical Theories *(September 14)*

<div align="center">Competencies: 1,2,3,5</div>

Focus: The "S" of the biopsychosocial perspective→ critical theories, including queer theory; the impact of social, economic, and political power structures on development and human behavior; critical consciousness

READINGS:
1. **Koenig, T., Spano, R., & Thompson, J. (2019).**
   Chapter 4: Critical Theories

2. **Bragg, J., Havig, K., & Muñoz, R. (2018).** Absent in theory, invisible in practice: Queering HBSE for a more inclusive social work profession. *Journal of Human Behavior in the Social Environment*, *28*(1), 44-57.

3. **Clonan-Roy, K., Jacobs, C. E., & Nakkula, M. J. (2016).** Towards a model of positive youth development specific to girls of color: Perspectives on development, resilience, and empowerment. *Gender Issues*, *33*(2), 96-121.

Week 4: Systems Theory, Bronfenbrenner's Bioecological (Ecological-Systems) Theory, and The Life Model *(September 21)*

<div align="center">Competencies: 1,5,7,8</div>

Focus: The "S" of the biopsychosocial perspective→ main tenets of systems theory; focus on family systems; introduction to ecological theory ideas including nested systems, PPCT, and life course development in terms of proximal processes

READINGS:
1. **Koenig, T., Spano, R., & Thompson, J. (2019). Chapters 6**
   Chapter 6: Systems Theories *** Read p. 136-149**

2. **Vélez-Agosto, N. M., Soto-Crespo, J. G., Vizcarrondo-Oppenheimer, M., Vega-Molina, S., & García Coll, C. (2017).** Bronfenbrenner's bioecological theory revision: Moving culture from the macro into the micro. *Perspectives on Psychological Science*, *12*(5), 900-910.

3. **James, A. G., Coard, S. I., Fine, M. A., & Rudy, D. (2018).** The central roles of race and racism in reframing family systems theory: A consideration of choice and time. *Journal of Family Theory & Review*, *10*(2), 419-433.

Highly RECOMMENDED**:**

Bronfenbrenner, U., & Morris, P. A. (1998). The ecology of developmental processes*. In W. Damon (Series Ed.) & R. M. Lerner (Vol. Ed.), *Handbook of child psychology: Vol. 1: Theoretical models of human development* (pp. 993-1028). New York: Wiley.

> *Reading Suggestion: *Skim over this article to get a sense of the theory directly from the theorist, but do not get bogged down with it. Focus on PPCT [person (force, demand, resource), processes (proximal), context (nested systems), and time (personal and historical)]*

Week 5: *Continuation of* Systems Theory, Bronfenbrenner's Bioecological (Ecological-Systems) Theory, and Life Model *(Sept. 28)*
Competencies: 1,5,7,8

Focus: *The "S" of the biopsychosocial perspective➔ ecomaps in practice, The Life Model, bringing critical theory to the bioecological/ecological-systems theory*

READINGS:
1. **Koenig, T., Spano, R., & Thompson, J. (2019). Chapter 6**
   Chapter 6: Systems Theories * **Read p. 149-161**

2. **Nguyen, H. N., Grafsky, E. L., & Munoz, M. (2016).** The Use of Ecomaps to Explore Sexual and Gender Diversity in Couples. *Journal of Family Psychotherapy*, *27*(4), 308-314.

3. **Miller, V. J., Fields, N. L., Adorno, G., & Smith-Osborne, A. (2017).** Using the Eco-Map and Ecosystems Perspective to Guide Skilled Nursing Facility Discharge Planning. *Journal of gerontological social work*, 60(6-7), 504-515.

4. **Houston, S. (2017).** Towards a critical ecology of child development in social work: aligning the theories of Bronfenbrenner and Bourdieu. *Families, Relationships and Societies*, *6*(1), 53-69.

Week 6: Neuroscience/neurobiology, Psychobiology, and Sociobiology Frameworks for Social Work Practice *(October 5)*
Competencies: 3,5,6,7,8,9

> # Week #6
> # ***Assignment #1 Due***

Focus: *The "B" of the biopsychosocial perspective➔ attention to biology for non-biologists; brain basics; impact of trauma on brain structure and function; neuroscience and social work connection for practice, policy, and advocacy; focus on child development*

READINGS:
1. **Black, J. M., & Conway, A. (2018**). The utility of neuroscience for social work research and practice with children and adolescents. *Journal of the Society for Social Work and Research*, *9*(2), 261-284.   *And...*

2. **Osher, D., Cantor, P., Berg, J., Steyer, L., & Rose, T. (2020).** Drivers of human development: How relationships and context shape learning and development. *Applied Developmental Science*, *24*(1), 6-36.

3. **Zaleski, K. L., Johnson, D. K., & Klein, J. T. (2016).** Grounding Judith Herman's trauma theory within interpersonal neuroscience and evidence-based practice modalities for trauma treatment. *Smith College Studies in Social Work*, *86*(4), 377-~~393~~.****(Only pages 377-382**)**

Week 7: Psychodynamic Theory *(October 12)*
Competencies: 1,7

Focus*: The "P" of the biopsychosocial perspective→ main tenets; developmental stages; relevance to social work; neuroscientific validation of psychodynamic concepts*

<u>READINGS</u>**:**
1. **Koenig, T., Spano, R., & Thompson, J. (2019).** *Selected pages of* Chapters 5 & *of Chapter* 8
   Chapter 5: Psychodynamic Theory **** ONLY p. 102-110 & p. 118-126***
   Chapter 8: Life Span Theories **** ONLY p. 214-218 (Erikson's Stages)***

2. **Jordan, K., & Tseris, E. (2018).** Locating, understanding and celebrating disability: Revisiting Erikson's "stages". Feminism & Psychology, 28(3), 427-444.

3. **Alessi, E. J., & Kahn, S. (2017).** Using psychodynamic interventions to engage in trauma-informed practice. *Journal of Social Work Practice*, *33*(1), 1-14.

4. **Montgomery, A. (2013).** Toward the integration of neuroscience and clinical social work. *Journal of Social Work Practice, 27*(3), 333-339.

<u>Optional</u>:
  Freud, A. (1947). Aggression in relation to emotional development; normal and pathological. *The psychoanalytic study of the child*, 3(1), 37-42.

Week 8: Attachment Theory *(Oct. 19)*
Competencies: 1,2,6,7,8,9

Focus: *The "B, P, & S" of the biopsychosocial perspective→ main tenets of attachment theory; cultural considerations with attachment; ACEs*

<u>READINGS</u>**:**
1. **Bowlby, J. (1982).** Attachment and loss: Retrospect and prospect. *American journal of Orthopsychiatry*, *52*(4), 664-676.

2. **Ganz, Z. (2018).** Attachment Theory's Universality Hypothesis: Clinical Implications for Culturally Responsive Assessment. *Smith College Studies in Social Work*, *88*(4), 262-281.

3. **Dowd, N. E. (2019).** Radical ACEs: Building Resilience and Triggering Structural Change, 80-87.

Week 9: Behavioral Theories *(October 26)*
Competencies: 1,4,6

Focus: The "P" of the biopsychosocial perspective→ behavioral social work for understanding human behavior; social learning theory; self-efficacy; developmental milestones in young adults

READINGS**:**
1. **Koenig, T., Spano, R., & Thompson, J. (2019). Chapter 10** *(read this week or next)*
   Chapter 10: Behavior Theory, the Cognitive Turn, and the Influence of Mindfulness

2. **Bandura, A. (1989).** Human agency in social cognitive theory. *American psychologist*, *44*(9), 1175-1184.

3. **Dahne**, **J., Collado, A., Lejuez, C. W., Risco, C., Diaz, V. A., Kustanowitz, J., ... & Carpenter, M. J. (2018).** ¡ Aptívate!: A Spanish-language behavioral activation mobile application for delivery via primary care. *Psychological services,* 16(2), 271-275.

4. **Delich, N. A., & Roberts, S. D. (2017).** Empowering Students Through the Application of Self-Efficacy Theory in School Social Work: An Intervention Model. *International Journal of School Social Work*, *2*(1), 1-13.

Week 10: Cognitive Theory *(November 2)*
Competencies: 1,4,6

Focus: The "P" of the biopsychosocial perspective→ cognitive behavioral social work framework; mindfulness; cultural adaptations
Also: Discussion to prepare to be active listeners and reflective learners during the Transgender Panel Discussion next week

READINGS:
1. **Gonzalez-Prendes, A., & Brisebois, K. (2012).** Cognitive behavioral therapy and social work values: A critical analysis. *Journal of Social Work Values and Ethics, 9*(2), 21-33.

2. **Watson-Singleton, N. N., Black, A. R., & Spivey, B. N. (2019).** Recommendations for a culturally responsive mindfulness-based intervention for African Americans. *Complementary therapies in clinical practice*, *34*, 132-138.

3. **Duarté-Vélez, Y., Gomez, J., Jiménez Colón, G., & Spirito, A. (2018).** Socio-Cognitive Behavioral Therapy for Suicidal Behavior With a Puerto Rican Male Adolescent. *Evidence-based practice in child and adolescent mental health*, *3*(2), 81-97.

Read this week if did not last week…*Koenig, T., Spano, R., & Thompson, J. (2019).** Chapter 10
   Chapter 10: Behavior Theory, the Cognitive Turn, and the Influence of Mindfulness

Week 11: Special Zoom Lecture for All Sections *(November 9th)*
Topic: Transgender Identity

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Week #11
*****Assignment #2 Due*****

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==****Read & Watch** the following in preparation:==

1. **de Vries, K. M. (2015).** Transgender people of color at the center: Conceptualizing a new intersectional model. *Ethnicities*, *15*(1), 3-27.

2. **McGuire, J. K., Kuvalanka, K. A., Catalpa, J. M., & Toomey, R. B. (2016).** Transfamily theory: How the presence of trans* family members informs gender development in families. *Journal of Family Theory & Review*, *8*(1), 60-73.

3. **Austin, A. (2016**). "There I am": A grounded theory study of young adults navigating a transgender or gender nonconforming identity within a context of oppression and invisibility. *Sex Roles*, *75*(5-6), 215-230.

4. Please watch a couple of the **TedTalks** by transgender and non-binary speakers in Module 11

RECOMMENDED

Fausto-Sterling, A. (2012). The dynamic development of gender variability. *Journal of homosexuality*, *59*(3), 398-421.

Stieglitz, K. A. (2010). Development, risk, and resilience of transgender youth. Journal of the Association of Nurses in AIDS Care, 21(3), 192-206.

Week 12: Empowerment and Strengths-Based Perspectives *(November 16)*
Competencies: 1, 2,6,7,8

Focus: *The "S" of the biopsychosocial perspective→ Resilience, empowerment and strengths-based critical SW*

READINGS**:**
1. **Koenig, T., Spano, R., & Thompson, J. (2019).**
   *Chapter 12: Empowerment and the Strengths Perspective * ONLY p. 345-347 & 351-369*
   *Chapter 8: Family Life Course Perspectives and Historical Trauma * ONLY p. 218—228*

2. **Reinschmidt, K. M., Attakai, A., Kahn, C. B., Whitewater, S., & Teufel-Shone, N. (2016).** Shaping a stories of resilience model from urban American Indian elders' narratives on historical trauma and resilience. *American Indian and Alaska native mental health research*, *23*(4), 1-18.

3. **Matsuoka, A. K. (2015).** Ethnic/racial minority older adults and recovery: Integrating stories of resilience and hope in social work. *British Journal of Social Work*, *45*(suppl_1), i135-i152.

4. **Abdullah, S. (2015).** An Islamic perspective for strengths-based social work with Muslim clients. *Journal of Social Work Practice*, *29*(2), 163-172.

Week 13: Putting It All Together (*November 30)*
Competencies: 1, 2,6,7,8,9

Focus: *Exploring how to use a multi-theoretical lens in social work; looking at theory as tools for understanding human behavior and managing the complexities of clinical practice and not as reflective of objective knowledge or one truth; preparation for the final paper*

Consideration and application of multiple theories is essential for comprehensively understanding human behavior, because mono-theoretical lenses typically offer limited or oversimplified depictions of human behavior with varying degrees of consistency with social work values. It could be said that single theories depict a partial view of human behavior whereas inclusion of multiple theories allows for a more fully developed conceptualization of clients and their environmental contexts based on critical exploration of the biopsychosocial spiritual-historical-cultural aspects of this person's lived experiences over their life course.

READINGS**:**
1. **Borden, W. (2013**). Experiments in adapting to need: Pragmatism as orienting perspective in clinical social work. Journal of Social Work Practice, 27(3), 259-271.

Week 14: Course Wrap Up *(December 7)*
Competencies: 1,2,3

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WEEK #14
****FINAL PAPER DUE****

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Focus*: Wrap up and class review*

READINGS: None

Ecomap

Bonnie

Relationship Key

Strong —————————

Stressful ∿∿∿∿∿

Tenuous - - - - - - - - - - -

Broken/ended - - - // - - - // - - -// - - -

Examples of Systems
Extended Family   Work
Health care agencies   Courts
Church/Spirituality   School
Social welfare agencies   Friends
Recreation