



THE CATHOLIC UNIVERSITY OF AMERICA

National Catholic School of Social Service

Washington, DC 20064

SSS 223

Human Behavior & the Social Environment

Fall, 2009

(3 credits)

Instructor: Philip M. Conklin, MSW

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I. COURSE PURPOSE

This course is the first of a two semester course sequence on human behavior and the social environment. Over the two course sequence, normal and abnormal development of individuals and families, as well as the development of functional and dysfunctional groups, organizations and communities will be examined through critical analysis and application of various theories. In this course, the micro theories are addressed, while mezzo and macro theories are addressed in the second course.

In a context honoring diversity, this course examines bio-psycho-social-spiritual human development across the life cycle with emphasis on strengths and resilience. The dynamics of positive and oppressive social and economic forces will be introduced and the impact of these forces on human development over the life cycle will be explored. This course seeks to understand the dynamics of normal and abnormal development and functioning across the life cycle using theories that lie at the biological, psychological, cognitive, interpersonal, spiritual, and moral levels of individual human development. The following theories will be addressed in this course: psychosocial, human development, psychodynamic, transpersonal, cognitive behavior, systems, family life cycle, ecologic, phenomenology, social constructionism, hermeneutics, and empowerment. Instructional methods will include: required readings, reading reflections, class assignments, multimedia explorations, student engagement, group interaction, and others as deemed appropriate.

II. EDUCATIONAL OBJECTIVES

1. To integrate liberal arts content (Psychology, Anthropology, and Sociology) to broaden the knowledge of Human Behavior.
2. Demonstrate knowledge of the micro, mezzo, and macro theories presented in this two course sequence.

3. Demonstrate knowledge of theorists, their contributions to associated theories and social work practice.
4. Demonstrate knowledge of social work ethics and values and their consistency with human behavior and social justice theories.
5. Develop an understanding of cultural differences and similarities in the experiences, needs, and beliefs of diverse populations.
6. Demonstrate knowledge of biases, omissions, and socio-cultural limitations of individual theories on populations-at-risk.
7. Develop an understanding of system-based theories as they seek to explain the interactions between individuals, groups, organizations, communities, larger social systems and their environments.
8. Demonstrate ability to apply theoretical frameworks that explicate human behavior to case examples.
9. To integrate knowledge of various theories of human behavior with understanding of generalist practice.
10. To appreciate the importance of research in providing an empirical basis for theoretical knowledge.
11. Demonstrate knowledge of a non-sectarian conceptual framework for dealing with spirituality in social work practice.
12. To compare knowledge of normal development through the life cycle with knowledge of abnormal development.

III. COURSE REQUIREMENTS

A. Required Texts

Kring, A.M., Davison, G.C., Neale, J.M., & Johnson, S.L. (2006). Abnormal psychology (10th ed.). NY: John Wiley & Sons, Inc.

Newman, B.M., & Newman, P.R. (200). Development through life: A psychosocial approach (10th ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

Texts as required for English 326. *Additional sources of information may be required at instructor's discretion.*

B. Recommended Texts

APA Manual

Robbins, S.P., Chatterjee, P., & Canda, E.R. (2006). *Contemporary human behavior theory: A critical perspective for social work* (2nd ed). Boston: Allyn & Bacon.

C. Other Recommended Resources and Media

National Catholic School of Social Service <http://ncsss.cua.edu/>

Please refer to this article for a listing of social work journals. Thyer, B.A. (2005). A note from the editor: A comprehensive listing of social work journals. *Research on Social Work Practice*, 15(4), 310-311.

D. Course Assignments

Assignment 1: Exam I: Psychosocial Theory and Human Development	10/1/09
Assignment 2: Exam II: Theories	11/3/09
Assignment 3: Case Studies (3 from English 326)	TBD
Assignment 4: Paper (see attached assignment)	TBD
Assignment 5: Presentation	As Scheduled
Assignment 6: Exam III: Abnormal Development & Assessment	Exam Week

E. Grading Policy

Assignment 1: Exam I	10%
Assignment 2: Presentation	10%
Assignment 3: Case Studies (3)	10%
Assignment 4: Paper	20%
Assignment 5: Exam II	15%
Assignment 6: Exam III	15%
Attendance, Participation, Reflections	20%

F. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

G. Attendance and Participation

Students are required to classes and are expected to participate meaningfully in class discussions and in reading reflection journals. The grade for attendance and participation will be lowered by 5 points unless the student notifies the instructor and requests an excused absence before the class.

CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

Class Schedule		
Class	Topics and Readings	Date
1	Nature of Theories: Bio-Psycho-Social Spiritual Perspective Newman and Newman: Chapter 1	9/1/09
	<i>Mass – No Class</i>	9/3/09
2	Psychosocial Theory Newman & Newman: Chapter 2	9/8/09
3	Pregnancy, Person and Environment Newman & Newman: Chapter 4	9/10/09
4	Infancy and Toddler Development Newman & Newman: Chapters 5-6	9/15/09
5	Early and Middle School Age Development Newman & Newman: Chapters 7-8	9/17/09
6	Adolescent Development: Ages 13-24 Newman & Newman: Chapters 9 -10	9/22/09
7	Early and Middle Adulthood Newman & Newman: Chapters 11-12	9/24/09
8	Late Adulthood and Very Old Age Newman & Newman: Chapters 13-14	9/29/09
9	<i>Exam I</i>	10/1/09
10	Assessment and Diagnosis: Normal vs. Abnormal Kring et al: Chapters 1 & 3 Robbins, Chatterjee, & Canda: Chapter 1 (Reserve)	10/06/09
11	Theoretical Overview of Individual Development Newman & Newman: Chapter 3 Kring et al: Chapter 2	10/08/09
12	Theories of Learning Cognitive, Moral, Emotional, and Spiritual Development Kring et al: Chapter 2 – Cognitive Behavioral Paradigm Robbins, Chatterjee, and Canda: Chapter 8 (Reserve)	10/08/09

- 13 Psychodynamic Theory** **10/15/09**
 Newman & Newman: pp.55-60
 Kring et al: Chapter 2: Psychoanalytic Paradigm (review)
 Robbins, Chatterjee, & Canda: Chapter 6 (Reserve)
- 14 Symbolic Interaction and Role Theory** **10/17/09**
 Newman & Newman: pp 73-76
- 15 Systems Theory** **10/20/09**
 Newman and Newman: pp. 70-73
 Robbins, Chatterjee, & Canda: Chapter 9 (Reserve)
- 16 Ecological Perspective and the Family Life Cycle** **10/22/09**
 Robbins, Chatterjee, & Canda: Chapter 12 (Reserve)
 Carter, B., & McGoldrick, M. (1989). The changing family life cycle: A framework for family therapy. In B. Carter & M. McGoldrick (Eds.), *The changing family life cycle: A framework for family therapy* (2nd ed., pp 3-28). Boston: Allyn & Bacon. (Reserve)
- 17 Transpersonal Theory** **10/29/09**
Exam II (take home) distributed: Theories
- 18 Disorders of Childhood and Adolescence** **11/03/09**
 Kring et al: Chapter 14 Class & Diagnosis, ADHD, Conduct Disorder, Learning Disabilities
 Mishna, F. (2003). Peer victimization: The case for social work intervention. *Families in Society*, 84(4), 513-522. (Available online).
- 19 Disorders of Childhood and Adolescence** **11/5/09**
 Kring et al: Chapter 14 Depression & Anxiety, Chapter 9
 Safyer, A.W., Thompson, S.J., Maccio, E.M., Zittel-Palamara, K.M., & Forehand, G. (2004). Adolescents' and parents' perceptions of runaway behavior: Problems and solutions. *Child and Adolescent Social Work Journal*, 21(5), 495-512.
- 20 Substance Abuse** **11/10/09**
 Kring et al: Chapter 10
 Milgram, G.G. (2001). Alcohol influences: The role of family and peers. In E. Houghton & A.M. Roche, (Eds.), *Learning about drinking* (pp 85-107). Philadelphia, PA: Brunner-Routledge. (Reserve).

21	Anxiety Disorders and Traumatic Experience Kring et al: Chapter 5	11/12/09
22	Mood Disorders Kring et al: Chapter 8	11/17/09
23	Psychosis / Schizophrenia Kring et al: Chapter 11	11/19/09
24	Personality Disorders Kring et al: Chapter: 12	11/24/09
	<i>Thanksgiving: no class</i>	11/26/09
25	Disorders of Aging Kring et al: Chapter 15	12/1/09
26	The Worried Well: the Nature of Neuroses	12/03/09
	<i>Reading Day</i>	12/8/09
27	Social Construction: Power, Oppression, and Reductivity	12/10/09
28	<i>Final Exam</i>	12/15/09