

Theory Analysis & Application

(Continued)

1.6 Apply knowledge of the multidimensional person-in-environment framework, diversity; inequality; and the pursuit of human rights and social,

economic, and environmental justice to recommend guidelines for social work engagement, assessment, intervention, and evaluation.

Due June 12

CASE STUDY 1.1

JOSHUA, MAKING A NEW LIFE

Joshua spent the first 10 years of his life in the city of Uvira in the South Kivu Province of the Democratic Republic of Congo (DRC), formerly Zaire. He is the fourth oldest child in a family that included 11 children. He is of the Banyamulenge ethnic group, and his family spoke Swahili, Kinyamulenge, and French while living in Uvira. He was raised Christian in the United Methodist Church. Joshua's family lived comfortably in Uvira. His mother owned a boutique that sold clothes, shoes, lotions, accessories, and petroleum. His father bought cows, had them butchered, and then sold the meat.

Of his life in Uvira, Joshua recalls that a typical day included getting up for breakfast and spending the day at school. After school, he did chores and sometimes helped his mom in her boutique. Then he played soccer until dinner. It was a good life.

All of that changed sometime in 2003. The long-standing Congo civil war was getting closer to his family's home in Uvira. Joshua recalls hearing gunshots about 15 miles away. His family left their home in Uvira in the middle of the night by foot and walked across the Burundi border to the nearby Gatumba Refugee Camp run by the United Nations High Commissioner for Refugees (UNHCR). They were joined on the walk and in the camp by a lot of other people from Uvira. Life was hard in the crowded camp where people slept in tents, with mosquitos buzzing around. Sometimes there was not enough water or food for the whole camp. The hygiene in the camp was not good, and a lot of people were sick. Joshua lost a lot of friends and family in the camp. He recalls that the children were not able to attend school in the camp.

A terrible thing happened on August 13, 2004. There was a heinous massacre at the Gatumba Refugee Camp, killing 166 refugees and seriously wounding over 100 more. News reports indicate that refugees who were members of the Banyamulenge ethnic group were the specific target of the massacre. Joshua's mom died of gunshot wounds, and his 8-year-old sister's body was never found. The whole camp was burned down, and Joshua's family was separated. Joshua, who was

11 years old at the time, ran with his 7-month-old sister. They were first in the hospital and then taken in by a stranger with whom they stayed for several weeks before finding their father and other siblings. Their father had been shot during the massacre and was taken to the hospital. Two of Joshua's siblings were also found in the hospital. Other siblings had found safety a few miles away at a makeshift camp. After finding his father and siblings, Joshua and his 7-month-old sister stayed with an extended family relative in Bujumbura, Burundi, for about 4 months. His father went to a hospital in Kenya, and some siblings were in an orphanage. At some point, Joshua and some older siblings went back to Uvira in the DRC. They stayed in the house where they had lived before they fled and were able to go to school again, but not right away.

In 2006, Joshua's father was discharged from the hospital; came back to Uvira; and took all the family back to Bujumbura, Burundi, where he filed for refugee status. Joshua and his siblings went to a few interviews for the refugee status application, but mostly the process was handled by his father, and Joshua doesn't know much about it.

In May 2007, Joshua's family, consisting of a single father and 10 children, arrived in Boise, Idaho. Joshua was almost 14 years old, and he felt excited and eager to begin school. He was also struck by how cold the weather was. Joshua's father received Supplemental Security Income (SSI) because of disability related to wounds from the massacre. His father also had to continue with treatment for his wounds, was hospitalized from time to time, and continues to receive periodic treatment. His father is now ordained as a pastor in a local African church and currently serves on a committee for the local African community. He received his citizenship in 2013.

The language issue was really hard at first for Joshua, but it was even harder for his older siblings and father. Joshua graduated from high school in 2011, from community college in 2013, and from university in May 2017. He received citizenship in September 2017.

and was married in October 2017. He coaches local Nations United and Boys & Girls Club soccer teams and works as the employment specialist and donations manager at the Agency for New Americans, the refugee resettlement agency that sponsored his family during their resettlement. All of Joshua's surviving siblings

still live in Boise. Unfortunately, his oldest sister died in November 2016. She had been shot in the head during the massacre, and her injuries left her paralyzed on the left side of her body. She had gotten married after the family arrived in Boise and left six children behind when she died. Joshua says the family misses her very much.

Story provided by Agency for New Americans, Boise, Idaho

Human Behavior: Individual and Collective

As eventful as it has been, Joshua's story is still unfolding. As a social worker, you will become a part of many unfolding life stories, and you will want to have useful ways to think about those stories and effective ways to be helpful to people like Joshua, his family, and other refugees from the DRC, as well as the many other people you will encounter in your social work journey. This book and its companion volume, *Dimensions of Human Behavior: The Changing Life Course*, provide ways for you to think about the nature and complexities of human behavior—the people and situations at the center of social work practice. To begin to do that, we must first clarify the purpose of social work and the approach it takes to individual and collective human behavior. This is laid out in the 2015 *Educational Policy and Accreditation Standards* of the Council on Social Work Education (CSWE):

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons. (p. 5)

The CSWE was formed in 1952 to bring the accreditation of social work education under a single body, bringing together separate accrediting bodies for medical social work, psychiatric social work, and generalist practice to accredit both undergraduate and graduate social work education programs. Three years later, in 1955,

the National Association of Social Workers (NASW) was formed by consolidating seven existing organizations, the American Association of Social Work plus specialized associations of psychiatric social workers, medical social workers, school social workers, group workers, community organizing social workers, and social work researchers. Both the newly formed CSWE and NASW were dedicated to identifying what was common to all social work practice. The CSWE immediately set to work to develop curriculum policy and accreditation standards for a social work education that could prepare students for all practice settings and social work roles.

In these early efforts to identify the common base of social work, presenters of one workshop at the 1952 meeting of the American Association of Schools of Social Work, a forerunner of CSWE, argued that "knowledge and understanding of human behavior is considered an indispensable base for social work education and for all social work activity" (Social Welfare History Archives, 1952, p. 1). I agree wholeheartedly with that statement. Whether we are concerned about

- how an individual client can get better control of emotions and implicit cognitive biases;
- how a family can improve its communication patterns;
- how a group can become more cohesive;
- how to maximize the benefits of increasing diversity in an organization;
- how a community can become empowered to solve problems;
- or the most effective ways to organize for human rights and social, economic, and environmental justice;

we are concerned about human behavior.

In the first working definition of social work practice after the formation of CSWE and NASW, in 1958

EXHIBIT 2.1 • Big Ideas, Major Concepts, and Related Theories of Eight Theoretical Perspectives

Theoretical Perspective	Big Ideas	Major Concepts	Related Theories
Systems	<ul style="list-style-type: none"> • Systems are made of interrelated members that constitute a linked whole. • Each part of the system impacts all other parts and the system as a whole. • All systems are subsystems of other larger systems. • Systems maintain boundaries that give them their identities. • The dynamic interactions within, between, and among systems produce both stability and change, sometimes even rapid dramatic change. 	<ul style="list-style-type: none"> • Boundary • Interactions • Interrelated parts • Feedback mechanisms • Closed system • Open system • Homeostasis • Interdependence • Mutual influence • Holistic • Complexity • Risk factors • Protective factors • Autopoietic 	<ul style="list-style-type: none"> • General systems theory • Ecological theory • Bioecological perspective • Risk and resilience theory • Globalization theory • Autopoietic systems theory • Fuzzy set theory • Deep ecology theory
Conflict	<ul style="list-style-type: none"> • All social systems have inequalities in the distribution of valued resources. • Power is unequally divided, and powerful social groups impose their will on nondominant groups. • Conflict and the potential for conflict underlie unequal social relationships. • Members of nondominant groups often become alienated from society. • Social change may occur when nondominant groups recognize patterns of inequality and injustice and take action to increase their own power. 	<ul style="list-style-type: none"> • Conflict • Dominance • Oppression • Inequality • Exploitation • Power • Capitalism • Neoliberalism • Dominant groups • Nondominant groups • Alienation • Microaggressions • Privilege • Empowerment 	<ul style="list-style-type: none"> • Critical theory • Prosumer capitalism theory • Postcolonial theory • Neoliberalism theory • Critical race theory • Feminist theories • Intersectionality theories • Pluralistic theory of social conflict • Empowerment theories
Exchange and choice	<ul style="list-style-type: none"> • Individual and collective actors engage in social exchange of material and nonmaterial resources and make choices in pursuit of those resources. • Choices in social exchange are based on self-interest as well as community interest. • Choices in social exchange are based on both reason and emotion and on values, norms, and expectations. 	<ul style="list-style-type: none"> • Resources • Choices • Social exchange • Benefits/costs • Reciprocity • Norms • Networks • Values 	<ul style="list-style-type: none"> • Social exchange theory • Rational choice theory • Social network theory • Social capital theory • Interaction ritual chain theory • Actor-network theory • Polis model of policy analysis

Theoretical Perspective	Big Ideas	Major Concepts	Related Theories
	<ul style="list-style-type: none"> • Social exchange operates on a norm of reciprocity, but exchange relationships are often unbalanced. • Power comes from unequal resources in exchange. 	<ul style="list-style-type: none"> • Expectations • Exchange network • Expectations • Social capital • Interaction ritual chain • Market model • Polis model 	
Social constructionist	<ul style="list-style-type: none"> • People construct meaning, a sense of self, and a social world through their interactions with each other. • Social reality is created when people, in social interaction, develop shared meaning, a common understanding of their world. • There is no singular objective reality but rather the multiple realities that are created in different contexts. • Social interaction is grounded in language customs, as well as cultural and historical contexts. • People can modify meanings in the process of interaction. 	<ul style="list-style-type: none"> • Meaning • Sense of self • Social interaction • Shared meanings • Symbols • Social constructions • Multiple realities • Subjective reality • Essentialist/essentialism • Impression management • Human consciousness • Looking-glass self • Generalized other • Reification • Claims making • Labeling • Standpoint • Bifurcation of consciousness • Entrainment • Re-storying 	<ul style="list-style-type: none"> • Symbolic interaction theory • Postmodern theories • Phenomenological sociology • Standpoint theory • Queer theory • Affect theory • Solution-focused practice theory • Narrative practice theory
Psychodynamic	<ul style="list-style-type: none"> • Emotions have a central place in human behavior. • Unconscious, as well as conscious, mental activity serves as the motivating force in human behavior. • Early childhood experiences are central in the patterning of an individual's emotions and, therefore, central to problems throughout life. 	<ul style="list-style-type: none"> • Needs • Drives • Emotions • Eros/Thanatos • Mastery • Conscious • Preconscious 	<ul style="list-style-type: none"> • Ego psychology • Object relations theory • Self psychology • Relational-cultural theory • Drive or instinct theory • Topographical theory of the mind

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EXHIBIT 2.1 • (Continued)

Theoretical Perspective	Big Ideas	Major Concepts	Related Theories
	<ul style="list-style-type: none"> Individuals may become overwhelmed by internal or external demands. Individuals frequently use ego defense mechanisms to avoid becoming overwhelmed by internal or external demands. 	<ul style="list-style-type: none"> Unconscious Connectedness Id Ego Superego Ego strengths Adaptation Defense mechanisms 	<ul style="list-style-type: none"> Structural model of the mind Psychosexual stage theory Attachment theory
Developmental	<ul style="list-style-type: none"> Human development occurs in clearly defined, age-graded stages. Each stage of life is qualitatively different from all other stages. Each stage builds on earlier stages. Human development is a complex interaction of biological, psychological, and social factors. Moving from one stage to the next involves new tasks and changes in statuses and roles. 	<ul style="list-style-type: none"> Developmental stages Developmental tasks Epigenetic principle Psychosocial crisis Cohort effect Historical trends Developmental transitions Interdependent lives Diversity in life course trajectories Developmental risk/developmental protection Cumulative advantage Cumulative disadvantage Turning point 	<ul style="list-style-type: none"> Life span/life cycle theory Epigenetic model of human development Psychosexual stage theory (Freud) Psychosocial stage theory (Erikson) Cognitive development theory (Piaget) Moral development theories (Kohlberg & Gilligan) Life course perspective Social identity theory
Behavioral	<ul style="list-style-type: none"> Human behavior is learned when individuals interact with the environment. Human behavior is learned through different mechanisms of learning, including association of environmental stimuli, reinforcement, imitation, and personal expectations and meaning. All human problems can be formulated as undesirable behavior. All behavior can be defined and changed. 	<ul style="list-style-type: none"> Respondent conditioning Unconditioned stimulus/conditioned stimulus Unconditioned response/conditioned response Instrumental conditioning Reinforcement Reward/punishment Behavioral consequence/behavioral antecedent 	<ul style="list-style-type: none"> Classical conditioning Operant conditioning Cognitive social learning theory Cognitive behavioral theory/therapy Dialectical behavioral theory/therapy Cognitive processing theory/therapy

Theoretical Perspective	Big Ideas	Major Concepts	Related Theories
		<ul style="list-style-type: none"> • Observation • Expectation • Model • Self-efficacy • Efficacy expectation • Agency (personal, proxy, collective) • Learned helplessness • Systematic desensitization 	
Humanistic	<ul style="list-style-type: none"> • Each person is unique and has value. • Each person is responsible for the choices he or she makes within the limits of freedom. • People always have the capacity to change themselves, even to make radical change. • Human behavior can be understood only from the vantage point of the internal frame of reference of the person. • Human behavior is driven by a desire for growth, personal meaning, and competence and by a need to experience a bond with others. 	<ul style="list-style-type: none"> • Freedom of action • Search for meaning • Mystical moments • Hierarchy of needs • Physiological needs • Safety needs • Belonging needs • Esteem needs • Self-actualization • Self-understanding • Self-directed behavior • Dignity and worth of individuals • Empathy • Warmth • Genuineness • Suffering • Personal growth • Human strengths • Human virtues • Human competence • Learned optimism • Core capabilities • Phenomenal self 	<ul style="list-style-type: none"> • Humanistic psychology • Existential psychology • Positive psychology • Capabilities approach • Maslow's theory of hierarchy of needs • Transpersonal theory • Rogers's client-centered approach to therapy • Posthumanist approach • Humanistic theory of organizations • Appreciative inquiry theory

We have selected these eight perspectives for a number of reasons. Each has a wide range of applications across dimensions of human behavior and is used in empirical research. Each has been reconceptualized and extended over time to keep current with rapid

knowledge development. Each paid little attention to diversity, and most paid little attention to inequality in early versions, but each has evolved over time to address both diversity and inequality. Each is European American in heritage, but in recent years, each has been