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Instructor's Manual and Test Bank for

Robbins, Chatterjee, and Canda

Contemporary Human Behavior Theory

A Critical Perspective for Social Work

Second Edition

Includes Teaching Tips for First-time Instructors and Adjunct Professors

Prepared by Susan P. Robbins
with contributions from Edward R. Canda

Instructor's Manual and Test Bank

for

Contemporary Human Behavior Theory

A Critical Perspective for Social Work

Second Edition

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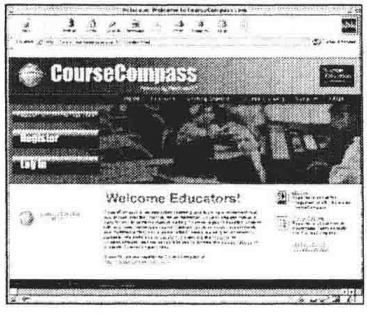

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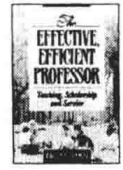

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PREFACE

This Instructor's Manual and Test Bank is designed to assist in your use of **Contemporary Human Behavior Theory: A Critical Perspective for Social Work** in your classes.

Each chapter of this manual opens with a brief outline of the **Content and Theories** covered in each book chapter and is followed by a list of **Important Concepts** introduced in the chapter. Next is a series of **Objective Test Questions** (both multiple choice and true/false) and **Essay Questions** for Chapters 1-12. Chapter 13 contains **Matching Test Questions** in which concepts in each chapter are paired with their corresponding theories. In addition, there are suggested **Class Activities and Exercises** for Chapters 2 - 12 that can be assigned during class time or completed as an individual or group homework assignment. Finally, at the end of the manual we have included an enlarged version of the flowcharts found in each book chapter for your use as projected overheads.

The test items were prepared for this manual to help you eliminate one of the more frustrating tasks involved in adopting a new textbook - the preparation of exam questions. We have deliberately included a variety of questions so that you can choose those that best meet your teaching needs. Most of the questions here are designed to be moderately difficult and should be appropriate for upper level undergraduates and beginning level graduate students. However, please feel free to alter the questions or responses to fit the needs of your

students. For example, you can add "all of the above" and "none of the above" to a multiple choice question that does not already contain these options. Likewise, you can delete "all of the above," "none of the above" and any other unnecessary options from an existing question.

Although we have included a separate section on class activities and exercises, these can also be used as essay questions. Likewise, some of the essay questions may be used for a class activity or exercise. Please feel free to assign the material in this manual in a way that best fits your needs as an instructor.

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CHAPTER ONE
THE NATURE OF THEORIES

I. Content in this chapter includes:

A. The nature of theories
B. Why study theories of human behavior?
C. Theories: what are they?
D. Ideology, scientific theory and social work practice
E. Determinism and reductionism: A problem of social construction
F. Theories: Application to practice
G. Critical analysis of theory: The missing dimension

II. Important concepts:

Context: the settings and social groups in which human behavior takes place.

Theories: relatively abstract and general statements that attempt to explain some aspect of the empirical world.

Macro level theories: usually highly abstract and general theories that attempt to explain the structure and functioning of large entities such as societies, cultures, and communities.

Meso (or mid-level) theories: less abstract, more testable theories that explain smaller structures and often focus on interaction between people, groups, and organizations.

Micro level theories: more concrete, specific and usually testable theories, used to explain individuals, small groups, and families.

Empirical structures: those that we experience through our senses, in our environment.

Theoretical structures: those that we "construct in our mind's eye to model the empirical system."

Social construction: the idea that there is no "objective" knowledge or reality separate from predefined group definitions that are socially created, transmitted and reinforced by social sanctions.

Ideology: a set of prescriptions, or "thou-shalt" and "thou-shalt-not" statements.

Professional definition of the helping situation: one which emerges from the application of scientific theory, but under the influence of existing ideologies.

Popular definition of the helping situation: one which develops from existing ideologies of society and, often, an inadequate knowledge of scientific theory.

Determinism: the position that one phenomenon is caused (determined) solely by another phenomenon, such as biology, or culture, or economy.

Reductionism: the claim that a complex

phenomenon can be reduced to its component parts and explained only by one specific discipline such as sociology, psychology, or economics.

Critical thinking: a method of analysis that involves the use of specific standards in evaluating evidence and requires a fair and thorough critique of alternative views.

Critical theory: a theory base used to analyze the social, ideological and economic structures of society and their impact on individual problems; it is based on the idea that most individual problems are social problems, caused by inequitable social structures.

Strengths perspective: a perspective used in social work that emphasizes the human capacity for resilience, courage, strength in the face of adversity, ingenuity in accessing and creating resources, and the right of individuals to form their own aspirations and definitions of their situations.

Pathologize: a way of viewing and describing client problems that results in a focus on deficit, illness and problems; this is often associated with a medical model of practice that focuses on illness and pathology rather than on strengths and resilience.

Ontology: a philosophic position or belief about the basic nature of humans and human interaction; assumptions about the nature of human nature.

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Epistemology: a philosophic position about the content and basis of knowledge and standards for knowing; assumptions about how knowledge is generated.

Positivism: the position that all human behavior can be understood and explained by a scientific sequence of observation, formation of hypotheses, and experimentation.

Constructionism: the position that uniqueness of human behavior and experience can best be described by detailed observation and description rather than experimentation and measurement.

Deterministic explanation: an explanation or prediction that is accurate 100% of the time.

Probabilistic explanation: an explanation or prediction that is accurate less than 100% of the time.

Heuristic value: the ability of a theory to generate new lines of inquiry and knowledge.

Test Questions

Objective Questions:

1. Human behavior theory in social work most typically has stressed:

    a. theories of self actualization
    b. the political economy

c. a systems or ecological orientation
d. individual life span development
e. all of the above
* f. c and d only

2. The term "context" refers to:

a. the person-in-environment
* b. the settings and social groups in which human behavior takes place
b. the interrelationships between people and their families
d. the process of growth and development

3. Theories are important because they:

a. help us organize information
b. help us understand the contextual nature of human behavior
c. focus our attention on intrapsychic, interpersonal and transpersonal dynamics
d. shape the way in which we view clients
* e. all of the above
f. a and d only

4. Macro level theories are usually:

a. highly specific
b. too vague to be of use in social work
c. able to explain smaller components of social reality
d. a and c only
*e. none of the above

5. According to Dubin, theories are used for which of these two distinct goals?:

   a. construction and prediction
   * b. explanation and prediction
   c. abstraction and explanation
   d. abstraction and construction

6. Theories arise from:

   a. cognitive processes of individuals
   b. experiential processes of individuals
   c. social processes
   *d. all of the above
   e. a and b only

7. Theories of human behavior are:

   a. scientifically objective
   b. a set of prescriptions
   c. free of material interests
   *d. often associated with political positions
   e. none of the above

8. Critical analysis refers to:

   a. the use of specific standards in evaluating evidence
   b. analysis based on critical thinking
   c. a critique of alternative views
   * d. all of the above

9. The illness model is based on the idea that the person has experienced a recent trauma or crisis.

   True *False

10. The helping situation is influenced by ideology.
*True False

11. Because social welfare organizations are organized in ways to facilitate "people management," they are relatively free of ideology.
True *False

12. The professional context of social work practice has resulted in the deliberate omission of certain theories.
*True False

13. The popular definition of the helping situation emerges from scientific theory.
True *False

14. Reductionism refers to the position that one phenomenon is caused solely by another phenomenon.
True *False

15. The strengths perspective in social work is based on the assumption that people or groups seeking help have special "expertise."
*True False

16. If a theory provides good suggestions for questions to explore in understanding clients, but there is not much empirical research support for the concepts in the theory, it would be considered to be high in heuristic value but low in verification.
*True False

17. The establishment of knowledge through the use of scientific theory is derived primarily from Western European thought.

*True False

Essay Questions:

1. Describe the basic assumptions of critical theory and discuss its relevance to social work practice.

2. Describe the basic assumptions of the strengths perspective and discuss its relevance to social work practice.

3. Why is it important to understand the philosophical underpinnings of a theory? Discuss fully, using examples.

4. Compare and contrast the differences between positivism and constructionism. Why is this important in social work?

CHAPTER TWO:
SYSTEMS THEORY

I. **This chapter discusses five interrelated theories:**

A. Structural functionalism
B. The ecological perspective
C. General systems theory (also called dynamic systems theory)
D. Deep Ecology
E. Ecofeminisn

II. **Important concepts:**

System: a set of interrelated and interdependent objects.

Social system: a system that is composed of persons or groups who interact and influence each other's behavior.

Organicism: an analogy that compares social systems to biological organisms.

Functionalism: relates the parts of society to the whole and relates one part to another.

Structural functionalism: an elaboration of functionalism that examines both the structure and function of social systems.

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