**Instructor’s Manual and Test Bank**

*for*

**Contemporary Human Behavior Theory**

*A Critical Perspective for Social Work Practice*

Fourth Edition

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Instructors of classes using***Contemporary Human Behavior Theory: A Critical Perspective for Social Work Practice, 4th edition,*** may reproduce material from the Instructor’s Resource Manual and Test Bank for classroom use.

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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 Practice, 4th edition,** 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. Then, the manual provides a series of **Objective Test Questions** (both multiple choice and true/false) and **Essay Questions** for Chapters 1-13**.** Chapter 14 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 - 13 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 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 classroom needs.

**CHAPTER ONE**

**THE NATURE OF THEORIES**

**Content in this chapter includes:**

1. The nature of theories
2. Why study theories of human behavior?
3. Theories: what are they?
4. What is a meta-theory and what is its application for social work?
5. Ideology, scientific theory and social work practice
6. Determinism and reductionism: A problem of social construction
7. Theories: Application to practice
8. Critical analysis of theory: The missing dimension

**IMPORTANT CONCEPTS**

***Axiology:*** the philosophical study of value or worth

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

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

***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.

***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.

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

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

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

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

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

***Ideology:*** a set of prescriptions, or “thou-shalt” and “thou-shalt-not” statements.

***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.

***Meta-Theory:*** a set of ideas about how areas of interest in a particular field should be thought about and researched

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

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

***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.

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

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

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

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

***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.

***Religion:*** an expression of spirituality through formalized and organized patterns of beliefs, morals, rituals, traditions, and mutual support shared by a community and developed over time.

***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.

***Spirituality:*** a process of human life and development focusing on the search for a sense of meaning, purpose, morality, and well-being that involves relationships between oneself, other people, the universe, and the ground of reality, however understood. It orients people around their most significant priorities and engages a sense of transcendence, such as experiences that are profound, sacred, or transpersonal.

***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.

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

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

**Test Questions**

**Objective Questions:**

1. Human behavior theory in social work most typically has stressed:
2. theories of self actualization
3. the political economy
4. a systems or ecological orientation
5. individual life span development
6. all of the above
7. c and d only
8. The term “context” refers to:
9. the person-in-environment
10. the settings and social groups in which human behavior takes place
11. the interrelationships between people and their families
12. the process of growth and development
13. Theories are important because they:
14. help us organize information
15. help us understand the contextual nature of human behavior
16. focus our attention on intrapsychic, interpersonal and transpersonal dynamics
17. shape the way in which we view clients
18. all of the above
19. a and d only
20. Macro level theories are usually:
21. highly specific
22. too vague to be of use in social work
23. able to explain smaller components of social reality
24. a and c only
25. none of the above
26. According to Dubin, theories are used for which of these two distinct goals?
27. construction and prediction
28. explanation and prediction
29. abstraction and explanation
30. abstraction and construction
31. Meta-theories:
32. are best used as overarching theories for social work practice
33. are especially useful for evidence-based practice
34. are rooted in the debate about the philosophy of science, ontology, and epistemology \*
35. are empirically constructed
36. Theories arise from:
37. cognitive processes of individuals
38. experiential processes of individuals
39. social processes
40. all of the above
41. a and b only
42. Theories of human behavior are:
43. scientifically objective
44. a set of prescriptions
45. free of material interests
46. often associated with political positions
47. none of the above
48. Critical analysis refers to:
49. the use of specific standards in evaluating evidence
50. analysis based on critical thinking
51. a critique of alternative views
52. all of the above
53. The illness model is based on the idea that the person has experienced a recent trauma or crisis.

 True False

1. The helping situation is influenced by ideology.

 True False

1. Because social welfare organizations are organized in ways to facilitate “people management,” they are relatively free of ideology.

 True False

1. The popular definition of the helping situation emerges from scientific theory.

 True False

1. Reductionism refers to the position that one phenomenon is caused solely by another phenomenon.

 True False

1. The strengths perspective in social work is based on the assumption that people or groups seeking help have special “expertise.”

 True False

1. 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

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

 True False

1. Epistemology refers to assumptions about the nature of human nature.

 True False

**Essay Questions:**

1. The 2015 Council on Social Work Education Educational Policy and Accreditation Standards are based on competencies that are necessary for professional social work practice, as shown in table 1.2. Discuss why diversity and difference and a focus on human rights and social justice, in particular, are particularly relevant to the study of human behavior theory.
2. Describe the basic assumptions of critical theory and discuss its relevance to social work practice.
3. Describe the basic assumptions of the strengths perspective and discuss its relevance to social work practice.
4. Why is it important to understand the philosophical underpinnings of a theory? Discuss fully, using examples.
5. Compare and contrast the differences between positivism and constructionism. Why is this important in social work?

**Answer Key**

**Chapter 1**

*Objective Questions:*

1. f
2. b
3. e
4. e
5. b
6. d
7. d
8. d
9. d
10. False
11. True
12. False
13. False
14. False
15. True
16. True
17. True
18. False