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<th>SOME PRACTICE APPLICATIONS</th>
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| SYSTEMS THEORY           | How persons interact with their environment | *Persons are in continual transaction with their environment  
*Systems are interrelated parts or subsystems constituting an ordered whole  
*Each subsystem impacts all other parts and whole system  
*Systems can have closed or open boundaries  
*Systems tend toward equilibrium | Parsons  
Merton  
Germain  
Gitterman | *Useful for developing holistic view of persons-in-environment  
*Enhances understanding of interactions between micro-meso-macro levels of organization  
*Enriches contextual understanding of behavior | *Strengthen one part of the system or subsystem to impact the whole system  
*Ecomaps & genograms for understanding system dynamics  
*Networking & referrals to facilitate change |
| Includes: Ecological Systems  
[System Perspective] | How the family system affects the individual and family functioning across the life-span | *Individual functioning shapes family functioning and family systems can create pathology within the individual  
*Boundaries, roles, communication, family structure influence family functioning | Bowen  
Satir  
Minuchin  
Carter & McGoldrick | *Useful for understanding family systems and life cycles over multiple generations | *Assessment of family development and life-cycle transitions  
*Use of multi-generational genograms  
*Use of family and parent coaching |
| FAMILY SYSTEMS            | How the family system affects the individual and family functioning across the life-span | *Imitation & reaction to stimulation shape behavioral learning  
*Knowledge is constructed through children physically and mentally acting on objects  
*Intelligence is an evolutionary, biological adaptation to environment  
*Cognitive structures enable adaptation & organization | Pavlov  
Skinner  
Watson  
Piaget  
Bandura  
Beck | *Useful for enabling behavioral & symptomatic change  
*Useful for assessing individual cognitive functioning, group & family interactions | *Behavioral interventions such as classical or operant conditioning, positive or negative reinforcement  
*Time-limited, problem-focused interventions  
*Cognitive reframing of automatic thoughts about presenting problems to facilitate change |
<p>| BEHAVIORISM &amp; SOCIAL LEARNING THEORY | How individuals develop cognitive functioning and learn through acting on their environment | | | | |</p>
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| PSYCHODYNAMIC THEORY    | How inner energies and external forces interact to impact emotional development | *Unconscious and conscious mental activity motivate human behavior  
*Ego functions mediate between individual and environment  
*Ego defense mechanisms protect individuals from becoming overwhelmed by unacceptable impulses and threats  
*Internalized experiences shape personality development and functioning  
*Healing occurs through attention to transferences and the treatment relationship | S. Freud  
Adler  
Jung  
Horney  
A. Freud  
Kernberg  
Kohut  
Klein  
Mahler  
Bowlby | *Useful for understanding inner meanings & intrapsychic processes  
*Useful for understanding motivation, adaptation, & interpersonal relationships  
*Useful for assessing strengths & ego functioning | Ego supportive treatment:  
*Clarification, education, & support of adaptive functioning  
*Empathy & attention to affects and emotions  
*Understanding of ego defense mechanisms & underscoring of ego strengths  
*Establishing, building, & using the treatment relationship to facilitate change |
| PSYCHOSOCIAL DEVELOPMENTAL THEORY | How internal & external forces shape life development, generally by life stages | *Human development occurs in defined & qualitatively different stages that are sequential & may be universal  
*Individual stages of development include specific tasks to be completed & crises to be managed  
*Time & social context shape & individualize the meaning of life stages | Erikson | *Useful for understanding individual growth & development across life cycle  
*Beneficial for assessing individual strengths & deficits | *General assessment of developmental functioning that can be compared with chronological age of the client |
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| TRANSPERSONAL THEORY     | How the spiritual and religious aspects of human existence can be understood | *Focuses on meaning, connection, and purpose  
*Some people achieve developmental level beyond the personal (ego-based) level into transpersonal (beyond self or ego) levels of consciousness and functioning.  
*There is an inherent tendency to express innate potentials for love, creativity, and spirituality  
*There is a difference between psychopathological phenomena and spiritual growth experiences | Maslow  
Jung  
Fowler  
Wilber  
Washburn | *Provides nonsectarian frame for understanding spiritual aspects of human experience  
*Describes developmental process beyond self actualization  
*Provides guidelines for clinical discussions of spiritual or transcendent experiences  
*Stresses the importance of spiritual and religious support systems for life meaning and well-being | *Assess and understand client’s spiritual & faith development  
*Ethically and appropriately utilize spiritually-derived interventions  
*Understand and support clients’ spiritual and religious beliefs, practices, and support systems |

[Developmental Perspective; built upon Humanistic Perspective]  

TRANPERSONAL THEORY  

[Developmental Perspective; built upon Humanistic Perspective]  

SOCIAL EXCHANGE THEORY  

[Rational Choice Perspective]  

How persons minimize costs and maximize rewards through social exchange  

*Antecedents, consequences, personal expectations, and interpretation shape and maintain behavior in the present  
*Self-interest determines social exchange  
*Unequal resources determine power inequities and reciprocity is essential  
*Six propositions:  
--Success proposition  
--Stimulus proposition  
--Value proposition  
--Deprivation-satiation -- proposition  
--Aggression-approval proposition  
--Rationality proposition | Homan  
Thibault  
Kelley  
Blau | *Useful for assessing and understanding power inequities and distributed justice  
*Basis for cost-benefit analysis | *Assess resources and power inequities at the meso-macro level  
*Facilitate group and community interaction  
*Maximize costs, minimize rewards in the macro environment |
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<td>SOCIAL CONSTRUCTIONISM</td>
<td>How sociocultural and historical contexts shape individuals and the creation of knowledge</td>
<td><em>All experience is subjective and human beings recreate themselves through an ongoing, never static process</em>&lt;br&gt;<em>Knowledge is created through an interplay of multiple social and historical forces</em>&lt;br&gt;<em>Social interaction is grounded in language, customs, cultural and historical contexts</em>&lt;br&gt;<em>All phenomenon, including the sciences, must be approached with doubt in order to understand how people construct reality</em>&lt;br&gt;<em>Humans are self-interpreting beings</em></td>
<td>Foucault&lt;br&gt;Berger&lt;br&gt;Luckmann&lt;br&gt;Gergen</td>
<td><em>Enhances understanding of individual and cultural connection</em>&lt;br&gt;<em>Useful for understanding non-dominant and oppressed groups in a non-marginalized manner</em></td>
<td><em>Listen for cultured narratives</em>&lt;br&gt;<em>Approach practice with a stance of “not knowing”</em>&lt;br&gt;<em>View practice as “mutual interchange” because relationships have “mutual influence”</em>&lt;br&gt;<em>Recognize how individuals and groups construct their identities through an ongoing, fluid process</em></td>
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<tr>
<td>[Social Constructionist Perspective]</td>
<td>How individuals create themselves</td>
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<td>SYMBOLIC INTERACTIONISM</td>
<td>How the “self” is influenced and shaped by social processes and the capacity to symbolize</td>
<td><em>Human action is caused by complex interaction between and within individuals</em>&lt;br&gt;<em>Dynamic social activities take place among persons and we act according to how we define our situation</em>&lt;br&gt;<em>We act in the present, not the past</em>&lt;br&gt;<em>Individuals are actors on the stage and take on roles, interacting with the environment</em></td>
<td>Charon&lt;br&gt;Mead&lt;br&gt;Goffman</td>
<td><em>Enhances understanding of the relationship between the individual and society and the “self” as a social process</em>&lt;br&gt;<em>Provides framework for individual, group, and societal assessment</em>&lt;br&gt;<em>Provides alternative view of deviance and psychopathology</em></td>
<td><em>Formulate assessment and intervene through understanding roles assumed by individuals and groups through individual and society interaction</em>&lt;br&gt;<em>Focus on diminishment of the sense of stigma for individuals, families, groups, and communities</em></td>
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| CONFLICT THEORY          | How power structures & power disparities impact people’s lives | *All societies perpetuate some forms of oppression & injustice and structural inequity  
*Power is unequally divided & some groups dominate others  
*Social order is based on manipulation and control by dominant groups  
*Social change is driven by conflict, with periods of change interrupting periods of stability  
*Life is characterized by conflict not consensus | Marx  
Marcuse  
Habermas  
Feminist theorists and GLBT theorists | *Informs policy and may guide macro-level practice  
*Useful in formulating assessments involving oppression and client vulnerability  
*Enhances understanding of conflict between persons, ideas, groups, classes, & larger social structures | *Listen for evidence of oppression within individuals, groups, and communities  
*Pay attention to the role of conflict leading to client vulnerability  
*Organize to alter power relationships  
*Recognize that dominant and subordinate groups compete for resources |
| CONTINGENCY THEORY       | How individuals & groups gain power, access to resources, & control over their lives, often through collective action | *Groups are open, dynamic systems with both change and conflict present  
*Groups are stratified, with different and unequal levels of power and control  
*High discrimination and low privilege equals low opportunity  
*Oppression occurs when upward mobility is systematically denied  
*The social context must be critiqued and deconstructed  
*Assumptions for analyzing organizations: --there is no best way to manage organizations  
--there must be a match between the environment and internal resources  
--the design of the organization must fit with the environment | Weber  
Scott  
Lawrence  
Lorsch  
March | *Useful in macro practice through providing framework for community work on behalf of the powerless and stigmatized  
*Provides assessment for identifying power blocks contributing to powerlessness  
*Provides understanding of the objective & subjective dimensions of empowerment  
*Useful in administering programs by requiring a review of the organizational-environmental fit | *Explain & map the direction & role of collective action  
*Assess power blocks  
*Build individual & community strengths  
*Support upward mobility of oppressed groups  
*Empower oppressed & vulnerable populations through collective action  
*Assess internal and external resources to make structural and process decisions within a organization |