I. COURSE DESCRIPTION

This 3-hour course builds on the content from the human behavior courses from the first year including social learning, psychodynamic, trauma, stress and coping, and neurobiology to help explain the mental health functioning of individuals seen in the mental health service system. Theories are expanded and deepened with a particular emphasis on the problems encountered in urban multicultural environments.

II. COURSE OBJECTIVES

Specific course objectives are to enable mental health students to:

1. Identify and apply the major theoretical perspectives that explain the mental health functioning of individuals with an emphasis on those in urban multicultural environments. These theories exist within a biopsychosocial framework that emphasizes the interactive and reciprocal functioning of biology and the environment.

2. Identify the major syndromes most commonly encountered in mental health settings and the theories which help to explain them.

3. In keeping with the social work perspective of person-in-environment, identify the individual, family and environmental components that contribute to the enhancement of positive mental health and those which put people at risk for mental health problems.

4. Understand the influence of demographic factors including age, gender, ethnic/racial heritage, socioeconomic status, sexual orientation, and religious preference on mental
health functioning and how they may impact the development of or protect against mental health problems.

5. Understand the interrelationship between oppression, disempowerment, and mental health problems.

6. Understand the way in which explanatory theories of mental health and illness change and are influenced by research findings.

7. Understand the way in which explanatory theories of mental health functioning are influenced by both individual and societal values.

III. COURSE FORMAT

Format of the class will primarily be didactic and interactive. Students are expected to come to class prepared to discuss the material and are encouraged to share brief, relevant, clinical experiences. Appropriate videos and case vignettes will be used to illustrate class content.

IV. COURSE EVALUATION AND GRADING

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

Class grades will be based on the following:

<table>
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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>3.85 – 4</td>
<td>A</td>
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<tr>
<td>3.60 – 3.84</td>
<td>A-</td>
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<tr>
<td>3.25 – 3.59</td>
<td>B+</td>
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<td>2.90 – 3.24</td>
<td>B</td>
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<tr>
<td>2.60 – 2.87</td>
<td>B-</td>
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<tr>
<td>2.25 – 2.50</td>
<td>C+</td>
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<tr>
<td>1.90 – 2.24</td>
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Final Grade:

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<th>Grade</th>
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<tr>
<td>93 – 100</td>
<td>A</td>
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<tr>
<td>90 – 92</td>
<td>A-</td>
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<tr>
<td>87 – 89</td>
<td>B+</td>
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<tr>
<td>83 – 86</td>
<td>B</td>
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V. **Attendance Policy**

Students are expected to attend every class and to remain in class for the duration of the session. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by telephone or email of a New York anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. **Course Expectations and Guidelines**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Mid-term exam</td>
<td>40%</td>
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<tr>
<td>Final assignment</td>
<td>50%</td>
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<tr>
<td>Meaningful class participation</td>
<td>10%</td>
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(includes attendance and tardiness)

**Mid-term exam:** This one-hour exam will focus on the first unit of the course. Details tba. This exam relates to course objectives #1, 3, 4, 5, 6, and 7. Objective #2 is addressed to a lesser extent and focused upon primarily in units 2 and 3, after the mid-term.

**Final assignment:** The final assignment is designed to help students apply the theoretical knowledge learned in this course to real practice situations. The student will be asked to analyze a client’s biopsychosocial situation from various theoretical perspectives, with a short intervention section that follows logically from the theoretical perspectives chosen. A detailed description of the assignment will be handed out in class after the mid-term exam. The final assignment addresses all of the objectives; #2 is now given special emphasis.

**Late Assignments:** Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.
**Incompletes:** A final grade of incomplete can only be given under extreme circumstance (as stated by university policy).

**VII. REQUIRED TEXTBOOKS**


**OPTIONAL TEXTBOOKS**


Books have been placed on reserve in Leavey Library. All required articles are either fulltext online thru the USC e-library (designated as *) or have been placed on ARES.

**VIII. ACADEMIC ACCOMMODATIONS**

A student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

**IX. EMERGENCY RESPONSE INFORMATION**

To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”
To leave a message, call (213) 740-8311
For additional university information, please call (213) 740-9233
Or visit university website; http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus
MRF – Lot B
SWC – Lot B
WPH – McCarthy Quad
VKC – McCarthy Quad

City Center
Front of the building (12th & Olive)

Orange County Campus
Faculty Parking Lot

Skirball Campus
Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.
COURSE OUTLINE

PART 1

EXPLANATORY THEORIES OF EMOTIONAL DISORDERS
Person-in-environment perspective informs various theoretical perspectives.

August 27th: Review of theories from first year as they apply to this course

CLASSICAL FREUD, EGO PSYCHOLOGY, SOCIAL LEARNING, and COGNITIVE BEHAVIORAL THEORIES

Required Reading
Berzoff: Chapters 1-5: Freud and Erikson (review as needed)
St. Clair: Chapter 2: The Freudian starting point (review as needed) or Goldstein

Course objectives: This session relates to course objectives 1, 4, 5, 6, 7

September 4th
STRESS AND COPING THEORY
POSTTRAUMATIC GROWTH THEORY

- Short and Long-term consequences of stress on health and social functioning
- Cognitive and emotional resiliency factors in children, adolescents and adults

Required Reading

Suggested Reading


Course objectives: This session relates to course objectives #1, 3, 4, 5, and 7.

September 11th

BIOLOGICAL, PSYCHOSOCIAL, and FEMINIST THEORIES

Video: Secrets of the Mind: Nova

- How the brain works and impacts behavior
- Understanding the impact of diversity on mental health and illness:
  A further look at culture, ethnicity, class, and sexual orientation

Required Reading
Applegate and Shapiro: chapters 1-2 (The Brain)

Berzoff: chapters 9-10 (Race, culture, gender dynamics)


Suggested Reading:


*Course objectives:* This session relates to course objectives #1, 3, 4, 5, 6, and 7.

**September 18th**

**THE DEVELOPMENTAL PERSPECTIVE**

- Interface between neuroscience and psychological research
- The Psychobiology of Psychopathology
- Affect Regulation as a unifying principle
- Attachment Theory: links to childhood and adult disorders

**Required Reading**

Applegate and Shapiro: chapters 3-5 (Affect and Attachment)


**Suggested Readings**

Amini, F; Lewis, T; Lannon, R; Louie, A; Baumbacher, G; McGuinness, T; Schiff, E.Z. (1996). Affect, attachment, memory: contributions toward psychobiologic integration. *Psychiatry.* 59. 213-239. *(excellent)*


**Course objectives:** This session addresses course objectives #1, 2, 3, 4, and 6.

**September 25th and October 2nd:**

**CURRENT PSYCHOANALYTIC THEORY**

Object Relations, Self Psychology, and the Relational School

- Optimal development arises within an empathic, attuned, parent-child dyadic system.
- Results of misattunement seen in learning difficulties, anxious and depressed children, adolescents, and adults
- The intergenerational transmission of attachment problems

**Required Reading**

Applegate and Shapiro: chapter 6 (Vulnerable dyads)

Berzoff: Chapters 6-8:
Object Relations, Self Psychology, Relational theory

St. Clair: Chapter 3: Melanie Klein; Chapter 6: Margaret Mahler;
Chapter 10: Integrated Relational Model (these chapters overlap with Berzoff so read at your discretion)


Course objectives: This session relates to course objectives #1, 3, 5, and 7.

**PART 2**

**SYMPTOMATOLOGY**

October 9th: Mid-term exam first hour of class

The mid-term exam will cover the theories in Part 1 of the course.
It will therefore address course objectives #1, 3-7.

**DISORDERS OF CHILDHOOD**

The Autistic Spectrum, Learning Disabilities, and Externalizing Disorders

**Required Reading**

Applegate and Shapiro: chapter 7: (Infant Mental Health)


**Suggested Reading**


*Course objectives: This session address course objectives 2, 3, and 6.*

October 16th

**MOOD DISORDERS and RELATED CLINICAL PHENOMENA**

Unipolar and Bipolar Disorders, Suicidality, Bereavement

**Required Reading**

Berzoff: Chapter 14: Depression

St. Clair: Chapter 5: D.W. Winnicott


**Suggested Reading**


Siever, L. (1997). *The New View of Self*, chapters 1,2,4. (Depression, Suicide)


Course objectives: This session relates to course objectives #2, 3, 4, 5, 6, and 7.

October 23rd and 30th

TRAUMA, PTSD, and DISSOCIATIVE DISORDERS

Neurobiological and biopsychosocial paradigms

Video: The Psychological Residuals of Slavery (Depicts the long-range effects of slavery on mood and functioning)

Required Reading

St. Clair: Chapter 4: W.R.D. Fairbairn


van der Kolk, B. (2003). Postraumatic stress disorder and the nature of trauma. in Healing Trauma. Chapter 4, page 168

Suggested Reading


van der Kolk, B; Pelcovitz, D; Roth, S; Mandel, F; McFarlane, A; Herman, J. (1996). Dissociation, somatization, and affect dysregulation: the complexity of adaptation to trauma. *American Jl. of Psychiatry*. 153, 7, 83-93.

Course objectives: This session relates to all course objectives #1-6

November 6th

ANXIETY DISORDERS (Anxiety, Phobias, Obsessions/Compulsions, School Phobias and other anxiety disorders in children)
**Required Reading**

Berzoff: Chapter 15: Anxiety and its manifestations


**Suggested Reading**


**Course objectives:** This session relates to course objectives # 1-6

**November 13th**

**PERSONALITY DISORDERS**

**Required Reading**

Berzoff: Chapters 7, 12, 13: Personality Disorders


Goldstein: Chapters 3-5 (if you haven’t read them)

St. Clair: Chapter 8: Kernberg; Chapter 9: Kohut


**Suggested Reading**


Chapter 31: Developmental psychopathology of personality disorders
Chapter 33: Psychotherapy of developmental disorders.


Course objectives: This session relates to course objectives # 1-6

November 20th

SCHIZOPHRENIAS, Severely and Persistently Mentally Ill (SPMI), and PARANOID STATES

Required Reading
Berzoff: Chapter 11: Psychoses


Suggested Reading


Course objectives: This session relates to course objectives # 1-6
PART 3

SPECIAL TOPICS
Family processes in a complex urban environment

November 27th
DOMESTIC VIOLENCE
- The family as a holding environment
- Biological, psychological, and social effects of domestic violence on children, adolescents, and adults

Required Reading


Suggested Reading


Herrenkohl, T; Kosterman, R; Mason, W.A; and Hawkins, J.D. (2007). Youth violence trajectories and proximal characteristics of intimate partner violence. 22. (3). 259-264, 266-274.


*Course objectives: This session relates to course objectives #2-7*

**December 4th**

**ALCOHOLISM, DRUG ADDICTION, AND EATING DISORDERS**

- Why adolescents are at particular risk
- Adolescent risk factors
- Mediating variables: family/school/community collaboration

**Required Reading**

Budd, G. (2007). Disordered eating: young women's search for control and connection. *Jl. of Child and Adolescent Psychiatric Nursing. 20.* (2). 96-106*


Pelletier, L. and Dion, S. (2007). An examination of general and specific motivational mechanisms for the relations between body dissatisfaction and eating behaviors. *Journal of social and clinical psychology. 26.* (3). 303-333*

**Suggested Reading**


*Course objectives: This session relates to course objectives #2-7*