



# USC | School of Social Work

## Social Work 503

### Section #

### Human Behavior and the Social Environment

### 3 Units

*Summer 2014*

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**Office Hours: by appt.**

**Course Day:** Tuesdays

**Course Time:**

**Course Location:**

**VAC**

#### **I. COURSE PREREQUISITES**

None

#### **II. CATALOGUE DESCRIPTION**

The ecological systems paradigm is the lens through which theories of personality, family, group, organization, community and culture and the interaction among these systems are explored.

#### **III. COURSE DESCRIPTION**

Content includes empirically-based theories and knowledge that focuses on individual development and behavior as well as the interactions between and among individuals, groups, organizations, communities, institutions and larger systems. Students will also learn about human development over the life span including knowledge of biophysiological maturation, cognitive development, social relationships, and the psychosocial developmental tasks for the individual and family from birth to pre-adolescence. At each phase of the life course, the reciprocal interplay between individual development and familial, small group, community and societal contexts are emphasized. The course is organized according to the case study method to help students critically analyze how people develop within a range of social systems (individual, family, group, organizational, and community) and how these systems promote or impede health, well being, and resiliency. Thus, students will critically apply these different theories and perspectives to case studies or scenarios of contemporary situations in complex, urban, multicultural environments.

Given the mission and purpose of social work, the course integrates content on the values and ethics of the profession as they pertain to human behavior and development across multiple systems. Special attention is given to the influence of diversity characterized by (but not limited to) age, gender, class, race, ethnicity, culture, sexual orientation, disability and religion. The course makes important linkages between

course content and social work practice, policy, research, and field instruction, specifically in evaluating multiple factors that impinge on functioning and converge in differential assessment and intervention.

**IV. COURSE OBJECTIVES**

The Human Behavior and the Social Environment course (SOWK 503) will:

Objective #	Objectives
1	Teach the ethical standards and practices of professional social work. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their ethics and how these variables may affect their ethical decision making in practice.
2	Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present, identify the special influence of diversity on human behavior and the social environment, and how theories and perspectives address these populations.
3	Demonstrate critical analysis of socio-historical-political contexts from which theories and perspectives emanated and their relation to the social work profession in order to provide students with skills necessary to integrate and apply multiple (sometimes competing perspectives) using varying learning formats through both oral and written assignments.
4	Present foundation materials on the complex nature and scope of human behavior and the social environment, and how understanding of these theories address factors assist social workers in becoming effective change agents. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base and relative gap of evidence across theories and populations.
5	Provide the theoretical foundation needed for students to develop core knowledge of human behavior and the social environment. Demonstrate major concepts (person in environment, lifespan development, biopsychosocial assessment, social construction, and knowledge building). Provide students with commonly applied theories utilized in the field of social work.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

The course will encompass a combination of diverse learning modalities and tools which may include, but are not limited to the following: didactic presentations by the instructor, small and large group discussions, case studies, videos, exercises, and asynchronous materials and activities available on the VAC learning platform.

**VI. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 503	Course Objective
1 Professional Identity	*	1
2 Ethical Practice	*	1
3 Critical Thinking	*	3 & 4
4 Diversity in Practice	*	2 & 3
5 Human Rights & Justice		
6 Research Based Practice		
7 Human Behavior	*	4 & 5
8 Policy Practice		
9 Practice Contexts		

10 Engage, Assess, Intervene, Evaluate

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Professional Identity</b>—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers competent in Professional Identity:</p> <ul style="list-style-type: none"> <li>▪ Serve as representatives of the profession, its mission, and its core values.</li> <li>▪ Know the profession’s history.</li> <li>▪ Commit themselves to the profession’s enhancement and to their own professional conduct and growth.</li> </ul>	<ol style="list-style-type: none"> <li>1. Advocate for client access to the services of social work.</li> <li>2. Practice personal reflection and self-correction to ensure continual professional development.</li> <li>3. Attend to professional roles and boundaries.</li> <li>4. Demonstrate professional demeanor in behavior, appearance, and communication.</li> <li>5. Engage in career-long learning.</li> <li>6. Use supervision and consultation.</li> </ol>	<p>Assignment 1</p> <p>Class Participation</p>
<p><b>Ethical Practice</b>—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> <li>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</li> <li>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</li> </ul>	<ol style="list-style-type: none"> <li>7. Recognize and manage personal values in a way that allows professional values to guide practice.</li> <li>8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</li> <li>9. Tolerate ambiguity in resolving ethical conflicts.</li> <li>10. Apply strategies of ethical reasoning to arrive at principled decisions.</li> </ol>	<p>Assignment 2</p> <p>Class Participation</p>

<p><b>Critical Thinking</b>—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>▪ Use critical thinking augmented by creativity and curiosity.</li> <li>▪ Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	<p>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>12. Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p>	<p>Assignments 1, 2, &amp; 3</p>
<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.</li> <li>▪ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> </ul>	<p>14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p> <p>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>16. Recognize and communicate understanding of the importance of difference in shaping life experiences.</p> <p>17. View themselves as learners and engage those with whom they work as informants.</p>	<p>Assignments 1, 2, &amp; 3</p> <p>Class Exercises (Ungraded)</p>

<p><b>Human Behavior</b>—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> <li>Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.</li> <li>Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</li> </ul>	18. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	<p>Assignments 1, 2, &amp; 3</p> <p>Class Exercises (Ungraded)</p>
	19. Critique and apply knowledge to understand person and environment.	

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Written Critique of Assigned Class Reading</b>	Unit 4	25%
<b>Assignment 2: Midterm Exam</b>	Unit 9	30%
<b>Assignment 3: Final Paper</b>	Unit 15	35%
<b>Class Participation</b>	Ongoing	10%

Each of the major assignments is described below.

**Assignment 1: Written Critique of Assigned Class Reading (25% of course grade)**

In this assignment students are asked to prepare a theoretical critique of an article provided to by the instructor. Assignment guidelines will be provided during the Unit 1 live class session.

**Due by 11:59pm PST on the day of the Unit 4 live class session**  
*This assignment relates to student learning outcomes 1-6 and 11-18.*

**Assignment 2: Midterm Exam (30% of course grade)**

The midterm exam is a “take-home” exam based on a case study. It will be distributed Week 8 of the semester (ie, the exam will “go live” on the VAC in Week 8; it will be posted in the *Exams, Assignments, and Grading* page under the *Coursework* tab), and will be due one week later during Week 9. The exam content will focus on theories and class content covered on the syllabus through Unit 7, and will emphasize the critical analysis, comparison and application of theories.

**Due Week 9 - Given the nature of the assignment, all sections will gain access to the exam at the same time during Week 8. Exams for all sections will be due at the same time during Week 9 (specific day and time of submission to be announced).**  
*This assignment relates to student learning outcomes 7-18.*

**Assignment 3: Final Paper (35% of course grade)**

The final paper assignment details will be provided during the Unit 9 live class session. The paper will emphasize the critical analysis and application of theories covered through Unit 14 to a case study.

**Due by 11:59pm PST on the day of the Unit 15 live class session**

*This assignment relates to student learning outcomes 11-18.*

**Class Participation (10% of Course Grade)**

Your involvement in this class is considered essential to your growth as a practitioner. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion and activities are essential.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbooks**

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Boston, MA: Allyn & Bacon.

**The course readings will be available on ARES.**

**Recommended Guidebook for APA Style Formatting**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington: APA.

Szuchman, L. T., & Thomlison, B. (2010). *Writing with style: APA style for social work* (4<sup>th</sup> ed.). Belmont, CA: Cengage.

**Recommended Websites**

National Association of Social Workers  
<http://www.naswdc.org>

The Elements of Style—A Rule Book for Writing  
<http://www.bartleby.com/141/>

USC Guide to Avoiding Plagiarism

[http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm)

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

## Course Overview

Unit	Topics	Assignments Due
1	<ul style="list-style-type: none"> <li>■ Introduction to Course: Understanding Human Behavior and the Social Environment                             <ul style="list-style-type: none"> <li>▼ Welcome</li> <li>▼ Overview of Learning Contract/Syllabus</li> <li>▼ Theoretical Perspectives: Social construction, eclecticism, person-in-environment, biopsychosocial perspective</li> <li>▼ Neurobiology and Social Work</li> <li>▼ NASW Code of Ethics</li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Systems Theory and Family                             <ul style="list-style-type: none"> <li>▼ Systems: Individual, Family, Community, Organizations, Macro</li> <li>▼ Strengths Perspective</li> <li>▼ Family Resilience</li> <li>▼ Video Case Study: Abby (at 33)</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Ecological Perspective                             <ul style="list-style-type: none"> <li>▼ Overview of Theory</li> <li>▼ Application of Theory</li> <li>▼ Stress</li> </ul> </li> </ul>	
4	<ul style="list-style-type: none"> <li>■ Development in Infancy and Early Childhood                             <ul style="list-style-type: none"> <li>▼ Biopsychosocial developmental milestones</li> <li>▼ Pregnancy</li> <li>▼ The context of family and siblings on early childhood development</li> <li>▼ Early neurobiological development</li> <li>▼ Infant and early childhood (0-5) milestones</li> <li>▼ Video: Abby 33: Developmental Milestones</li> </ul> </li> </ul>	Assignment 1
5	<ul style="list-style-type: none"> <li>■ Psychoanalytic theory                             <ul style="list-style-type: none"> <li>▼ Topographical Theory: The conscious, preconscious and unconscious</li> <li>▼ Structural theory: Id, ego and superego</li> <li>▼ Stages of development</li> <li>▼ The influence of early childhood experiences in personality development</li> <li>▼ Abby 33: Psychoanalytic Theory</li> </ul> </li> </ul>	

Unit	Topics	Assignments Due
6	<ul style="list-style-type: none"> <li>■ Ego Psychology                             <ul style="list-style-type: none"> <li>▼ Theory and evolution of ego psychology</li> <li>▼ Ego development</li> <li>▼ Ego functions and strengths</li> <li>▼ Defense mechanisms</li> <li>▼ Erik Erikson</li> </ul> </li> </ul>	
7	<ul style="list-style-type: none"> <li>■ Object Relations Theory                             <ul style="list-style-type: none"> <li>▼ Object Relations Theory</li> <li>▼ Mahler's theory of separation</li> <li>▼ Winnicott's nature and quality of attachment</li> <li>▼ Abby 33: Object Relations Theory</li> </ul> </li> </ul>	
8	<p>Attachment Theory, Affect Regulation, and Neurobiology</p> <p>Attachment Theory</p> <ul style="list-style-type: none"> <li>▼ Bowlby &amp; Ainsworth</li> <li>▼ Emotional Development, Affect Regulation and Neurobiology</li> </ul>	
9	<ul style="list-style-type: none"> <li>■ Development of School Age Children                             <ul style="list-style-type: none"> <li>▼ Biopsychosocial developmental milestones</li> <li>▼ School age children 6-12</li> <li>▼ Violence, aggression and schools</li> </ul> </li> </ul>	Midterm Exam
10	<ul style="list-style-type: none"> <li>■ Cognitive and Moral Development Theories                             <ul style="list-style-type: none"> <li>▼ Piaget and stages of cognitive development</li> <li>▼ Moral development: Kohlberg's theory</li> </ul> </li> </ul>	
11	<ul style="list-style-type: none"> <li>■ Behavioral and Social Cognitive (Social Learning) Theories                             <ul style="list-style-type: none"> <li>▼ Behaviorism (Learning) Theories: Classical and operant conditioning</li> <li>▼ Social learning theory</li> <li>▼ Bandura: Social cognitive theory &amp; self efficacy</li> <li>▼ Peer and media influence</li> <li>▼ Abby 33: Social Learning Theory</li> </ul> </li> </ul>	
12	<ul style="list-style-type: none"> <li>■ Empowerment Theory                             <ul style="list-style-type: none"> <li>▼ Introduction to alternative theories</li> <li>▼ Empowerment theory</li> </ul> </li> </ul>	

Unit	Topics	Assignments Due
13	<ul style="list-style-type: none"> <li>■ Conflict Theory                             <ul style="list-style-type: none"> <li>▼ Conflict theory</li> <li>▼ Social dominance theory</li> <li>▼ Classism</li> <li>▼ Globalization</li> </ul> </li> </ul>	
14	<ul style="list-style-type: none"> <li>■ Culture, Race, &amp; Ethnicity                             <ul style="list-style-type: none"> <li>▼ Social construction of race</li> <li>▼ Ethnocentrism</li> <li>▼ Racism</li> <li>▼ Abby 33: Critical Race Theory</li> </ul> </li> </ul>	
15	■ Course Wrap Up	Final Paper

## Course Schedule—Detailed Description

### Unit 1: Introduction to Course: Understanding Human Behavior and the Social Environment

**Topics**

- Introduction to Course: Understanding Human Behavior and the Social Environment
- Welcome
- Overview of Learning Contract/Syllabus
- Theoretical Perspectives: Social construction, eclecticism, person-in-environment, biopsychosocial perspective
- Critical Analysis
- Neurobiology and Social Work
- NASW Code of Ethics

This Unit relates to course objectives 1-5.

**\*Assignment 1 Guidelines distributed\***

**Required Readings**

Applegate, J. S., & Shapiro, J. R. (2005). *Neurobiology for clinical social work*. Chapter 1: The brain: An introductory tutorial (pp. 1-14). New York, NY: W. W. Norton.

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 23-33; 75-107; 383-388). Thousand Oaks, CA: Sage.

NASW—National Association of Social Workers. (n.d.). *Code of ethics*. Retrieved from <http://www.naswdc.org/pubs/code/default.asp>

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 1: The nature of theories. (pp. 10, 14-23). Boston, MA: Allyn & Bacon.

See, L. A. (2007). Introduction: Human behavior theory and the African American experience. In L.A. See (Ed.), *Human behavior in the social environment from an African American perspective* (2<sup>nd</sup> ed., pp. 3-25). New York, NY: Haworth Press.

## Unit 2: Systems Theory and Family

### Topics

- Systems Theory: Individual, Family, Community, Organizations, Macro Systems
- Strengths Perspective
- Family Resilience
- Video Case Study: Abby at 33

This Unit relates to course objectives 1-3.

### Required Readings.

Gray, M. (2011). Back to basics: A critique of the strengths perspective in social work. *Families in Society: The Journal of Contemporary Social Services*, 92(1), 5-11.  
doi: 10.1606/1044-3894.4054

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 39-43; 301-306; 341-370). Thousand Oaks, CA: Sage.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work. Chapter 2 - Systems Theory* (pp. 25-28, 35-43, and 49-58, as relevant to dynamic systems theory). Boston, MA: Allyn & Bacon.

Ungar, M. (2010). Families as navigators and negotiators: Facilitating culturally and contextually specific expressions of resilience. *Family Process*, 49(3), 421-435.

Walsh, F. (2006). *Strengthening family resilience* (2<sup>nd</sup> ed.). Foundations of a family resilience approach (pp. 3-26). New York, NY: Guilford Press.

## Unit 3: Ecological Perspective

### Topics

- Ecological Perspective
- Overview of Theory
- Application of Theory
- Stress

This Unit relates to course objectives 1-3.

### Required Readings

Greene, R. (2008). Ecological perspective: An eclectic theoretical framework for social work practice. In R. Greene (Ed.), *Human behavior theory and social work practice* (3<sup>rd</sup> ed., pp. 199-236). New York, NY: Aldine Transaction.

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp.7-17; 135-145). Thousand Oaks, CA: Sage.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work*. Chapter 2 - Systems theory (pp. 32-35; and 49-58, as relevant to ecological perspective). Boston, MA: Allyn & Bacon.

Sapolsky, R. M. (1998). *Why zebras don't get ulcers* (3<sup>rd</sup> ed.). Chapter 10: Stress and memory (pp. 202-225). New York, NY: St. Martin's Griffin.

Voydanoff, P. (2001). Conceptualizing community in the context of work and family. *Community, Work & Family*, 4(2), 133-156. Doi: 1080/13668800120061125

### Recommended Readings

Hong, J.S., Cho, H. Allen-Meares, P., & Espelage, D.L. (2011). The social ecology of the Columbine High School shootings. *Children and Youth Services Review*, 22, 861-868.

## Unit 4: Development in Infancy and Early Childhood

### Topics

- Biopsychosocial Developmental Milestones
- Pregnancy
- Infant and Early Childhood (0-5) Milestones
- The Context of Family and Siblings on Early Childhood Development
- Early Neurobiological Development
- Video: Abby 33: Developmental Milestones Part 2

This Unit relates to course objectives 4 and 5.

### \*Assignment 1: Written Critique due by 11:59pm PST\*

### Required Readings

Maschinot, B. (2008). The changing face of the United States: The influence of culture on early child development. (pp. 1- 11 only) Washington, DC: Zero to Three. Retrieved from [www.zerotothree.org](http://www.zerotothree.org).

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 388-441; 445-459; 461-470; 476-486). Thousand Oaks, CA: Sage.

Parker Dominguez, T., Schetter, C., Glynn, L., Hobel, C., & Sandman, C. (2008). Racial differences in birth outcomes: The role of general, pregnancy, and racism stress. *Health Psychology*, 2, 194-203.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 8 - Theories of life span development (pp. 201-213, infant to early childhood content). Boston, MA: Allyn & Bacon.

Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2009). *The development of the person*. Chapter 6: Adaptation in the toddler period: Guided self-regulation (pp. 106-120). New York, NY: Guilford.

### Recommended Readings

- Conger, K.J., & Kramer, L. (2010). Introduction to the special section: Perspectives on sibling relationships: Advancing child development research. *Child Development Perspectives*, 4(2) (69-71).
- Parker Dominguez, T., Schetter, C., Mancuso, R., Rini, C., & Hobel, C. (2005). Stress in African American pregnancies: Testing the roles of various stress concepts in prediction of birth outcomes. *Annals of Behavioral Medicine*, 29(1), 12-21.
- Reid, V. D., Dahl, D., Striano, T. (2010). The presence or absence of older siblings and variation in infant goal-directed motor development. *International Journal of Behavioral Development*, 34, 325-329. doi:10.1177/0165025409337570.

## Unit 5: Psychoanalytic Theory

### Topics

- Psychoanalytic Theory
- Topographical Theory: The conscious, preconscious and unconscious
- Structural theory: Id, ego and superego
- Stages of development
- The influence of early childhood experiences in personality development
- Video: Abby 33: Psychoanalytic Theory

This Unit relates to course objectives 2, 4, and 5.

### Required Readings

- Borden, W. (2009). *Contemporary psychodynamic theory and practice*. Chapter 2: Sigmund Freud and classical psychoanalytic tradition (pp. 10-25). Chicago, IL: Lyceum Books.
- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 55-58; 122-123). Thousand Oaks, CA: Sage.
- Milton, J., Polmear, C., & Fabricus, J. (2011). *A short introduction to psychoanalysis* (2<sup>nd</sup> ed.). Chapter 2: Basics of psychoanalytic theory (pp. 19-45). London, UK: Sage.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work*. Chapter 7: Psychodynamic theory (169-176, 191-200 as relevant to psychoanalytic theory). Boston, MA: Allyn & Bacon.

### Recommended Reading

- Danto, E. A. (1998). The ambulatorium: Freud's free clinic in Vienna. *International Journal of Psychoanalysis*, 79, 287-288.
- Grimberg, S. (2008). Psychological assessment. *Frieda Kahlo: Song of herself* (pp. 127-150). San Francisco, CA: Merrell Publishers.

Smith, W. B. (2007). Karen Horney and psychotherapy in the 21st century. *Clinical Social Work Journal*, 35, 57-66. doi:10.1007/s10615-006-0060-6

## Unit 6: Ego Psychology

### Topics

- Theory and evolution of ego psychology
- Ego development
- Ego functions and strengths
- Defense mechanisms
- Erik Erikson

This Unit relates to course objectives 2, 4, and 5.

### Unit 6: Ego Psychology, continued

#### Required Readings

Goldstein, E. G. (1995). *Ego psychology and social work practice* (2<sup>nd</sup> ed.). Chapter 5: Ego mastery and the processes of coping and adaptation (pp. 86-112).. New York, NY: The Free Press.

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 55-62; 123; 473-474). Thousand Oaks, CA: Sage.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 8: Theories of life span development: Erik Erikson (pp. 213-218). Boston, MA: Allyn & Bacon.

Schamess, G., & Shilkret, R. (2011). Ego psychology. In J. Berzoff, L. M. Flanagan, & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3<sup>rd</sup> ed., pp. 62-96). Lanham, MD: Jason Aronson.

Silverstein, R. (1996). Combat-related trauma as measured by ego developmental indices of defense and identity achievement. *The Journal of Genetic Psychology*, 157(2), 169-179.

#### Recommended Reading

Goldstein, E. G. (1995). *Ego psychology and social work practice* (2<sup>nd</sup> ed.). Chapter 4: The ego and its defenses (pp. 53-85). New York, NY: The Free Press.

Manning, M.C., Cornelius, L.J. & Okundaye, J.N. (2004). Empowering African Americans through social work practice: Integrating an Afrocentric perspective, ego psychology, and spirituality. *Families in Society*, 85(2), 229-235.

**Unit 7: Object Relations Theory****Topics**

- Object Relations Theory
- Mahler's theory of separation
- Winnicott's nature and quality of attachment
- Video: Abby 33: Object Relations Theory

This Unit relates to course objectives 2, 4, and 5.

**Required Readings**

- Applegate, J. S. (1990). Theory, culture, and behavior: Object relations in context. *Child and Adolescent Social Work, 7*, 85-100. (Instructor note: Classic article)
- Borden, W. (2009). *Contemporary psychodynamic theory and practice*. Chapter 8: D. W. Winnicott and the facilitating environment (pp. 89-106). Chicago, IL: Lyceum Books.
- Flanagan, L.M. (2011). Object relations theory. In J. Berzoff, , L. M. Flanagan, & P. Hertz,.*Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3<sup>rd</sup> ed., pp. 118-157). Lanham, MD: Jason Aronson.
- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 128-131). Thousand Oaks, CA: Sage.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 7: Psychodynamic Theory (pp. 181-185, section on Object Relations- Mahler). . Boston, MA: Allyn & Bacon.
- Winnicott, D.W. (1953). Transitional objects and transitional phenomena. *The International Journal of Psycho-Analysis, 34*, 89-97. (Instructor note: Classic article)

**Recommended Readings**

- Coates, S.W. (2004). John Bowlby and Margaret S. Mahler: Their lives and theories. *Journal of American Psychoanalytic Association, 52*, 571-603. doi: 10.1177/00030651040520020601
- Jones, K. (2005). The role of the father in psychoanalytic theory. *Smith College Studies in Social Work, 75*(1), 7-28.

**Unit 8: Attachment, Affect Regulation and Neurobiology****Topics**

- Attachment Theory
- Bowlby & Ainsworth
- Emotional Development, Affect Regulation and Neurobiology

This Unit relates to course objectives 1-5.

**\*Midterm exam posts to the VAC platform during Week 8\***

**Required Reading**

- Applegate, J. S., & Shapiro, J. R. (2005). *Neurobiology for clinical social work*. Chapter 4: Early affect regulation: Prelude to attachment (pp. 40-57). New York, NY: W. W. Norton.

- Brandell, J.R., & Ringel, S. (2007). *Attachment & dynamic practice*. Chapter 2: Bowlby's theory of attachment (pp. 29-52). New York, NY: Columbia University Press.
- Brandell, J.R., & Ringel, S. (2007). *Attachment & dynamic practice*. Chapter 4: Research on attachment (pp. 79-104). New York, NY: Columbia University Press.
- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 441-445; 475). Thousand Oaks, CA: Sage.
- Sable, P. (2008). What is adult attachment? *Clinical Social Work Journal*, 36, 21-30.  
doi: 10.1007/s10615-007-0110-8.
- Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2009). *The development of the person*. Chapter 5: Adaptation in infancy (pp. 87-105). New York, NY: Guilford.

### Recommended Reading

- Bowlby, J. (1979). *The making and breaking of affectional bonds* (Lecture 7, pp. 126-160). London: Tavistock.
- Penza, K. M., Heim, C., & Nemeroff, C. B. (2003). Neurobiological effects of child abuse: Implications for the pathophysiology of depression and anxiety. *Archives of Women's Mental Health*, 6, 15-22.
- Sable, P. (2000). *Attachment and adult psychotherapy*. The roots of attachment theory (pp. 3-26). Northvale, NJ: Jason Aronson.

## Unit 9: Development of School Age Children

### Topics

- Biopsychosocial Developmental Milestones
- School Age Children 6-12
- Violence, aggression and schools

This Unit relates to course objectives 2, 4, and 5.

**\*Midterm Exam Due during Week 9; Final Paper Guidelines distributed\***

### Required Readings

- Astor, R., Meyer, H., O., & Pitner, R. (2001). Elementary and middle school students' perceptions of violence-prone school subcontexts. *The Elementary School Journal*, 101(5), 511-528.
- Rose, A., & Rudolph, K. (2006). A review of sex differences in peer relationships processes: Potential trade-offs for the emotional and behavioral development of girls and boys. *Psychological Bulletin*, 132(1), 98-131.
- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 501-544). Thousand Oaks, CA: Sage.
- Sabol, T.J. & Pianta, R.C. (2012). Patterns of school readiness forecast achievement and socioemotional development at the end of elementary school. *Child Development*, 83(1), 282-299.

## Recommended Readings

Jackson, Y., & Warren, J.S. (2000). Appraisal, social support, and life events: Predicting outcome behavior in school-age children. *Child Development*, 71(5), 1441-1457.

## Unit 10: Cognitive and Moral Development Theories

### Topics

- Piaget and stages of cognitive development
- Moral development: Kohlberg's theory

This Unit relates to course objectives 2, 4, and 5.

### Required Readings

Hackman, D.A., Farah, M.J. & Meaney, M.J. (2010). Socioeconomic status and the brain: Mechanistic insights from human and animal research. *Neuroscience*, 11, 651-659.

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 113-120; 468-473). Thousand Oaks, CA: Sage.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Theories of cognitive and moral development (pp. 260-296, skipping Fowler's faith theory, pp. 282-285). Boston, MA: Allyn & Bacon.

Vourlekis, B. S. (2008). Cognitive theory for social work practice. In R. Greene (Ed.), *Human behavior theory and social work practice* (3<sup>rd</sup> ed., pp. 133-163). New York: Aldine De Gruyter.

### Recommended Readings

Kristjansson, K. (2004). Empathy, sympathy, justice and the child. *Journal of Moral Education*, 33(3), 291-305.

Smith, T.J. & Wallace, S. (2011). Social skills of children in the U.S. with comorbid learning disabilities and AD/HD. *International Journal of Special Education*, 26(3), 238-246.

## Unit 11: Behavioral and Social Cognitive (Social Learning) Theories

### Topics

- Behaviorism (Learning) Theories: Classical and operant conditioning
- Social learning theory
- Bandura: Social cognitive theory and self efficacy
- Peer and media influence
- Video: Abby 33: Social Learning Theory

This Unit relates to course objectives 2, 4, and 5.

**Required Readings**

- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-83). New York, NY: Academic Press. (Instructor note: Classic article)
- Bandura, A. (1999). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.) *Self-efficacy in changing societies* (pp. 1-45). Cambirdge, UK: Cambridge University Press.
- Chavis, A. M. (2012). Social learning theory and behavioral therapy: Considering human behaviors within the social and cultural context of individuals and families. *Journal of Human Behavior in the Social Environment*, 22, 54-64. doi: 10.1090/10911359.2011.598828.
- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 63-65; 113-120; 471). Thousand Oaks, CA: Sage.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work*. Behaviorism, social learning, and exchange theory, (pp. 345-358, skip exchange theory, pp. 364-376). Boston, MA: Allyn & Bacon.
- Usher, E.L. & Pajares, F. (2008). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78(4), 751-796. (Note: Read pp. 751-755, and *Synthesis* on pp. 780-791).

**Recommended Readings**

- Long, M., Steinke, J., Applegate, B., Lapinski, M.K., Johnson, J.J. & Ghosh, S. (2010). Portrayals of male and female scientists in Television programs popular among middle school-age children. *Science Communication*, 32(3), 356-382.

**Unit 12: Empowerment Theory****Topics**

- Introduction to alternative theories
- Empowerment theory

This Unit relates to course objectives 1, 2, and 5.

**Required Readings**

- Guo, W. & Tsui, M. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work*, 53(2), 233-245. doi: 10.1177/0020872809355391
- Hur, M.H. (2006). Empowerment in terms of theoretical perspectives: Exploring a typology of the process and components across disciplines. *Journal of Community Psychology*, 34(5), 523-540.
- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 17-23; 43-47). Thousand Oaks, CA: Sage.
- Kaplan, E.B. (2013). "We live in the shadow" *Inner-city kids tell their stories through photographs*. Chapter 2: The photovoice methodology (pp. 17-25). Philadelphia, PA: Temple University Press.
- Kaplan, E.B. (2013). "We live in the shadow" *Inner-city kids tell their stories through photographs*. Chapter 10: To hope for something (pp. 151-165). Philadelphia, PA: Temple University Press.

- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work*. Theories of empowerment (pp. 85-106). Boston, MA: Allyn & Bacon.
- Simon, B. (1987). Rethinking empowerment. *Journal of Progressive Human Services*, 1(1), 27-39.

### Recommended Readings

- Sellick, M., Delaney, R., & Brownlee, K. (2002). The deconstruction of professional knowledge: Authority without accountability. *Families in Society: The Journal of Contemporary Human Services*, 83, 493-498.
- Takasugi, K. (2009). Culturally sensitive community empowerment practices for indigenous people in the Philippines: Roles of non-indigenous community workers. *Social Sciences Review (Kwansei Gakuin University)*, 14, 93-116.
- Yoshikawa, H., Aber, J.L., & Beardslee, W.R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist*, 67(4), 272-284. doi: 10.1037/a0028015.

## Unit 13: Conflict Theory

### Topics

- Conflict theory
- Social dominance theory
- Classism
- Globalization

This Unit relates to course objectives 1, 2, and 5.

### Required Readings

- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 3: Conflict theory, (pp. 59-84, skip pp. 67-74). Boston, MA: Allyn & Bacon.
- Dominelli, L. (2001, September 10). Globalization, contemporary challenges and social work practice. *International Social Work*, 53, 599-612.
- Guillen, M. (2001). Is globalization civilizing, destructive, or feeble? A critique of five key debates in the social science literature. *Annual Review of Sociology*, 27, 235-260.
- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 43-45; 237-277). Thousand Oaks, CA: Sage.
- Sidanius, J., Pratto, F., van Laar, C., & Levin, S. (2004). Social dominance theory: Its agenda and method. *International Society of Political Psychology*, 25(6), 845-880.

### Recommended Readings

- Shapiro, T. M., Meschede, T., & Sullivan, L. (Ed.). (2010). The racial wealth gap increases fourfold. *Research and Policy Brief, May*. Waltham, MA: Institute on Assets and Social Policy, 1-4.

**Unit 14: Culture, Race and Ethnicity****Topics**

- Critical Race Theory
- Social construction of race
- Ethnocentrism
- Racism
- Video: Abby 33: Critical Race Theory

This Unit relates to course objectives 1, 2, and 5.

**Required Readings**

- Delgado, R., & Stefancic, J. (2012). *Critical race theory: An introduction* (2<sup>nd</sup> ed.). Introduction (pp. 1-14). New York, NY: New York University Press.
- Delgado, R., & Stefancic, J. (2012). *Critical race theory: An introduction* (2<sup>nd</sup> ed.). Power and the shape of knowledge. (pp. 67-86). New York, NY: New York University Press.
- Human Impact Partners (2013). *Family unity, family health: How family-focused immigration reform will mean better health for children and families: Executive summary*. Retrieved from: <http://www.familyunityfamilyhealth.org>.
- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 18-23; 207-217). Thousand Oaks, CA: Sage.
- Ortiz, L. & Jani, J. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education, 46* (2), 175-193.
- Sue, D.W., Capodilupo, C. M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 64*(4), 271-286.

**Recommended Readings**

- Harris, C. I. (1995). Critical race theory and legal doctrine. In K. Crenshaw, N. Gotanda, G. Reller, & K. Thomas (Eds.), *Critical race theory, the key writings that formed the movement* (pp. 276-291). New York, NY: The New Press.
- Park, K. (1996). Use and abuse of race and culture: Black/Korean tension in America. *American Anthropologist, 98*(3), 492-499.
- Pulido, L. (2002). Race and revolutionary politics: Black, Chicana/o, and Asian American leftists in Southern California. *Antipode, 34*(4), 762-788.
- Rios, V. (2009). The consequences of the criminal justice pipeline on Black and Latino masculinity. *The Annals of the American Academy of Political and Social Science, 127*(1), 150-162.

**Unit 15: Course Wrap Up and Review: Class Evaluation**

This Unit relates to course objectives 1-5.

- Course wrap up
- Discussion of lessons learned from the Final Paper assignment
- Course evaluations

**\*Final Paper Due by 11:59pm PST\***

**End of instruction: No live sessions after Unit 15**

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. 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 email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

### XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any 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.

Students from all academic centers (ie, University Park, Skirball, Orange County, San Diego, and VAC) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:ability@usc.edu).

### XII. EMERGENCY RESPONSE INFORMATION

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the 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.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

### **XIII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

### **XIV. POLICY ON LATE OR MAKE-UP WORK**

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.

### **XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

### **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

#### **Preamble**

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact one of the co-chairs of the sequence, Dr. Annalisa Enrile, at [enrile@usc.edu](mailto:enrile@usc.edu) or Dr. Martha Lyon-Levine, [lyon.levine@usc.edu](mailto:lyon.levine@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [rmaiden@usc.edu](mailto:rmaiden@usc.edu). Or, if you are a student of the VAC, contact Dr. Tyan Parker Dominguez, [tyanpark@usc.edu](mailto:tyanpark@usc.edu), for further guidance.

## **XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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