

## Social Work 605

### Human Development and Mental Health 3 Units VAC

<b>Instructor:</b>			
<b>E-Mail:</b>		<b>Course Day:</b>	
<b>Telephone:</b>		<b>Course Time:</b>	
<b>Office:</b>		<b>Course Location:</b>	
<b>Office Hours:</b>			

#### I. COURSE PREREQUISITES

SOWK 505

#### II. CATALOGUE DESCRIPTION

Understanding problem-producing behaviors and their ramifications on individuals, families, and groups that comprise the clientele in mental health settings. Required for students in Mental Health concentration.

#### III. COURSE DESCRIPTION

This 3-unit 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. Explanatory theories are expanded and deepened with a particular emphasis on the problems encountered in multicultural environments.

#### IV. COURSE OBJECTIVES

The Human Behavior and Mental Health course (SOWK 605) will:

Objective #	Objectives
1	Present the major theories of human behavior that explain particular syndromes and psychopathology most commonly seen in mental health settings.
2	Teach the impact of demographic factors such as age, gender, ethnicity/race, sexual orientation, socioeconomic status, and religious preference on mental health functioning; how they may assert risk or protective influence against mental health problems.
3	Provide opportunities to understand the interrelationship between oppression, disempowerment, and mental health problems.
4	Describe recent research and landmark studies of mental health for critical evaluation.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

The 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.

**VI. STUDENT LEARNING OUTCOMES**

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

	<b>Social Work Core Competencies</b>	<b>SOWK 605</b>	<b>Course Objective</b>
1	<b>Professional Identity</b>		
2	<b>Ethical Practice</b>		
3	<b>Critical Thinking</b>		
4	<b>Diversity in Practice</b>	*	<b>2 &amp; 3</b>
5	<b>Human Rights &amp; Justice</b>		
6	<b>Research Based Practice</b>		
7	<b>Human Behavior</b>	*	<b>1 &amp; 4</b>
8	<b>Policy Practice</b>		
9	<b>Practice Contexts</b>		
10	<b>Engage, Assess, Intervene, Evaluate</b>		

\* Highlighted in this course

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

<b>Competencies/ Knowledge, Values, Skills</b>	<b>Student Learning Outcomes</b>	<b>Method of Assessment</b>
<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>	1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Class discussions and exercises Assignments 1-3
	2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	Class discussions and exercises Assignments 1 and 3
	3. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Class discussions and exercises Assignments 1-3

<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>	4. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	<p>Class discussions and exercises</p> <p>Assignments 1-3</p>
	5. Critique and apply knowledge to understand person and environment.	

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

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Paper</b>	Week 6	20%
<b>Assignment 2: Quiz (in-class followed by a take-home portion)</b> The in-class will be 13% of the grade and take home will be 7% of the grade for a total of 20%	Week 12	20%
<b>Assignment 3: Paper</b>	Finals week TBD	50%
<b>Class Participation and Classroom Exercises</b>		10%

Each of the major assignments is described below.

**Assignment 1**

The first assignment is a paper which is a clinical application of theory. The student is asked to apply one of the explanatory theories discussed in Units 2-5 to a client they currently see in treatment or saw in first year placement. This will be a scholarly paper, drawing on the relevant literature. Diversity issues must be addressed. Length: 6-10 pages. Assignment guideline details are located in the *Document Toolbox* of the coursework page in the VAC.

**Due:** week 6

*This assignment relates to student learning outcomes 1-5.*

**Assignment 2**

The second assignment is a quiz that is given in-class and has a take-home portion. The in-class quiz will be comprised of multiple-choice questions and the take-home part will be short answer/essay. The material to be covered will be Units 6-11, both class lectures and assigned readings.

**Due:** week 12

*This assignment relates to student learning outcomes 1, 3, 4, and 5.*

**Assignment 3**

The final assignment is a paper. The student is asked to apply two theories that best explain a mental disorder (e.g., PTSD), symptom (e.g., depression), or problem (e.g., domestic violence). This is a scholarly paper, drawing upon empirical research and relevant literature. Diversity issues must be addressed. Length: 15-18 pages. A more detailed description of the assignment is located in the document toolbox in the coursework page of the VAC course.

**Due:** During finals week, exact date to be determined

*This assignment relates to student learning outcomes 1-5.*

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

Class participation is defined as students’ active engagement in class-related learning. Students are expected to participate fully in the discussions and activities that will be conducted in class. Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through the quality and depth of class comments, participation in small group activities, and experiential exercise and discussions related to readings, lectures, and assignments. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Class participation evaluation will be based on the following criteria:

1. **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
2. **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
3. **Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
4. **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never provide a constructive direction for the class. Integrative comments and effective challenges are absent.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4.00	A	92.5 – 100	A
3.60 – 3.84	A-	89.5 – 92.4	A-
3.25 – 3.59	B+	86.5 – 89.4	B+
2.90 – 3.24	B	82.5 – 86.4	B
2.60 – 2.89	B-	79.5 – 82.4	B-
2.25 – 2.59	C+	76.5 – 79.4	C+
1.90 – 2.24	C	73.5 – 76.4	C
		70.5 – 73.4	C-

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

Applegate, J., & Shapiro, J. (2005). *Neurobiology for clinical social work: Theory and practice*. New York, NY: Norton.

Berzoff, J; Flanagan, L.M; & P. Hertz. (2011). *Inside out and outside in*. (3<sup>rd</sup> ed.). Lanham, MD: Rowman and Littlefield Publishers.

Cozolino, L. (2010). *The neuroscience of psychotherapy*. (2<sup>nd</sup> ed.) New York, NY: W.W. Norton.

St. Clair, M. (2004). *Object relations and self psychology: An introduction* (4<sup>th</sup> ed.) Ontario, Canada: Thomson: Brooks/Cole.

**On Reserve**

All required articles, chapters in non-required books can be accessed through ARES. Books have been placed on reserve in Leavey Library. (Recommended readings for the most part are not on ARES). The VAC course in ARES may be under SOWK 605b (note the letter b).

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

## Course Schedule—Detailed Description

### Part One: Explanatory Theories of Emotional Disorders

#### Unit 1: Classical Freud, Ego Psychology, Social Learning, and Cognitive Behavioral Theories

##### Topics

- Review of theoretical concepts from foundation year as they apply to this course
- This Unit relates to course objectives 1-3.

##### Required Readings

- Berzoff, J. (2011). Freud's psychoanalytic concepts. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.), *Inside out and outside in* (3<sup>rd</sup> ed., pp. 18-47). Lanham, MD: Rowman & Littlefield.
- Berzoff, J. (2011). Psychodynamic theory and gender. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.), *Inside out and outside in* (3<sup>rd</sup> ed., pp. 241-257). Lanham, MD: Rowman & Littlefield.
- Berzoff, J. (2011). Psychosocial ego development: The theory of Erik Erikson. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in*. (3<sup>rd</sup> ed., pp. 97-117). Lanham, MD: Rowman & Littlefield.
- Cozolino, L. (2010). Neural integration in different models of psychotherapy. In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 22-35). New York, NY: Norton.
- Mattei, L. (2011). Coloring development: Race and culture in psychodynamic theories. In J. Berzoff, L.M. Flanagan, & P. Hertz. In *Inside out and outside in*. (3<sup>rd</sup> ed., pp. 258-283). Lanham, MD: Rowman & Littlefield.
- Shames, G., & Shilkret, R. (2011). Ego psychology. In J. Berzoff, L.M. Flanagan, & P. Hertz. *Inside out and outside in*. (3<sup>rd</sup> ed., pp. 62-96). Lanham, MD: Rowman & Littlefield.
- Shames, G., (2011). Structural theory. In J. Berzoff L.M. Flanagan, & P. Hertz. *Inside out and outside in*. (3<sup>rd</sup> ed., pp. 48-61). Lanham, MD: Rowman & Littlefield.
- Heller, N. & Northcutt, T. (2011). The integration of psychodynamic and cognitive behavior. In J. Berzoff, L.M. Flanagan, & P. Hertz. (3<sup>rd</sup> ed., pp. 208-221). Lanham, MD: Rowman & Littlefield.

**Please note that many of these chapters above were previously assigned in 1<sup>st</sup> year HBSE. Review as needed.**

In addition, one of the following:

- Goldstein, E. (2001). The evolution of object relations theory and self-psychology. In *Object relations theory and self-psychology in social work practice* (pp. 15-52). New York, NY: Free Press.
- St. Clair, M. (2004). The Freudian starting point. In *Object relations and self psychology: An introduction*. (4<sup>th</sup> ed., pp. 22-32). Ontario, Canada: Thomson: Brooks/Cole.

## Unit 2: Theories of Stress, Coping, and Posttraumatic Growth

### Topics

- Stress response
- Stress-Diathesis theory
- Short and long-term consequences of stress on health and social functioning
- Cognitive and emotional resiliency factors in children, adolescents, and adults

This Unit relates to course objectives 2-4.

### Required Readings

Harvard Mental Health Letter. (2011). Understanding the stress response, 27(9), 4-5.

Lupien, S., McEwen, B., Gunnar, M., & Heim, C. (2009). Effects of stress throughout the lifespan on the brain, behavior and cognition. *Neuroscience*, 10, 434-445.

Negy, C., Hammons, M., Reig-Ferrer, A., & Carper, T. (2010). The importance of addressing acculturative stress in marital therapy with Hispanic immigrant women. *International Journal of Clinical and Health Psychology*, 10(1) 5-21.

Tedeschi, R., Park, C., & Calhoun, L. (1998). Posttraumatic growth: Conceptual issues. In R. Tedeschi, C. Park, & L. Calhoun (Eds.) *Posttraumatic growth: Positive changes in the aftermath of crises* (pp. 11-22). New Jersey: Lawrence Erlbaum Associates. (Instructor Note: Classic article on PTG.)

Yakushko, O., Watson, M., & Thompson, S. (2008). Stress and coping in the lives of recent immigrants and refugees: Considerations for counseling. *International Journal for Advanced Counseling*, 30, 167-178.

### Recommended Readings

Bremner, J. D. (2002). *Does stress damage the brain?* New York, NY: Norton.

Carver, C. (1998). Resilience and thriving: Issues, models, and linkages. *Journal of Social Issues*, 54(2), 245-266. (Instructor Note: Classic.)

Danzer, R., O'Connor, J., Freund, G., Johnson, G., & Kelley, K. (2008). From inflammation to sickness and depression: When the immune system subjugates the brain. *Neuroscience*, 9, 46-57.

Glaser, R., & Kiecolt-Glaser, J. (2005). Stress-induced immune dysfunction: Implications for health. *Immunology*, 5, 243-251.

Sontag, L., Graber, J., Brooks-Gunn, J., & Warren, M. (2008). Coping with social stress: Implications for psychopathology in young adolescent girls. *Journal of Abnormal Child Psychology*, 36, 1159-1174.

## Unit 3: Biopsychosocial Theories

### Topics

- 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

This Unit relates to course objectives 1-4.

### Required Readings

Applegate, J., & Shapiro, J. (2005). The brain: An introductory tutorial. In *Neurobiology for clinical social work: Theory and practice* (pp. 1-14). New York, NY: Norton.

- Applegate, J., & Shapiro, J. (2005). The neurobiology of memory. In *Neurobiology for clinical social work: Theory and practice* (pp. 15-25). New York, NY: Norton.
- Burdge, B. (2007). Bending gender, ending gender: Theoretical foundations for social work practice. *Social Work, 52*(3), 243-250.
- Cozolino, L. (2010). Building and rebuilding the brain: Psychotherapy and neuroscience. In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 12-31). New York, NY: Norton.
- Viladrich, A., & Abraí'do-Lanza, A. F. (2009). Religion and mental health among minorities and immigrants in the U.S. In S. Loue & M. Sajatovic (Eds.), *Determinants of minority mental health and wellness* (pp. 149-174). New York, NY: Springer.

### Recommended Readings

- Barnard, A. (2007). Providing psychiatric mental health care for Native Americans: Lessons learned by a non-Native American PMHNP. *Journal of Psychosocial Nursing & Mental Health Services, 45*(5), 30-35.
- Cozolino, L. (2010). The human nervous system: From neurons to neural networks. In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 55-72). New York, NY: Norton.
- Cozolino, L. (2010). Laterality: One brain or two? In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 55-72). New York, NY: Norton.
- Cozolino, L. (2010). Multiple memory systems in psychotherapy. In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 73-92). New York, NY: Norton.
- Johnson, H. (2004). Fundamentals of neuroscience. In *Psyche and synapse: Expanding worlds* (Part 11, pp. 63-104). MA: Deerfield Valley Publishing.
- Lee, R., & Balick, M. (2003). Stealing the soul, soumwahu en naniak, and susto: Understanding culturally-specific illnesses, their origins and treatment. *Alternative Therapies in Health and Medicine, 9*(1), 106-111.
- LeVay, S. (1994). So full of shapes is fancy. In *The sexual brain* (pp. 105-130). Boston, MA: MIT Press. (Instructor Note: Others as interested; classic.)
- Mather, C. (2005). Accusations of genital theft: A case from northern Ghana. *Culture, Medicine, & Psychiatry, 29*, 33-52.
- Mays, V., & Cochran, S. (2001). Mental health correlates of perceived discrimination among lesbian, gay, and bisexual adults in the United States. *American Journal of Public Health, 91*(11), 1869.
- Phillips, M. (1998). The transformation of China's mental health services. *The China Journal, 19*(39), 1-36. (Instructor Note: Essential for international social work in China.)
- Ranjith, G., & Mohan, R. (2006). Dhat syndrome as a functional somatic syndrome: Developing a somatosomatic model. *Psychiatry, 69*(2), 142-150.
- Siegel, D. (2012). *The developing mind*. (2<sup>nd</sup> ed.). New York, NY: Guilford Press.
- Whitsett, D., & Whitsett, D. (1996). Anti-Black racism and its consequences: A self psychology/object relations perspective. *Journal of Analytic Social Work, 3*(4), 61-81.
- Yeh, C. J. (2003). Age, acculturation, cultural adjustment, and mental health symptoms of Chinese, Korean, and Japanese immigrant youths. *Cultural Diversity and Ethnic Minority Psychology, 9*(1), 34-48.

**Unit 4: The Biological and Developmental Perspectives****Topics**

- Interface between neuroscience and psychological research
- The psychobiology of psychopathology
- Affect regulation as a unifying principle
- Attachment Theory: Links to childhood and adult disorders

This Unit relates to course objectives 1, 3, and 4.

**Required Readings**

- Applegate, J., & Shapiro, J. (2005). Affect: Toward a neuropsychological integration. In *Neurobiology for clinical social work: Theory and practice* (pp. 26-39). New York, NY: Norton.
- Applegate, J., & Shapiro, J. (2005). Early affect regulation: Prelude to attachment. In *Neurobiology for clinical social work: Theory and practice* (pp. 40-57). New York, NY: Norton.
- Applegate, J., & Shapiro, J. (2005). Attachment: The relational base of affect regulation. In *Neurobiology for clinical social work: Theory and practice* (pp. 58-81). New York, NY: Norton.
- Applegate, J., & Shapiro, J. (2005). Vulnerable dyads: The quality of early caregiving relationships. In *Neurobiology for clinical social work: Theory and practice* (pp. 82-118). New York, NY: Norton.
- Cozolino, L. (2010). The neurobiology of attachment. In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 213-238). New York, NY: Norton.
- Cozolino, L. (2010). The social brain. In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 177-196). New York, NY: Norton.
- Gerdes, K. and Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. *Social Work*. 56(2), 141-148.
- Schore, A. N. (2012). Relational trauma and the developing right brain: An interface of psychoanalytic self psychology and neuroscience (pp. 52-70). In *The science of the art of psychotherapy*. New York, NY: W.W.Norton.
- Schore, J., & Schore, A. (2012). Modern attachment theory: The central role of affect regulation in development and treatment. In *The science of the art of psychotherapy*. (pp. 28-51).. New York, NY: W.W.Norton
- Schore, J., & Schore, A. (2010). Clinical social work and regulation theory: Implications of neurobiological models of attachment. In S. Bennet & J. Nelson (Eds.), *Essential Clinical Social Work Series* (pp. 57-75). New York, NY: Springer.
- Shilkret, R., & Shilkret, C. (2011). Attachment theory. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.), *Inside out and outside in* (3<sup>rd</sup> ed., pp. 186-207). Lanham, MD: Rowman & Littlefield.  
(Instructor Note: Review.)

**Recommended 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.
- Badenoch, B. (2008). Attaching. In *Being a brain-wise therapist* (pp. 52-75). New York, NY: Norton.
- Badenoch, B. (2008). The brain's building blocks. In *Being a brain-wise therapist* (pp. 7-22). New York, NY: Norton.

- Brandell, J., & Rangell, S. (2004). Psychodynamic perspectives on relationship: Implications of new findings from human attachment and the neurosciences for social work education. *Families in Society*, 85(4), 549-556. (Instructor note: very important article)
- Brisch, K. H. (2002). *Treating attachment disorders: From theory to therapy*. New York, NY: Guilford Press. (Instructor Note: Please read Sections 1 and 11.)
- Cicchetti, D., & Toth S. (1995). A developmental psychopathology perspective on child abuse and neglect. *Journal of the American Academy of Child and Adolescent Psychiatry*, 34, 541-565.
- Glaser, D. (2000). Child abuse and neglect and the brain—A review. *Journal of Child Psychology and Psychiatry*, 41(1), 97-116.  
(Instructor Note: Great review of the literature up to this date.)
- Karr-Morse, R., & Wiley, M. (1997). *Ghosts from the nursery: Tracing the roots of violence*. New York, NY: Atlantic Monthly Press.
- Lyons-Ruth, K., & Block, D. (1996). The disturbed caregiving system: Relations among childhood trauma, maternal caregiving, and infant affect and attachment. *Infant Mental Health*, 17(3), 257-275.
- Siegel, D. (2012). Mind, brain, and relationships. In *The developing mind* (2<sup>nd</sup> ed., pp. 1-45). New York, NY: Guilford Press.

## Unit 5: Current Psychoanalytic Theory

### Topics

- Building on the past: from Freud to modern psychodynamic theory
- The Relational Theories
- Optimal development arises within an empathic, attuned, parent-child dyadic system
- The intergenerational transmission of attachment problems

This Unit relates to course objectives 1-4.

### Required Readings

- Berzoff, J. (2011). Relational and intersubjective theories. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.), In *Inside out and outside in* (3<sup>rd</sup> ed., pp. 222-240). Lanham, MD: Rowman & Littlefield.
- Flanagan, L. M. (2011). Object relations theory. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.), In *Inside out and outside in* (3<sup>rd</sup> ed., pp. 118-157). Lanham, MD: Rowman & Littlefield.
- Flanagan, L. M. (2011). The theory of self psychology. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.), *Inside out and outside in* (3<sup>rd</sup> ed., pp. 158-185). Lanham, MD: Rowman & Littlefield.
- Kohut, H., & Wolf, E. (1978). Disorders of the self and their treatment: An outline. *International Journal of Psychoanalysis*, 59, 413-425. (Instructor Note: Landmark article.)
- St. Clair, M. (2004). Margaret Mahler: The psychological birth of the individual. In *Object relations and self psychology: An introduction* (4<sup>th</sup> ed., pp. 87-107). Ontario, Canada: Thomson: Brooks/Cole.

### Recommended Readings

- Banai, E., Shaver, P., & Mikulincer, M. (2005). "Selfobject" needs in Kohut's self psychology. *Psychoanalytic Psychology*, 22(2), 224-259.
- St. Clair, M. (2004). Innovative and transitional theorist. In *Object relations and self psychology: An introduction* (4<sup>th</sup> ed., pp. 36-51). Ontario, Canada: Thomson: Brooks/Cole.

St. Clair, M. (2004). Stephen Mitchell: The integrated relational model. In *Object relations and self psychology: An introduction* (4<sup>th</sup> ed., pp. 169-190). Ontario, Canada: Thomson: Brooks/Cole.

## Part Two: Symptomatology

### Unit 6: Trauma and Post Traumatic Stress Disorder

#### Topics

- Neurobiological and biopsychological paradigms

This Unit relates to course objectives 1-4.

#### Required Readings

- Alim, T., Charney, D., & Mellman, T. (2005). An overview of posttraumatic stress disorder in African Americans. *Journal of Clinical Psychology*, 62(7), 801-813.
- Basham, K. (2011). Trauma theories and disorders. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.), *Inside out and outside in* (3<sup>rd</sup> ed., pp. 440-474). Lanham, MD: Rowman & Littlefield.
- Lee, K. & Yoon, D. (2011). Factors influencing the general well-being of low-income Korean immigrant elders. *Social Work*, 56(3), 269-278.

#### Recommended Readings

- Degrug Leary, J. (2005). Post traumatic slave syndrome. In *Post traumatic slave syndrome* (p. 114). Portland, OR: Upton Press.
- Herman, J. L. (1992). *Trauma and recovery*. New York, NY: Basic Books.  
(Instructor Note: Classic; every student should read this book.)
- Kisiel, C., & Lyons, J. (2001). Dissociation as a mediator of psychopathology among sexually abused children and adolescents. *American Journal of Psychiatry*, 158, 1034-1039.
- Liotti, G. (1992). Disorganized/disoriented attachment in the etiology of the dissociative disorders. *Dissociation*, 4, 196-204.  
(Instructor Note: Classic.)
- Rothschild, B. (2000). *The body remembers: The psychophysiology of trauma and trauma treatment*. New York, NY: Norton.
- Siegel, D. (2003). An interpersonal neurobiology of psychotherapy: The developing mind and the resolution of trauma. In M. Solomon & D. Siegel (Eds.), *Healing Trauma* (pp. 1-56). New York, NY: Norton.
- Solomon, M., & Siegel, D. (Eds.) *Healing trauma*. New York, NY: Norton.
- Terr, L. (1991). Childhood traumas: An outline and overview. *American Journal of Psychiatry*, 148(1), 10-20.  
(Instructor Note: Classic.)
- van der Kolk, B. (1996). The black hole of trauma. In B. van der Kolk, A. McFarlane, & L. Weisaeth (Eds.), *Traumatic stress* (pp. 3-23). New York, NY: Guilford Press.
- van der Kolk, B. (1996). The body keeps the score. In *Traumatic stress* (pp. 214-242). New York, NY: Guilford Press.
- van der Kolk, B. (2003). Posttraumatic stress disorder and the nature of trauma. In M. Solomon, & D. Siegel (Eds.) *Healing trauma* (p. 168). New York, NY: Norton

Whitsett, D. (2006). The psychobiology of trauma and child maltreatment. *Cultic Studies Journal*, 5(3), 351-373.

### Unit 7: Dissociation and Other Trauma Related Phenomena

This Unit relates to course objectives 1 and 4.

#### Required Readings

Cozolino, L. (2010). Trauma and neural network dissociation. In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 262-285). New York, NY: Norton.

Gill, S. (2010). The therapist as psychobiological regulator: Dissociation, affect attunement and clinical process. *Clinical Social Work Journal*, 38(1), 260-268.

St. Clair, M. (2004). W. D. Fairbairn: A “pure” object relations model. In *Object relations and self psychology: An introduction* (4<sup>th</sup> ed., pp. 52-67). Ontario, Canada: Thomson: Brooks/Cole.

#### Recommended Readings

Bremner, J. D., & Marmar, C. (Eds.) (1998). *Trauma, memory, and dissociation*. Washington, DC: American Psychiatric Press.

Ryan, R. (1994). Posttraumatic stress disorder in persons with developmental disabilities. *Community Mental Health Journal*, 30(1), 45-54.

### Unit 8: Other Anxiety Disorders

This Unit relates to course objectives 1, 2, and 4.

#### Required Readings

Berzoff, J. (2011). Anxiety and its manifestations. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.) *Inside out and outside in* (3<sup>rd</sup> ed., pp. 416-439). Lanham, MD: Rowman & Littlefield.

Cozolino, L. (2010). The anxious and fearful brain. In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 239-261). New York, NY: Norton.

O'Connor, J. J. (2008) A flaw in the fabric: Toward an interpersonal psychoanalytic understanding of obsessive–compulsive disorder. *Journal of Contemporary Psychotherapy*, 38(1), 87-96.

Rodriguez, E. (2010). At the intersection of church and gay: A review of the psychological research on gay and lesbian Christians. *Journal of Homosexuality*, 57(1), 5-38.

#### Recommended Readings

Brisch, K. H. (2002). Attachment disorders in adults: Panic and agoraphobia. *Treating attachment disorders: From theory to therapy* (pp. 198-207). New York, NY: Guilford Press.

Mahoney, D. (2000). Panic disorder and self states. *Clinical Social Work Journal*, 28(2), 197-212.

Pennington, B. (2002). Disorders of action regulation. In *The development of psychopathology: Nature and nurture* (pp. 194-207). New York, NY: Guilford.

**Unit 9: Affective Disorders****Topics**

- Unipolar and bipolar depressions

This Unit relates to course objectives 1-4.

**Required Readings**

- Almeida, J., Johnson, R., Corliss, H., Molnar, B., & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth Adolescence*, *38*, 1001-1014.
- Beck, A. (2008). The evolution of the cognitive model of depression and its neurobiological correlates. *American Journal of Psychiatry*, *165*(8), 969-977.
- Berzoff, J., & Mendez, T. (2011). Mood disorders, with a special emphasis on depression. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.), *Inside out and outside in* (3<sup>rd</sup> ed., pp. 372-415). Lanham, MD: Rowman & Littlefield.
- St. Clair, M. (2004). D. W. Winnicott: Pediatrician with a unique perspective. In *Object relations and self psychology: An introduction* (4<sup>th</sup> ed., pp. 68-86). Ontario, Canada: Thomson: Brooks/Cole.
- Zayas, L., Gulbas, L., Fedoravicius, N., & Cabassa, L. (2010). Patterns of distress, precipitating events, and reflections of suicide attempts by young Latinas. *Social Sciences and Medicine*, *70*, 1773-1779.
- Wei, M., Liao, K., Chao, R., Mallinckrodt, B., and Botello-Zamarron, P. (2010). Minority stress, perceived bicultural competence, and depressive symptoms among ethnic minority college students. *Journal of Counseling Psychology*, *57*(4), 411-422.

**Recommended Readings**

- Brisch, K. H. (2002). Attachment disorders in adults: Depressive symptoms and depression in old age. In *Treating attachment disorders: From theory to therapy* (pp. 208-213, 231). New York, NY: Guilford Press.
- Deitz, J. (1991). The psychodynamics and psychotherapy of depression: Contrasting the self psychological and the classical psychoanalytic perspectives. *American Journal of Psychoanalysis*, *51*(1), 61-70.
- Duke, P., & Hochman, G. (1992). *A brilliant madness*. New York, NY: Bantam Books.  
(Instructor Note: Autobiography of Patty Duke.)
- Haas, A., Eliason, M., Mays, V. M., Mathy, R. M., Cochran, S. D., D'Augelli, A. R., Clayton, P. J. (2011). Suicide and suicide risk in lesbian, gay, bisexual, and transgender populations: Review and recommendations. *Journal of Homosexuality*, *58*(1), 10-51.
- Harvard Mental Health Letter. (2002). Depression in children—Part 1, *18*(8), 1-3.
- Harvard Mental Health Letter. (2007). Bipolar disorder in children, *23*(11), 1-3.
- Shobe, M., Coffman, M., & Dmoschowski, J. (2009). Achieving the American dream: Facilitators and barriers to health and mental health in Latino immigrants. *Journal of Evidence-Based Social Work*, *6*, 92-110.
- Whybrow, P. (1997). The legacy of the lizard. The anatomy of the emotional brain. In *A mood apart*. New York, NY: Harper Perennial. (Instructor Note: Other chapters also recommended; classic.)

**Unit 10: Personality Disorders****Topics**

- Focus on Borderline Personality Disorder

This Unit relates to course objectives 1-4.

**Required Readings (Unit 10 and Unit 11)**

Cozolino, L. (2010). The self in exile: Narcissism and pathological caretaking. In *The neuroscience of psychotherapy* (2<sup>nd</sup> ed., pp. 286-304). New York, NY: Norton.

Goldstein, E. (2001). The evolution of object relations theory and self psychology. In *Object relations theory and self psychology in social work practice* (pp.15-52). New York, NY: Free Press.  
(Instructor Note: Please read Chapters 3, 4, and 5. If you haven't read them; see Unit 1.)

Hertz, P. (2011). Personality disorders with a special emphasis on Borderline and Narcissistic syndromes. In J. Berzoff, L.M. Flanagan, & P. Hertz.(Eds.), *Inside out and outside in* (3<sup>rd</sup> ed., pp. 325-371). Lanham, MD: Rowman & Littlefield.

St. Clair, M. (2004). Heinz Kohut: Self psychology and narcissism. *Object relations and self psychology: An introduction* (4<sup>th</sup> ed., pp. 145-168). Ontario, Canada: Thomson: Brooks/Cole.

St. Clair, M. (2004). Otto Kernberg: A synthesis. *Object relations and self psychology: An introduction* (4<sup>th</sup> ed., pp. 124-144). Ontario, Canada: Thomson: Brooks/Cole.

**Recommended Readings**

Brisch, K. H. (2002). Attachment disorders in adults; Narcissistic and borderline disorders. In *Treating attachment disorders: From theory to therapy* (pp. 214-225). New York, NY: Guilford Press.

Harvard Mental Health Letter. (2004). Narcissism and self-esteem, 20(8), 1-4.

Miller, A. (1986). Depression and grandiosity as related forms of narcissistic disturbance. In A. Morrison (Ed.), *Essential papers on narcissism* (pp. 323-347). New York, NY: New York University Press, .  
(Instructor Note: Classic.)

Schore, A. (1994). Developmental psychopathology of personality disorders. In *Affect regulation and the origin of the self* (pp. 415-430). Hillsdale, NJ: Lawrence Erlbaum Publishing.

Schore, A. (1994). Psychotherapy of developmental disorders. In *Affect regulation and the origin of the self* (pp. 443-476). Hillsdale, NJ: Lawrence Erlbaum Publishing.

Widiger, T. (2000). Gender bias in the diagnosis of personality disorders. *Harvard Mental Health Letter*, 16(10), 5-7.

**Unit 11: Personality Disorders (Continued)****Topics**

- Focus on Narcissistic Personality Disorder

This Unit relates to course objectives 1, 2, and 4.

**Required Readings**

Readings for this unit are integrated in the readings for Unit 10.

**Unit 12: Schizophrenias, Psychoses, and Paranoid States**

This Unit relates to course objectives 1-4.

**Required Readings**

- Cullberg, J. (2006). Neurobiological vulnerability factors. In *Psychosis* (pp. 56-72). London, UK and New York, NY: Routledge.
- Diederer, K. M. (2010). The quirky brain: Why people hear voices. *Harvard Mental Health Letter*, 27(13), 5. Boston, MA: Harvard Health Publications.
- Hertz, P. (2011). The psychoses, with a special emphasis on schizophrenia. In J. Berzoff, L. Melano, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3<sup>rd</sup> ed., pp. 294-324). Lanham, MD: Rowman & Littlefield.

**Recommended Readings**

- Harvard Mental Health Letter. (2009). Infection, inflammation, and mental illness, 26(4), 1-3.

**Unit 13: Disorders of Childhood****November 15, 2011****Topics**

- The autistic spectrum and externalizing disorders
- This Unit relates to course objectives 1 and 4.

**Required Readings**

- Applegate, J., & Shapiro, J. (2005). Infant mental health: From understanding to prevention. In *Neurobiology for clinical social work: Theory and practice* (pp. 119-140). New York, NY: Norton.
- Brisch, K.H. Attachment disorders in childhood. In *Treating attachment disorders from theory to treatment*. (pp. 153-185). New York: Guilford Press.
- Cozolino, L. (2010). The executive brain. In *The neuroscience of psychotherapy* (pp. 115-132). New York, NY: Norton.
- Perry, B., & Szalavitz, M. (2007). Stairway to heaven. In *The boy who was raised as a dog* (pp. 57-80). New York, NY: Basic Books.
- Szalavitz, M., & Perry, B. (2010). The intense world. In *Born for love* (pp. 72-95). New York, NY: Harper Collins.

**Recommended Readings**

- Baron-Cohen, S., Tager-Flusberg, H., & Cohen, D. (2000). *Understanding other minds*. New York, NY: Oxford University Press.
- Bradley, S. (2000). Externalizing disorders: The disruptive behavior disorders. In *Affect regulation and the development of psychopathology* (pp. 203-228). New York, NY: Guilford.
- Brisch, K. H. (2002). Attachment disorders in school-age children: School phobias, underachievement, aggressiveness. In *Treating attachment disorders: From theory to therapy* (pp. 163-176). New York, NY: Guilford Press.
- Burt, A., Krueger, R., McGue, M., & Iacono, W. (2003). Parent-child conflict and the comorbidity among childhood externalizing disorders. *Archives of General Psychiatry*, 60(5), 505-513.
- Fisher, P., Gunnar, M, Dozier, M., Bruce, J., & Pears, K. (2006). Effects of therapeutic interventions for foster children on behavioral problems, caregiver attachment, and stress regulatory neural systems. *Annals of the New York, NY Academy of Sciences*, 1094, 215-225.
- Gorman, C. (2003). The new science of dyslexia. *Time*, July 28<sup>th</sup>, 52-59.

Perry, B., & Szalavitz, M. (2010). No mercy. In *Born for love* (pp. 120-144). New York, NY: Harper Collins. (Instructor Note: And other chapters.)

## Part Three: Special Topics

**Unit 14: Domestic Violence**

**November 22<sup>nd</sup>, 2011**

### Topics

- The family as a holding environment
  - Application of theory to domestic violence
  - Biological, psychological, and social effects of domestic violence on children, adolescents, and adults
- This Unit relates to course objectives 1-4.

### Required Readings

Karr-Morse, R., & Wiley, M. (1997). The hand that rocks. In *Ghosts from the nursery* (pp. 175-220). New York, NY: Atlantic Monthly Press. (Instructor Note: Classic.)

McCluskey, M.J. (2010). Psychoanalysis and domestic violence: Exploring the application of object relations theory in social work field placement. *Clinical Social Work Journal*, 38, 435-442.

Siever, L. J. (2008) Neurobiology of aggression and violence. *The American Journal of Psychiatry*. 165(1), 429-442.

### Recommended Readings

Bartholemew, K., Henderson, A., & Dutton, D. (2001). Insecure attachment and abusive intimate relationships. In C. Clulow (Ed.), *Adult attachment and couple psychotherapy* (pp.43-61) . London, England: Brunner-Routledge.

Davies, J. M., & Frawley, M. C. (1994). *Treating the adult survivor of childhood sexual abuse: A psychoanalytic perspective*. New York, NY: Basic.

Dutton, D. (2007). Female intimate partner violence and developmental trajectories of abusive females. *International Journal of Men's Health*, 6(1), 54-70.

Hosser, D., Raddatz, S., & Windzio, M. (2007). Child maltreatment, revictimization, and violent behavior. *Violence and Victims*, 22(3), 318-333.

Iacoboni, M. (2008). *Mirroring people* (pp. 204-210). New York, NY: Farrar, Straus and Giroux. (Instructor Note: On violence and the media.)

Keenan-Miller, D., & Hammen, C. (2007). Adolescent psychosocial risk factors for severe intimate partner violence in young adulthood. *Journal of Consulting and Clinical Psychology*, 75(3), 456-463.

Lalich, J. (1997) Dominance and submission: The psychosexual exploitation of women in cults. *Cultic Studies Journal*, 14(4), 4-21.

Waldinger, R., & Toth, S. (2001). Maltreatment and internal representations of relationships: Core relationship themes in the narratives of abused and neglected preschoolers. *Social Development*, 10(1), 41-58.

**Unit 15: The Addictions****Topics**

- Addictions, eating disorders, and related phenomena
- Adolescent risk factors
- Mediating variables: Family/school/community collaboration

This Unit relates to course objectives 1-4.

**Required Readings**

- Boisvert, J. A., & Harrell, W. A. (2009). The effects of English-speaking in the household and immigrant heritage on eating disorder symptomatology among Canadian women & men. *Women's Health and Urban Life, 8*(2), 64-83.
- Budd, G. (2007). Disordered eating: Young women's search for control and connection. *Journal of Child and Adolescent Psychiatric Nursing, 20*(2), 96-106.
- Farber, S. (2008). Traumatic attachment and dissociation in self-harm (eating disorders and self-mutilation). *Clinical Social Work Journal, 36*(1), 63-72.
- Fetting, M. (2012). Self-medication, psychoanalytic, and psychodynamic theories. In *Perspectives on Addiction* (pp. 93-110). Thousand Oaks, CA: Sage Publications.
- Padilla, Y., Crisp, C., & Rew, D. L. (2010). Parental acceptance and illegal drug use among gay, lesbian, and bisexual adolescents: Results from a national survey. *Social Work, 55*(3), 265-275.
- Wolrich, M. (2011). Body dysmorphic disorder and its significance to social work. *Clinical Social Work Journal, 39*, 101-110.

**Recommended Readings**

- Bachar, E. (1998). The contributions of self psychology to the treatment of anorexia and bulimia. *American Journal of Psychotherapy, 52*(2), 147.
- Brisch, K. H. (2002). Attachment disorders in adolescence: Addictive disorders. In *Treating attachment disorders: From theory to therapy* (pp. 177-182). New York, NY: Guilford Press.
- Farber, S., Tabin, J., Jackson, C., & Bachar, E. (2007). Death and annihilation anxieties in anorexia nervosa, bulimia, and self-mutilation. *Psychoanalytic Psychology, 24*(2), 289-305.
- Hofler, D. Z., & Kooyman, M. (1996). Attachment transition, addiction and therapeutic bonding: An integrative approach. *Journal of Substance Abuse Treatment, 13*(6), 511-519.
- Iacoboni, M. (2008). *Mirroring people* (pp. 414-218). New York, NY: Farrar, Straus and Giroux. (Instructor Note: On addiction.)
- Johnson, H. (2004). Substance abuse and addictions. In *Psyche and synapse: Expanding worlds*. (pp. 255-296). Greenfield, MA: Deerfield Publishing.
- Pelletier, L., & 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.

**STUDY DAYS / NO CLASSES****FINAL ASSIGNMENT DUE**

## University Policies and Guidelines

### 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 (including the Virtual Academic Center) 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 the chair of the Mental Health concentration, Dr. Concha Barrio. 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 June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@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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