



USC | School of Social Work

Social Work 505 – SECTION 67251

Human Behavior and the Social Environment

3 Units

“We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.” – Maya Angelou

FALL 2016 – AUGUST 29 – DECEMBER 17



Instructor: MAJ Chris Atkins, LCSW
E-Mail: atkinsc@usc.edu **Course Day:** MONDAYS
Telephone: 423-315-2222 (&text) **Course Time:** 4:00pm-5:15pmPST
Office Hours: Virtual Academic Center, by Appt.

I. COURSE PREREQUISITES

SOWK 503

II. CATALOGUE DESCRIPTION

The course of human life, including factors which impinge on the developmental continuum between normal and pathological conditions.

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 adolescence through late adulthood. 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 as embodied in the Southern California region.

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 as 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

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 format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

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

	Social Work Core Competencies	SOWK 505	Course Objective
1	Demonstrate Ethical and Professional Behavior	*	1
2	Engage in Diversity and Difference in Practice	*	2, 3
3	Advance Human Rights and Social, Economic, and Environmental Justice		
4	Engage in Practice-informed Research and Research-informed Practice		
5	Engage in Policy Practice		
6	Engage with Individuals, Families, Groups, Organizations, and Communities		
7	Assess Individuals, Families, Groups, Organizations, and Communities	*	4, 5
8	Intervene with Individuals, Families, Groups, Organizations, and Communities		
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		

* 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>1. Demonstrate Ethical and Professional Behavior:</p> <ul style="list-style-type: none"> Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior Understand the profession's history, its mission, and the roles and responsibilities of the profession Understand the role of other professions when engaged in inter-professional teams Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective Understand emerging forms of technology and the ethical use of technology in social work practice 	<p>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<p>Assignment 1, 3 Class Participation</p>
	<p>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	<p>Assignment 3 Class Participation</p>
	<p>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;</p>	<p>Assignments 1, 2, 3 Class Participation</p>
	<p>Use technology ethically and appropriately to facilitate practice outcomes;</p>	
	<p>Use supervision and consultation to guide professional judgment and behavior.</p>	
<p>2. Engage in Diversity and Difference in Practice:</p> <ul style="list-style-type: none"> Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Understand 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. Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. 	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Assignments 1, 2, 3 Class Participation</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	<p>Assignment 1, 3 Class Participation</p>
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Assignments 1, 2, 3 Class Participation</p>

<p>7. Assess Individuals, Families, Groups, Organizations, and Communities:</p> <ul style="list-style-type: none"> ▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. ▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. ▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making. 	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Assignments 1, 2, 3</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>Assignments 1, 2, 3</p>
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1 Short Essay Paper	Unit 4	15%
Assignment 2 Young Adult Development Paper	Unit 9	35%
Assignment 3 Older Adult Development Paper & Presentation	Unit 15	40%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignment 1 Short Essay Paper

A short essay paper covering 505 Units 1-4, using critical thinking and writing skills, applying ethical principles and theoretical analysis. Essay questions and instructions provided by your instructor.

Due: Unit 4

This assignment relates to student learning outcomes 1, 2 and 7.

Assignment 2 Young Adult Development Paper

This paper will provide a case study and a critical theoretical analysis based on an a young adult fictional character (the protagonist of a novel; title and detailed instructions will be provided by your instructor). This assignment covers material from 505 Units 1-8 and 503.

Due: Unit 9

This assignment relates to student learning outcomes 1, 2 and 7.

Assignment 3 Older Adult Development Paper & Presentation

This assignment consists of an in person life history interview that the student conducts with a 70+ adult and a paper that provides a developmental theoretical analysis and self-reflection. Students will also make a professional presentation of their paper to the class. Detailed instructions and guidelines for the interview, paper and presentation will be provided by your instructor. This assignment is cumulative covering material from 503 and 505.

Due: Unit 15

This assignment relates to student learning outcome 1, 2 and 7.

Class Participation (10% of Course Grade)

Your active engagement in this class is considered essential to your growth as a practitioner. Your presence in class along with preparation by having read, completed the asynchronous material and considered the assignments, and participation in discussion and activities are required. *Students must abide by all VAC classroom decorum guidelines.*

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-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). *Contemporary human behavior theory: A critical perspective for social work* (3rd ed.). Boston, MA: Allyn & Bacon.

An additional text will be required for Assignment 2; *title provided by your section instructor the first week of class* (each section uses a different novel).

Course Readings are available online through ARES, USC's Course Reserves system, under the 505 Course Lead name of Dr. Karra Bikson <https://reserves.usc.edu/ares/>

Recommended Textbooks

Berzoff, J., Flanagan, L.M., & Hertz, P. (2016). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (4th ed.). Lanham, MD: Rowman & Littlefield Publishers.

Recommended Guides for APA Style Formatting

OWL Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/section/2/10/>

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. <http://www.apastyle.org/>

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

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3rd ed.). New York, NY: Wadsworth Publishing Company.

Recommended Websites

USC Libraries Research Guides: Social Work LibGuide <http://libguides.usc.edu/socialwork>

USC Guide to Avoiding Plagiarism http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm

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

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

Course Overview

Unit	Topics	Assignments
1	<ul style="list-style-type: none"> ■ Introduction to Course: Understanding Human Behavior and the Social Environment <ul style="list-style-type: none"> ▼ Welcome & Introduction to the Course ▼ Overview of Learning Contract/Syllabus ▼ Social Work Libguides http://libguides.usc.edu/socialwork ▼ Academic Integrity Tutorials ▼ Self Assessment from 503 	
2	<ul style="list-style-type: none"> ■ Review of SOWK 503 <ul style="list-style-type: none"> ▼ NASW Social Work Code of Ethics http://www.socialworkers.org/pubs/code/code.asp ▼ Basics of Social Work Concepts and Theories of Human Behavior in the Social Environment ▼ Positionality and professionalism ▼ Review Self Assessment from 503 	
3	<ul style="list-style-type: none"> ■ Theories of Gender <ul style="list-style-type: none"> ▼ Overview of basic feminist theories ▼ Theories of masculinity ▼ Gender Dynamics ▼ Gender stereo-typing ▼ Sexism 	
4	<ul style="list-style-type: none"> ■ LGBTQI Theories <ul style="list-style-type: none"> ▼ Sexual orientation ▼ Identity formation ▼ Biological theories ▼ Psychosocial theories ▼ Significant issues and life events ▼ Homophobia & Transphobia 	DUE: Assignment 1
5	<ul style="list-style-type: none"> ■ Intersectionality <ul style="list-style-type: none"> ▼ Traditional versus intersectional models ▼ Factors and attributes of diversity ▼ Integrating Critical Race, Conflict and Gender Studies ▼ Challenges of diversity 	
6	<ul style="list-style-type: none"> ■ Health Behavior Theories <ul style="list-style-type: none"> ▼ Stages of change (Transtheoretical Model of Health Behavior Change) ▼ Reasoned Action (Theory of Planned Behavior) ▼ Health Belief Model 	
7	<ul style="list-style-type: none"> ■ Adolescent Development <ul style="list-style-type: none"> ▼ Biological Development ▼ Psychosocial Development ▼ Social Issues ▼ Identity Formation ▼ Youth Resiliency and Empowerment 	

Unit	Topics	Assignments
8	<ul style="list-style-type: none"> ■ Emerging Adulthood <ul style="list-style-type: none"> ▼ Biological Development/Physical Changes ▼ Risk Taking Behaviors ▼ Psychological Development ▼ Relationship Formation 	
9	<ul style="list-style-type: none"> ■ Middle Adulthood <ul style="list-style-type: none"> ▼ Biological Development ▼ Psychological Development ▼ Social Development ▼ Theories of Adult Development (Levinson, Peck) 	DUE: Assignment 2
10	<ul style="list-style-type: none"> ■ Older Adult Development <ul style="list-style-type: none"> ▼ Stereotypes on Aging ▼ Biological Development ▼ Sexuality ▼ Physical & Cognitive Disabilities 	
11	<ul style="list-style-type: none"> ■ Older Adulthood (Continued) <ul style="list-style-type: none"> ▼ Psychosocial Development ▼ Life Course Perspective ▼ Ego integrity v. Despair ▼ Life Review 	
12	<ul style="list-style-type: none"> ■ Spirituality <ul style="list-style-type: none"> ▼ Transpersonal Theories ▼ Maslow: Self-actualization & Self-transcendence ▼ Fowler: Stages of Spiritual Development ▼ Culture and Spirituality 	
13	<ul style="list-style-type: none"> ■ Grief and Loss <ul style="list-style-type: none"> ▼ Stage Models of Grief ▼ Grief and Loss Across the Lifespan ▼ Diverse Expressions of Grief 	
14	<ul style="list-style-type: none"> ■ Course Review <ul style="list-style-type: none"> ▼ Cumulative Review of 503 & 505 ▼ Review of Social Work Concepts and Theories of Human Behavior in the Social Environment 	
15	<ul style="list-style-type: none"> ■ Older Adult Interview Presentations <ul style="list-style-type: none"> ▼ Student Presentations ▼ Q & A 	DUE: Assignment 3
STUDY DAYS / NO CLASSES		
FINAL EXAMINATIONS		

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 & Introduction to the Course
 - ▼ Overview of Learning Contract/Syllabus
 - ▼ Social Work Libguides
 - ▼ Academic Integrity Tutorials: “Avoiding Plagiarism” & “Organizing Your Sources”
- Positionality and professionalism
- Self Assessment from 503

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

Required Readings

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). The nature of theories. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 1-24). Boston, MA: Allyn & Bacon.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). Application of theories. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 409-428). Boston, MA: Allyn & Bacon.

Recommended Readings

Review readings from 503 as needed.

Unit 2: Review of 503

Topics

- Review of SOWK 503
 - ▼ Basics of Social Work Concepts and Theories of Human Behavior in the Social Environment
 - ▼ Review Self Assessment from 503
- Film: “Unnatural Causes”

This Unit relates to course objectives 1-5.

Required Readings

Review readings from 503 as needed.

NASW Social Work Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>

Recommended Readings

Rogers, A.T. (2013). Human behavior and the social work profession. In *Human behavior in the social environment* (3rd ed., pp. 1-21). New York, NY: Routledge.

Rogers, A.T. (2013). Lenses for conceptualizing problems and interventions: The person in environment. In *Human behavior in the social environment* (3rd ed., pp. 22-56). New York, NY: Routledge.

Rogers, A.T. (2013). Lenses for conceptualizing problems and interventions: Biopsychosocial dimensions. In *Human behavior in the social environment* (3rd ed., pp. 57-102). New York, NY: Routledge.

Unit 3: Theories of Gender**Topics**

- Theories of Gender
 - ▼ Overview of basic feminist theories
 - ▼ Theories of masculinity
 - ▼ Gender Dynamics
 - ▼ Gender stereo-typing
 - ▼ The Girl Effect
- Sexism

This Unit relates to course objectives 2, 3, and 5.

Required Reading

- Gilligan, C. (1982). In a different voice. In *Psychological theory and women's development* (pp. 24-39). Cambridge, MA: Harvard University Press.
- Levant, R.F. (2008). Towards the reconstruction of masculinity. In R.F. Levant and W.S. Pollack (Eds.), *A new psychology of men*, (pp. 229-251). New York, NY: BasicBooks.
- Martino, S. and Lauriano, S. (2013). Feminist identity and the superwoman ideal. *Journal of Behavioral Health, 2*(2), 167-172.
- Payne, M. (2014). Feminist practice. In *Modern social work theory* (4th ed., pp. 348-372). Chicago, IL: Lyceum.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). Feminist theory. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 107-133). Boston, MA: Allyn & Bacon.

Recommended Reading

- Carr, E. (2003). Rethinking empowerment theory using a feminist lens: The importance of a process. *Affilia, 18*, 8-20.
- Collins, P. H. (1999). Distinguishing features of Black feminist thought. In *Black feminist thought: knowledge, consciousness, and the politics of empowerment* [10th anniversary ed.] (pp. 21-43). New York, NY: Routledge.
- Hooks, B. (2000). *From margin to center. The significance of a feminist movement* (pp. 34-42). Cambridge, MA: Southend Press.
- Hooks, B. (2000). *From margin to center. Men: Comrades in Struggle* (pp. 68-83). Cambridge, MA: Southend Press.
- Pollack, W.S. (2008). No man is an island: Toward a new psychoanalytic psychology of men. In R.F. Levant and W.S. Pollack (Eds.), *A new psychology of men*, (pp. 33-67). New York, NY: BasicBooks.

Unit 4: LGBTQI Theories**Topics**

- LGBTQI Theory
 - ▼ Sexual orientation
 - ▼ Identity formation & Coming Out
 - ▼ Biological theories
 - ▼ Psychosocial theories
 - ▼ Significant issues and life events
- Homophobia & Transphobia
- **ASSIGNMENT 1 DUE**

This Unit relates to course objectives 2, 3, and 5.

Required Reading

Cass, V. (1979). Homosexual identity formation: A theoretical model. *Journal of Homosexuality*, 4(5), 219-235.

Harper, G. W., Jernewall, N., & Zea, M. C. (2004). Giving voice to emerging science and theory for lesbian, gay, and bisexual people of color. *Cultural Diversity and Ethnic Minority Psychology*, 10(3), 187-199.

Mosher, C. M. (2001). The social implications of sexual identity formation and the coming-out process: A review of the theoretical and empirical literature. *The Family Journal*, 9, 164-173.
doi:10.1177/1066480701092011

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). Theories of empowerment. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 85-106). Boston, MA: Allyn & Bacon.

Recommended Reading

Kreukels, B.P. and Cohen-Kettenis, P.T. (2011). Puberty suppression in gender identity disorder: The Amsterdam experience. *Nature Reviews Endocrinology*, 7(8), 466-472.

Schöning, S. et. al. (2010). Neuroimaging differences in spatial cognition between men and male-to-female transsexuals before and during hormone therapy. *The Journal of Sexual Medicine*, 7(5), 1858-1867.

Unit 5: Intersectionality**Topics**

- Intersectionality
 - ▼ Sojourner Truth "Ain't I Woman?"
 - ▼ Traditional versus intersectional models
 - ▼ Integrating Critical Race, Conflict and Gender Studies
 - ▼ Factors and attributes of diversity
 - ▼ Intercultural competence & humility
 - ▼ Intersectionality DNA Exercise

This Unit relates to course objectives 3-5.

Required Reading

Cho, S., Crenshaw, K.W., and McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs*, 38(4), 785-810

Parks, C., Hughes, T., & Matthews, A. (2004). Race/ethnicity and sexual orientation: Intersecting identities. *Cultural Diversity and Ethnic Minority Psychology, 10*(3), 241-254. doi:10.1037/1099-9809.10.3.241

Payne, M. (2014). Anti-oppressive and multicultural sensitivity approaches to practice. In *Modern social work theory* (4th ed., pp. 373-400). Chicago, IL: Lyceum.

Recommended Reading

Collins, P. H. (1999). US Black feminism in a transnational context. In *Black feminist thought: Knowledge, Consciousness, and the Politics of Empowerment* [10th anniversary ed.] (pp. 227-250). New York, NY: Routledge.

Crenshaw, K. W. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review, 43*, 1241-1299.

Mohanty, C. (2004). Cartographies of struggle: Third world women and the politics of Feminism. In *Feminism without borders: Decolonizing theory, practicing solidarity* (pp. 43-84). Durham, NC: Duke University Press.

Unit 6: Theories of Health Behavior

Topics

- Health Behavior Theories
 - ▼ Stages of change (Transtheoretical Model of Health Behavior Change)
 - ▼ Reasoned Action (Theory of Planned Behavior)
 - ▼ Health Belief Model

This Unit relates to course objectives 3-5.

Required Reading

Carpenter, C. J. (2010). A meta-analysis of the effectiveness of health belief model variables in predicting behavior. *Health Communication, 25*(8), 661-669.

Fishbein, M. (2008). A reasoned action approach to health promotion. *Medical Decision Making, 28*(6), 834-844.

Icek Ajzen. (n.d.). *Frequently asked questions*. Retrieved from <http://www.people.umass.edu/ajzen/faq.html>
(Instructor Note: This site has lots of FAQs about theory. A great resource!)

Jordan-Marsh, MA (2011). Telehealth as a fulcrum in health technology. In *Health technology literacy: A transdisciplinary framework for consumer-oriented practice* (pp. 1-42). Sudbury, MA: Jones & Bartlett Learning.

Norcross, J. C., Krebs, P. M., & Prochaska, J. O. (2011). Stages of change. *Journal of Clinical Psychology, 67*(2), 143-154.

Recommended Reading

Jordan-Marsh, MA (2011). Consumer-centric health technology: Wicked problems and deliciously disruptive solutions. In *Health technology literacy: A transdisciplinary framework for consumer-oriented practice* (pp. 355-422). Sudbury, MA: Jones & Bartlett Learning.

Norcross, J. C., & Prochaska, J. O. (2002). Using the stages of change. *Harvard Mental Health Letter*, 18(11), 5-7.

Prochaska, J. O., & DiClemente, C. C. (1992). Stages of change in the modification of problem behaviors. *Progress in Behavior Modification*, 28,183-218.

Unit 7: Adolescent Development

Topics

- Adolescent Development
 - ▼ Biological Development & the Teen Brain
 - ▼ Psychosocial Development
 - ▼ Identity Formation
 - ▼ Peer Group Influence
 - ▼ Social issues
 - ▼ Youth Resiliency and Empowerment

- Spotlight on transgender youth development:

Videos by Dr. Johanna Olson, Medical Director of the Trans Youth Health and Development Unit at Children's Hospital Los Angeles and Professor at USC Keck School of Medicine

http://www.kidsinthehouse.com/all-parents/experts/introductions/meet-johanna-olson-md?qt-more_videos=1#qt-more_videos

This Unit relates to course objectives 3-5.

Required Reading

Auslander, B. A., Rosenthal, S. L., & Blythe, M. J. (2007). Understanding sexual behaviors of adolescents within a biopsychosocial framework. *Adolescent Medicine Clinics*, 18(3), 434-448.

Estrada, J.N., Gilreath, T.D., Astor, R.A., & Benbenishty, R. (2014). Gang membership, school violence, and the mediating effects of risk and protective behaviors in California high schools. *Journal of School Violence*, 13(2), 228-251.

Inside the teenage brain (n.d.) pbs.org, Retrieved November 8, 2003 from <http://www.pbs.org/wqbh/pages/frontline/shows/teenbrain/view/#rest>

Siegal, D. (2013). Your Brain. In *Brainstorm: The power and purpose of the teenage brain* (pp. 65-110). New York, NY: Tarcher/Penguin.

Recommended Reading

Jaycox LH, Kataoka SH, Stein BD, Langley AK, & Wong M (2012). Cognitive behavioral intervention for trauma in schools. *Journal of Applied School Psychology*, 28:239-255.

Rice, E & Barman-Adhikari, A (2013). Internet and social media use as a resource among homeless youth. *Journal of Computer-Mediated Communication* 1-16, doi: 10.1111/jcc4.12038

Unit 8: Emerging Adulthood**Topics**

- Emerging Adulthood
 - ▼ Biological Development/Physical Changes
 - ▼ Risk Taking Behaviors
 - ▼ Film: "Dying to Be Thin"
 - ▼ Psychosocial Development
- Relationship Formation Theories
 - ▼ Intimacy v. Isolation

This Unit relates to course objectives 3-5.

Required Readings

Arnett, J.J. (2007). Suffering, selfish, slackers? Myths and reality about emerging adults. *Journal of Youth and Adolescence*, 36, 23-29.

Cozolino, L. (2014) Addicted to love. In *The Neuroscience of human relationships: Attachment and the developing social brain* (2nd ed., pp. 115-131). New York: NY: W.W. Norton.

Greeson, J.K.P. (2013). Foster youth and the transition to adulthood: The theoretical and conceptual basis for natural mentoring. *Emerging Adulthood*, 1(1), 40-51

Lewis, K. G. (1998). A life stage model should include single women: Clinical implications for addressing ambivalence. *Journal of Feminist Family Therapy*, 10, 1-22.

Sable, P. (2008). What is adult attachment? *Clinical Social Work Journal*, 36, 21-30.
doi: 10.1007/s10615-007-0110-8

Recommended Reading

Shulman, S. and Connolly, J. (2013). The challenge of romantic relationships in emerging adulthood: Reconceptualization of the field. *Emerging Adulthood*, 1(1), 27-39.

Twenge, J.M. (2013). The evidence for generation me and against generation we. *Emerging Adulthood*, 1(1), 11-16.

Unit 9: Middle Adulthood**Topics**

- Middle Adulthood
 - ▼ Biological Development
 - ▼ Psychological Development
 - ▼ Social Development
 - ▼ Film: Up Series (selection may vary per instructor)
- Theories of Adult Development (Levinson, Peck)
- Challenges of Middle Adulthood
- **ASSIGNMENT 2 DUE**

This Unit relates to course objectives 3-5.

Required Reading

- Almeida, D., & Horn, M. (2004). Is daily life more stressful during middle adulthood. As cited in O. G. Brim, C. D. Ryff, & R. C. Kessler (Eds.), *How Healthy are we? A national study of well-being at midlife* (pp. 425-451). Chicago, IL: The University of Chicago Press.
- Levinson, D.F. (1996). *The seasons of a woman's life*. Chapter 2: The human life cycle: Eras and developmental periods (pp. 13-37). New York, NY: Random House.
- Riley, L. D., & Bowen, C. (2005). The sandwich generation: Challenges and coping strategies of multigenerational families. *The Family Journal*, 13, 52-58.

Recommended Reading

- Saltzburg, S. (2009). Parent's experience of feeling socially supported as adolescents come out as lesbian and gay: A phenomenological study. *Journal of Family Social Work*, 12, 340-358.
- Strauch, B. (2010). What changes with time. In *The secret life of the grown-up brain* (pp. 69-91). New York, NY: Viking.
- Stephens, M. P., & Franks, M. M. (1999). Intergenerational relationships in later-life families: Adult daughters and sons as caregivers to aging parents. In Cavanaugh, J. C., & Whitbourne, S. K., *Gerontology: An interdisciplinary perspective* (pp. 329-354). New York, NY: Oxford University Press.

Unit 10: Older Adult Development**Topics**

- Older Adult Development
 - ▼ Stereotypes on Aging
 - ▼ Biological Development
 - ▼ Cognitive Development
 - ▼ Advance Care Planning

This Unit relates to course objectives 3-5.

Required Readings

- Epel, E. S., & Lithgow, G. J. (2014). Stress biology and aging mechanisms: Toward understanding the deep connection between adaptation to stress and longevity. *Journals of Gerontology Series A: Biomedical Sciences and Medical Sciences*, 69(Suppl_1), S10-S16. doi:10.1093/gerona/glu055
- Grady, C. (2012). The cognitive neuroscience of ageing. *Nature Review: Neuroscience*, 13, 491-503.
- Kirkland, J. L. (2013). Translating advances from the basic biology of aging into clinical application. *Experimental Gerontology*, 48(1), 1-5. doi:10.1016/j.exger.2012.11.014
- Le Bourg, E. (2014). Evolutionary theories of aging can explain why we age. *Aging*, 39 doi:10.1159/000358897

Recommended Reading

- Henderson, J. N., & Henderson, L. C. (2002). Cultural construction of disease: A "supernormal" construct of dementia in an American Indian tribe. *Journal of Cross-Cultural Gerontology*, 17, 197-212.
- Henry, J., & McNab, W. (2003). Forever young: A health promotion focus on sexuality and aging. *Gerontology & Geriatrics Education*, 23, 57-74.

Unit 11: Older Adult Development continued**Topics**

- Older Adulthood (Continued)
 - ▼ Psychosocial Development
 - ▼ Ego Integrity v. Despair & Life Review
 - ▼ Life Course Perspective
- Sexuality

This Unit relates to course objectives 3-5.

Required Readings

- Colarusso, C.A. (2005). The evolution of paternal identity in late adulthood. *Journal of the American Psychoanalytic Association*, 53,51-81.
- Hooyman, N. R., & Kiyak, H. A. (2010). Personality and mental health in old age. In *Social gerontology: A multidisciplinary perspective* (9th ed., pp. 223-258). Boston, MA: Pearson Education.
- Hooyman, N. R., & Kiyak, H. A. (2010). The importance of social supports: Family, friends, and neighbors. In *Social gerontology: A multidisciplinary perspective* (9th ed., pp. 333-372). Boston, MA: Pearson Education.
- Korte, J., Bohlmeijer, E.T., Cappeliez, P., Smit, F., and Westerhof, G.J. (2012). Life review therapy for older adults with moderate depressive symptomatology: A pragmatic randomized control trial. *Psychological Medicine*, 42 (6), pp.1163-1173.
- Le, T.N. and Doukas, K.M. (2013). Making meaning of turning points in life review: Values, wisdom, and life satisfaction, *Journal of Religion, Spirituality, & Aging*, 25(4), 358-375.
- Van Assche, L., Luyten, P., Bruffaerts, R., Persoons, P., Van De Ven, L., & Vandenbulcke, M. (2012). Attachment in old age: Theoretical assumptions, empirical findings and implications for clinical practice. *Clinical Psychology Review*, 33, 67-81.

Recommended Reading

- Gibson, S. and Qualls, S.H. (2012). A family systems perspective of elder financial abuse, *Generations*, 36(3), 26-29
- Spangler, D., & Brandl, B. (2007). Abuse in later life: Power and control dynamics and a victim-centered response. *Journal of the American Psychiatric Nurses Association*, 12(6), 322-331.

Unit 12: Spirituality**Topics**

- Spirituality
 - ▼ Transpersonal theories
 - ▼ Maslow: Self-actualization & Self-transcendence
 - ▼ Fowler: Stages of Spiritual Development
- Culture and Spirituality

This Unit relates to course objectives 1-5.

Required Reading

- Canda, E.R. and Ferman, L.D. (2010). *Spiritual diversity in social work practice: The heart of helping* (2nd ed.). Chapter 2: Compassion, the call to service, and ethical principles in social work (pp. 30-58). New York: Oxford University Press
- Clore, V., & Fitzgerald, J. (2002). Intentional faith: An alternative view of faith development. *Journal of Adult Development, 9*, 97-107.
- Gray, M. (2008). Viewing spirituality in social work through the lens of contemporary social theory. *British Journal of Social Work, 38*, 175-196.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). Transpersonal theory. In *Contemporary human behavior theory: A critical perspective for social work* (2nd ed., pp. 377-408). Boston, MA: Allyn & Bacon.

Recommended Reading

- Streib, H. (2005). Theory: Faith development research revisited: Accounting for diversity in structure, content, and narrativity of faith. *International Journal for the Psychology of Religion, 15*(2), 99-121.

Unit 13: Grief & Loss**Topics**

- Grief and Loss
 - ▼ Stage Models of Grief
 - ▼ Grief and Loss Across the Lifespan
- Diverse Expressions of Grief

This Unit relates to course objectives 1-5.

Required Reading

- Bonanno, G. (2009). A bit of history. In *The other side of sadness* (pp. 11-24). New York, NY: Basic Books.
- Corr, C. (1993). Coping with dying: Lessons that we should and should not learn from the work of Elisabeth Kubler-Ross. *Death Studies, 17*, 69-83.
- Goldsworthy, K. (2005). Grief and loss theory in social work practice: All changes involve loss, just as all losses require change. *Australian Social Work, 58*(2), 167-178.

Recommended Reading

- Bonanno, G. (2009). Chinese bereavement ritual. In *The other side of sadness* (pp. 169-194). New York, NY: Basic Books.
- Didion, J. (2009). *The year of magical thinking*. New York, NY: Vintage Books.
- Kendall, M., Harris, F., Boyd, K., Sheikh, A., Murray, S. A., Brown, D., ... Worth, A. (2007). Key challenges and ways forward in researching the "good death": Qualitative interview and focus group study. *British Medical Journal, 334*, 521-526.

Unit 14: Course Review**Topics**

- Course Review
 - ▼ Cumulative Review of 503 & 505
- Review Social Work Concepts & Theories of Human Behavior in the Social Environment

This Unit relates to course objectives 1-5.

Required Reading

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). Application of theories. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 409-428). Boston, MA: Allyn & Bacon.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). The nature of theories. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 1-24). Boston, MA: Allyn & Bacon.

NASW Social Work Code of Ethics <http://www.socialworkers.org/pubs/code/code.asp>

Recommended Readings

Review readings from 503 and 505 as needed.

Unit 15: Student Presentations**Topics**

- Older Adult Interview Presentations
 - ▼ Student Presentations
- Q & A
- **ASSIGNMENT 3 DUE**

This Unit relates to course objectives 1-5.

STUDY DAYS / NO CLASSES

N/A

FINAL EXAMINATIONS

N/A

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 (xxx@usc.edu) 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. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII. 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 by the instructor and reported on the official "Incomplete Completion Form."

XIII. 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.

XIV. 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.

XV. 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.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the lead instructor of the course Dr. Karra Bikson. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVII. 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.

Don't procrastinate or postpone working on assignments.
