USC Suzanne Dworak-Peck
School of Social Work

Social Work 506, Section 67010

SOWK 506—Human Behavior in the Social Environment

3 Units

Summer, 2017

Instructor:	MAJ Chris Atkins, LCSW		
E-Mail:	atkinsc@usc.edu	**Course Day:**	Wednesdays
Telephone:	423-315-2222 (cell)	**Course Time:**	4:00-5:15pm PST 7:00-8:15pm EST
Office:	VAC, by appointment	**Course Location:**	Virtual Academic Center
Office Hours:	1 hour before/after Live Sessions		

I. Course Prerequisites

None

II. Catalogue Description

The person-in-environment, biopsychosocial perspective is the lens through which theories of personality, family, group, organization, community, and culture and the interaction among these systems are explored.

III. Course Description

This course prepares students with a critical working knowledge of a set of core theories of human behavior and development as foundational preparation for the social work field. The course introduces students to the values and ethics of social work and to the profession's person-in-environment orientation for understanding human behavior. Biopsychosocial dimensions of human behavior are critically examined through focused study in four intellectual domains considered essential for 21st-century social work: neurobiological aspects of behavior, psychodynamic theory, social cognitive behavioral theory, and social network theory. These domains provide a core set of lenses through which students will learn to critically analyze how people develop and function across a spectrum of micro to macro social systems (e.g., individual, family, social group/network, organizational/institutional, community, cultural, and temporal), and how these systems promote or impede health, well-being, and resiliency. The course will afford students the opportunity to thoughtfully apply theoretical concepts and empirical knowledge to case studies of contemporary situations involving a range of adaptive issues for a diverse array of client systems. Special attention will be given to the influence of diversity characterized by (but not limited to) age, gender, class, race, ethnicity, culture, sexual orientation, disability, and religion. The course makes important linkages between theory, practice, and research, specifically in evaluating biopsychosocial factors that impinge on person-in-environment functioning across micro, mezzo, and macro contexts.

IV. Course Objectives

Objective #	Objectives
1	Teach the values and ethical standards of social work, as well as the profession's person-in-environment, biopsychosocial framework for understanding human behavior in the social environment. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their personal ethics and how these variables may affect their ethical decision-making in professional practice.
2	Provide opportunities for students to increase awareness of the dynamics of social privilege, social disadvantage, and social inequality, and the unique needs of diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups). Help students to critically examine the extent to which mainstream theories of behavior and development consider the special influence of diversity on human behavior.
3	Foster students' critical analysis of theories and their relation to the social work profession in order to provide students with analytical skills necessary to integrate and apply multiple (sometimes competing) perspectives, using varying learning formats through both oral and written assignments and case study analysis.
4	Present foundation materials on the complex nature and scope of human behavior and the social environment and how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base, as well as the relative gap in 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 an in-depth understanding of four major domains of knowledge (neurobiology, psychodynamic theory, behaviorism/social cognitive theory, and social network theory) considered foundational to 21st-century social work practice.

V. Course Format/Instructional Methods

The course will encompass a combination of diverse learning modalities and tools, which may include, but are not limited to the following: didactic presentations by the instructor; small- and large-group discussions; case studies; videos; guest speakers; experiential exercises; and computer-based, online activities.

The online teaching and learning environment provided by the University's Blackboard Academic Suite™ System (https://blackboard.usc.edu/) will support access to course-related materials and communication for on-ground students, whereas, the Virtual Academic Center (VAC) platform will be utilized for MSW@USC students.

VI. Student Learning Outcomes

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	**Demonstrate Ethical and Professional Behavior ***
2	**Engage in Diversity and Difference in Practice ***
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 ***
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 shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 1: **Demonstrate Ethical and Professional Behavior** Social workers 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	1.Teach the values and ethical standards of social work, as well as the profession's person-in-environment, biopsychosocial framework for understanding human behavior in the social environment. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their personal ethics and how these variables may affect their ethical decision-making in professional practice.	1d. Uses technology ethically and appropriately to facilitate practice outcomes	Values, Skills	1. Course Overview/The Nature of Theories

Competency	Objectives	Behaviors	Dimensions	Content
Competency 2: **Engage Diversity and Difference in Practice** Social workers 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. Social workers 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. Social workers also 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.	2a. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	2a. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Knowledge, Skills	1. Person-in-Environment Case Analysis 2. In-class Quiz: Neurobiology 3. Take-home Quizzes: Theoretical Analysis 4. Life History Interview and Oral Presentation 5. Class Participation
	1. Teach the values and ethical standards of social work, as well as the profession's person-in-environment, biopsychosocial framework for understanding human behavior in the social environment. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their personal ethics and how these variables may affect their ethical decision-making in professional practice.	2c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Cognitive and Affective Processes	1. Course Overview/The Nature of Theories 2. Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories 4. Biopsychosocial Development in Early Childhood 5. Personality Theories: Psychodynamic Theories 8. Learning Theories: Behaviors 9. Learning Theories, Continued: Cognitive Development and Social Cognitive Theor 13. Theories of Social Conflict and Social Identity 14. Neurobiology and Social Relations

Competency	Objectives	Behaviors	Dimensions	Content
Competency 3: **Advance Human Rights and Social, Economic, and Environmental Justice** Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	4. Present foundation materials on the complex nature and scope of human behavior and the social environment and how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base, as well as the relative gap in evidence across theories and populations.	3a. Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.	Knowledge, Values	1. Course Overview/The Nature of Theories 2. Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories 12. Social Networks and Social Support 13. Theories of Social Conflict and Social Identity 14. Neurobiology and Social Relations

Competency	Objectives	Behaviors	Dimensions	Content
Competency 6: **Engage with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that engagement 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. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	4. Present foundation materials on the complex nature and scope of human behavior and the social environment and how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base, as well as the relative gap in evidence across theories and populations.	Applies knowledge of human behavior and the social environment, person-in-environment, and other multi-disciplinary theoretical frameworks to engage with clients and constituents.	Knowledge	1.Course Overview/The Nature of Theories 2. Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories 3. Neurobiology and Social Work 4. Biopsychosocial Development in Early Childhood 5. Personality Theories: Psychodynamic Theories 6. Personality Theories, Continued: Attachment Theories 7. Biopsychosocial Development in School-Aged Children 8. Learning Theories: Behaviors 9. Learning Theories, Continued: Cognitive Development and Social Cognitive Theory 10. Biopsychosocial Development in Adolescence and Early Adulthood Developmental milestones 11. Biopsychosocial Development in Middle and Older Adulthood 12 Social Networks and Social Support 13. Theories of Social Conflict and Social Identity 14. Neurobiology and Social Relations

Competency	Objectives	Behaviors	Dimensions	Content
Competency 7: **Assess Individuals, Families, Groups, Organizations, and Communities** Social workers 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. Social workers 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. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.	4. Present foundation materials on the complex nature and scope of human behavior and the social environment and how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base, as well as the relative gap in evidence across theories and populations.	7b. Applies 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.	Knowledge, Cognitive and Affective Processes	2. Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories 3. Neurobiology and Social Work 5. Personality Theories: Psychodynamic Theories 6. Personality Theories, Continued: Attachment Theories 8. Learning Theories: Behaviorism 9. Learning Theories, Continued: Cognitive Development and Social Cognitive Theory 12. Social Networks and Social Support 13. Theories of Social Conflict and Social Identity 14. Neurobiology and Social Relations
	4. Present foundation materials on the complex nature and scope of human behavior and the social environment and how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base, as well as the relative gap in evidence across theories and populations.	7c. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Skills, Cognitive and Affective Processes	2. Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories 4. Biopsychosocial Development in Early Childhood 7. Biopsychosocial Development in School-Aged Children 10. Biopsychosocial Development in Adolescence and Early Adulthood Developmental milestones 11. Biopsychosocial Development in Middle and Older Adulthood

Competency	Objectives	Behaviors	Dimensions	Content
Competency 8: **Intervene with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that intervention 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. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.	5. Provide the theoretical foundation needed for students to develop core knowledge of human behavior and the social environment. Demonstrate an in-depth understanding of four major domains of knowledge (neurobiology, psychodynamic theory, behaviorism/social cognitive theory, and social network theory) considered foundational to 21st-century social work practice.	8b. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	Knowledge, Skills	1. Course Overview/The Nature of Theories 2. Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories 3. Neurobiology and Social Work 4. Biopsychosocial Development in Early Childhood 5. Personality Theories: Psychodynamic Theories 6. Personality Theories, Continued: Attachment Theories 7. Biopsychosocial Development in School-Aged Children 8. Learning Theories: Behaviorism 9. Learning Theories, Continued: Cognitive Development and Social Cognitive Theory 10. Biopsychosocial Development in Adolescence and Early Adulthood Developmental milestones 11. Biopsychosocial Development in Middle and Older Adulthood 12 Social Networks and Social Support 13. Theories of Social Conflict and Social Identity 14. Neurobiology and Social Relations

Competency	Objectives	Behaviors	Dimensions	Content
Competency 9: **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** Social workers understand that evaluation 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. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	5. Provide the theoretical foundation needed for students to develop core knowledge of human behavior and the social environment. Demonstrate an in-depth understanding of four major domains of knowledge (neurobiology, psychodynamic theory, behaviorism/social cognitive theory, and social network theory) considered foundational to 21st-century social work practice.	9b. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Knowledge, Skills	1. Course Overview/The Nature of Theories 2. Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories 3. Neurobiology and Social Work 4. Biopsychosocial Development in Early Childhood 5. Personality Theories: Psychodynamic Theories 6. Personality Theories, Continued: Attachment Theories 7. Biopsychosocial Development in School-Aged Children 8. Learning Theories: Behaviorism 9. Learning Theories, Continued: Cognitive Development and Social Cognitive Theory 10. Biopsychosocial Development in Adolescence and Early Adulthood Developmental milestones 11. Biopsychosocial Development in Middle and Older Adulthood 12. Social Networks and Social Support 13. Theories of Social Conflict and Social Identity 14. Neurobiology and Social Relations

VII. Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
1) Bio-psycho-social reflection	Unit 2	5%
2) In-class Quiz: Neurobiology	Unit 3	5%
3) Person-in-Environment Case Analysis	Unit 5	10%
4) Take-home Quizzes: Theoretical Analysis	Unit 8, 11	40%
5) Life History Interview and Oral Presentation	Unit 14, 15,	30%
6) Class Participation	Ongoing	10%

Each of the major assignments is described briefly below. Detailed guidelines for each assignment will be distributed in class.

1) Bio-psycho-social reflection
Students will write a brief (1-2 pages) description of themselves from a bio-psycho-social perspective.
Due: Unit 2
This assignment relates to student learning outcomes 1, 2, 7.

2) In-class Quiz: Neurobiology (5% of course grade)
Students will complete an in-class assessment of their foundational knowledge of neurobiology
Due: Unit 3
This assignment relates to student learning outcomes 1, 4, 7.

3) Person-in-Environment Paper (10% of course grade)
Applying systems theory and the ecological perspective, students will analyze a case vignette using a biopsychosocial, person-in-environment approach.
Due: Unit 5
This assignment relates to student learning outcomes 1, 2, 4, 7.

4) Take-home Quizzes: Theoretical Analysis (40% of course grade; each quiz is 20%)
Students will complete two (2) take-home quizzes. Quiz 1 will be based on content from Units 4 through 6 (early childhood development and personality theories) and will be due in Unit 8. Quiz 2 will be based on content from Units 7 through 9 (school-age child development and learning theories) and will be due in Unit 11.
Due: Units 8, 11
This assignment relates to student learning outcomes 1, 2, 4, 7.

5) Life History Interview and Oral Presentation (30% of course grade)
Students will integrate their learning across the semester by conducting a life history interview with an older adult (age 70 or older) and writing a theoretical analysis of the person's development and behavior across the life course. Students also will present their work in class.
Due: Units 14, 15
This assignment relates to student learning outcomes 1, 2, 3, 4, 7.

6) Class Participation (10% of course grade)
Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities,

timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected.

Class participation will be assessed according to the following criteria:

10 (A): Outstanding: Contributions in class reflect exceptional preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

9 (A–): Very Good: Contributions in class reflect thorough preparation, and frequency in participation is high. Ideas offered are usually substantive. Regularly provides good insights and comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished.

8 (B): Good: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

7 (C): Adequate: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly.

6 (D): Inadequate: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

5 (F): Nonparticipant: Attends class without engaging in the class discussion or actively participating in class activities. Submits late work or does not submit at all.

0–4 (F): Unsatisfactory: Misses class. When present, contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Class grades will be based on the following letter grade distribution:

Letter Grade		Grade Point Equivalent	
93–100	A	3.85–4	A
90–92	A–	3.60–3.84	A–
87–89	B+	3.25–3.59	B+
83–86	B	2.90–3.24	B
80–82	B–	2.60–2.87	B–
77–79	C+	2.25–2.50	C+
73–76	C	1.90–2.24	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 that not only demonstrates very good mastery of content but that 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 the student has demonstrated these skills. (2) A grade of B+ will be given to work that 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 that 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 AND RESOURCES

Required Textbook

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

Recommended Textbook

Berzoff, J., Flanagan, L. & Hertz, P. (Eds.) (2011). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts.* Lanham, MD: Rowman & Littlefield Publishers, Inc.

The required non-text readings will be available on ARES. Access USC Library's online reserves system, ARES, to view the required readings for 506 that are not included in the textbook. You will need your student email address and password to access the system: https://usc.ares.atlas-sys.com/

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, 6th ed. Washington: APA.

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

Recommended Websites

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

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

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

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

Course Overview

Unit	Topics	Assignments
1	**HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT: A SOCIAL WORK PERSPECTIVE (Units 1–3)** **Course Overview/The Nature of Theories** • Course and syllabus overview • Social work values and ethics • The nature of theories • Diversity spotlight	
2	**Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories** • Systems theory • Ecological perspective • Diversity spotlight	Bio-psycho-social Reflection due
3	**Neurobiology and Social Work** • Overview of brain structures and function • Neurological and biophysical development • Neuroscience and social work	In-class Quiz: Neurobiology
4	**THEORIES OF DEVELOPMENT AND BEHAVIOR IN CHILDHOOD, ADOLESCENCE, AND ADULTHOOD (Units 4–11)** **Biopsychosocial Development in Early Childhood** • Developmental milestones 0–5 • Neurobiology and developmental implications of early life stress • Diversity spotlight	
5	**Personality Theories: Psychodynamic Theories** • Classic psychoanalytic theory • Ego psychology • Relational theory • Intersubjectivity theory • Diversity spotlight	Person-in-Environment paper due
6	**Personality Theories, Continued: Attachment Theories** • Traditional attachment theory • Contemporary attachment theory • Attachment and affect regulation • Attachment and neurobiology	Quiz 1 posts

Unit	Topics	Assignments
7	**Biopsychosocial Development in School-Aged Children** - Developmental milestones 6–12 - Peer acceptance - Self-concept - Models of moral development	
8	**Learning Theories: Behaviorism** - Classical conditioning - Operant conditioning - Diversity spotlight	Quiz 1 due
	Learning Theories, Continued: Cognitive Development and Social Cognitive Theory - Cognitive and moral development - Social cognitive theory Social learning Self-efficacy - Diversity spotlight	Quiz 2 posts
10	**Biopsychosocial Development in Adolescence and Early Adulthood** - Developmental milestones - Neurobiology of adolescent behavior - Models of early adult development - Gender differences - Neurobiology of subjective well-being, romantic love, and monogamy	
11	**Biopsychosocial Development in Middle and Older Adulthood** - Stereotypes about aging - Attachment in older adults - Biological development	Quiz 2 due
12	**THEORIES OF SOCIAL RELATIONS AND SOCIAL CONFLICT (Units 12–14)** **Social Networks and Social Support** - Social support and biopsychosocial well-being - Social networks and social service systems - Social networks and social influence - Social capital	

Unit	Topics	Assignments
13	**Theories of Social Conflict and Social Identity** - Conflict theory - Critical race theory - Intersectionality - Diversity spotlight	

14	**Neurobiology and Social Relations**
	- Neurobiology and politics
	- Diversity spotlight:
	  - Cultural neuroscience
	  - Neurobiology of prejudice	

15	**COURSE REVIEW AND WRAP-UP** - Social work practice paradigm - Social work values and ethics - Theories of development and behavior	Oral presentations Life History Interview paper due
	STUDY DAYS/NO CLASSES	
	FINAL EXAMINATIONS	

Course Schedule—Detailed Description

HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT: A SOCIAL WORK PERSPECTIVE (Units 1–3)

Unit 1:	Course Overview: The Nature of Theories	Month Date

Topics

- Course and syllabus overview
- Social work values and ethics
- Social work practice paradigm: biopsychosocial/person-in-the-environment
- The nature of theories
- Diversity spotlight: human behavior theory and the African American experience

This unit relates to course objectives 1, 4, and 5.

Required Reading:

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

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

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

Unit 2:	Integrating the Biopsychosocial Dimensions of Human Behavior: Systems and Ecological Theories	Month Date

Topics

- Systems theory
- Ecological perspective
- Diversity spotlight: Risk and resilience—race, class, culture

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:

Boyd-Franklin, N., & Karger, M. (2012). Intersections of race, class, and poverty:

Challenges and resilience in African American families. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity*, 4th ed. (273–296), New York: Guilford Press.

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. *Social Work in Public Health, 29*, 1–16. (crossover reading).

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Systems theory. In *Contemporary human behavior theory: A critical perspective for social work*, 3rd ed. (pp. 25–43, 52–58). Boston: Allyn & Bacon.

Recommended Readings:

Greene, R. (2008). Ecological perspective: An eclectic theoretical framework for social work practice. In R. Greene (Ed.), *Human behavior theory and social work practice*, 3rd ed. (pp. 260–299). New York: Aldine Transaction.

Lipsitt, L. P., & Demick, J. (2012). Theory and measurement of resilience: Views from development. In M. Ungar (Ed.), *The social ecology of resilience: A handbook of theory and practice* (pp. 43–52). New York: Springer.

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

Ungar, M. (2012). Social ecologies and their contribution to resilience. In M. Ungar (Ed.), *The social ecology of resilience: A handbook of theory and practice* (pp. 13–32). New York: Springer.

Unit 3: Neurobiology and Social Work — Month Date

Topics

- Overview of brain structures and functions
- Neurological and biophysical development
- Neuroscience and social work

This unit relates to course objectives 3, 4, and 5.

Required Readings:

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

Matto, H., & Strolin-Goltzman, J. (2010). Integrating social neuroscience and social

work: Innovations for advancing practice-based research. *Social Work, 55*(2), 47–56.

Nelson, C. A. (2011). Neural development and lifelong plasticity. In D. P. Keating (Ed.), *Nature and nurture in early child development* (pp. 43–69). New York: Cambridge University Press.

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (neurobiology section, pp. 209–top of 213). Boston: Allyn & Bacon.

THEORIES OF BIOPSYCHOSOCIAL DEVELOPMENT AND BEHAVIOR IN CHILDHOOD, ADOLESCENCE, AND ADULTHOOD (Units 4–11)

Unit 4:	Biopsychosocial Development in Early Childhood	Month Date

Topics

- The neurobiology of stress
- Developmental implications of stress during early life and throughout the life span
- Diversity spotlight: racial differences in stress and birth outcomes

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:

Cozolino, L. (2014). The impact of early stress. In *The Neuroscience of human relationships: Attachment and the developing social brain* (pp. 258–276, 277–293). New York: W.W. Norton.

Dominguez, T. P., Dunkel-Schetter, C., Glynn, L., Hobel, C., & Sandman, C. A., (2008). Racial differences in birth outcomes: The role of general, pregnancy, and racism stress. *Health Psychology, 27*(2), 194–203.

Gunnar, M., & Loman, M. (2011). Early experience and stress regulation in human development. In D. P. Keating (Ed.), *Nature and nurture in early child development* (pp. 97–113). New York: Cambridge University Press. (crossover reading).

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 201–207; tables on pp. 209–212). Boston: Allyn & Bacon.

Recommended Readings:

Davis, E. P., & Sandman, C.A. (2006). Prenatal exposure to stress and stress hormones influences child development. *Infants & Young Children, 19*(3), 246–259.

Hutto, N., & Viola, J. (2014). Toxic stress and brain development in young homeless children. In H. C. Matto, J. Strolin-Goltzman, & M. S. Ballan (Eds.) *Neuroscience for social work* (pp. 263–277). New York: Springer.

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 231-236, shame resilience theory). Boston: Allyn & Bacon.

Skelton, K., Weiss, T., & Bradley, B. (2010). Early life stress and psychiatric risk/resilience: The importance of a developmental neurobiological model in understanding gene by environment interactions. In R. A. Laniums, E. Vermitten, C. Pain (Eds.) *The impact of early life trauma on health and disease: The hidden epidemic* (pp.148–156). Cambridge, UK: Cambridge University Press.

Unit 5: Personality Theories: Psychodynamic Theories Month Date

Topics of Focus

- Classic psychodynamic theories – psychoanalytic theory, ego psychology
- Diversity spotlight: race/ethnicity and psychodynamic theory

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:

Robbins, S., Chatterjee, P., & Canda, E. (2011). Psychodynamic theory. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 169–181; pp. 191–200). Boston: Allyn & Bacon.

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 213–top of 219; pp. 228–top of 231; pp. 253–259). Boston: Allyn & Bacon.

Watkins, C.E. (2012). Race/ethnicity in short-term and long-term psychodynamic psychotherapy treatment research: How “white” are the data? *Psychoanalytic Psychology, 29*(3), 292–307.

Recommended Readings:

Bateman, A., & Fonagy, P. (2013). Mentalization-based treatment. *Psychoanalytic Inquiry, 33*, 595–613.

Borden, W. (2009). D.W. Winnicott and the facilitating environment. In *Contemporary psychodynamic theory and practice* (pp. 89–105). Chicago: Lyceum Books.

Borden, W. (2009). Orienting perspectives in contemporary psychodynamic thought. In *Contemporary psychodynamic theory and practice* (pp. 1–9). Chicago: Lyceum Books.

McGowan, K. (2014, April). The second coming of Sigmund Freud. *Discover Magazine.* Retrieved from http://discovermagazine.com/2014/april/14-the-second-coming-of-sigmund-freud.

Milton, J., Polmear, C., & Fabricus, J. (2011). Basics of psychoanalytic theory. In *A short introduction to psychoanalysis*, 2nd ed. (pp. 19–45). London: Sage.

Schamess, G., & Shilkret, R. (2011). Ego psychology. In J. Berzoff, L.M. Flanagan, & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*, 3rd ed. (pp. 62–87). Lanham, MD: Jason Aronson.

Unit 6:	Personality Theories, Continued: Attachment Theories	Month Date

Topics

- Object Relations theory
- Attachment theory
- Attachment and affect regulation, neurobiology

Supplemental Topics:

- Relational theory
- Intersubjectivity theory

This unit relates to course objectives 3, 4, and 5.

Required Readings:

Flanagan, L.M. (2011). Object relations theory. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (pp. 118-130). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Holmes, J. (2013). Something there is that. In S. Goldberg, R. Muir, & J. Kerr (Eds.), *Attachment theory: Social, developmental, and clinical perspectives* (pp. 19–44). London: Routledge.

Robbins, S., Chatterjee, P., & Canda, E. (2011). Psychodynamic theory. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 181-185). Boston: Allyn & Bacon.

Schore, J., & Schore, A. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal, 36*(9), 9–20. (crossover reading).

Sroufe, L. A., & Siegel, D. (Mar/Apr 2011). The verdict is in: The case for attachment theory. *Psychotherapy Networker, 35*(2), 34–39.

Recommended Readings:

Applegate, J., & Shapiro, J. (2005). Early affect regulation: Prelude to attachment. In *Neurobiology for Clinical Social Work* (pp. 40–57). New York: W. W. Norton.

Berzoff, J. (2011). Relational and intersubjective theories. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (pp. 222–239). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Flanagan, L.M. (2011). Object relations theory. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (pp. 147-156). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Smith, W. (2011). The importance of early attachments. In *Youth Leaving Foster Care: A developmental, relationship-based approach to practice* (pp. 52–67). New York: Oxford University Press.

Unit 7:	Biopsychosocial Development in School-Aged Children	Month Date

Topics of Focus

- Developmental milestones
- Peer relations
- Self-concept
- Models of moral development
- Diversity spotlight: Sex differences in peer relationships

Supplemental Topics

- Shame resilience theory

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:

Sabol, T. J., & Pianta, R. C. (2012). Patterns of school readiness forecast achievement and socioemotional development at the end of elementary school. *Child Development, 83*(1), 282–299.

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 207; review tables pp. 210–211). Boston: Allyn & Bacon.

Rose, A., & Rudolph, K. (2006). A review of sex differences in peer relationships processes: Potential trade-offs for the emotional and behavioral development of girls and boys. *Psychological Bulletin, 132*(1), 98–131.

Recommended Reading:

DePedro, K. M., Astor, R. A., Benbenishty, R., Estrada, J., Dejoie Smith, G. R., & Esqueda, C. (2011). The children of military service members: Challenges, supports, and future educational research. *Review of Educational Research, 81*, 566–618.

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 231-236). Boston: Allyn & Bacon.

Unit 8: Learning Theories: Behaviorsim Month Date

Topics

- Classical conditioning
- Operant conditioning

This unit relates to course objectives 3, 4, and 5.

Required Readings:

Bitterman, M. E. (2006). Classical conditioning since Pavlov. *Review of General Psychology, 10*(4), 365–376. doi:10.1037/1089-2680.10.4.365

Rescorla, R. (1988). Pavlovian conditioning: It's not what you think it is. *American Psychologist, 43*(3), 151–160.

Wong, S. E. (2012). Operant learning theory. In B. Thyer, C. Dulmus, & K. M. Sowers (Eds.) *Human behavior in the social environment: Theories for social work practice* (pp. 83–96). Hoboken, NJ: Wiley.

Recommended Readings:

Davey, G. C. L. (1992). Classical conditioning and the acquisition of human fears and phobias: A review and synthesis of the literature. *Advances in Behaviour Research and Therapy, 14*(1), 29–66. doi:10.1016/0146-6402(92)90010-L.

Rutherford, A. (2006). The social control of behavior control: Behavior modification, individual rights, and research ethics in America, 1971–1979. *Journal of the History of the Behavioral Sciences, 42*(3), 203–220. doi:10.1002/jhbs.20169

Skinner, B. F. (1971). *Beyond freedom and dignity*. New York: Knopf.

Thyer, B. A. (2012). Respondent learning theory. In B. Thyer, C. Dulmus, & K. M. Sowers (Eds.) *Human behavior in the social environment: Theories for social work practice* (pp. 47–82). Hoboken, NJ: Wiley.

Unit 9:	Learning Theories, Continued: Cognitive Development and Social Cognitive Theory	Month Date

Topics of Focus

- Cognitive and moral development
  - Kohlberg, Gilligan
- Social cognitive theory
  - Social learning
  - Self-efficacy
- Diversity spotlight: cultural context of learned behavior

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:

Bandura, A. (2010). The social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1–26.

Chavis, A. M. (2012). Social learning theory and behavioral therapy: Considering human behaviors within the social and cultural context of individuals and families. *Journal of Human Behavior in the Social Environment, 22*, 54–64. DOI: 10.1090/10911359.2011.598828.

Dobson, K., & Beshai, S. (2013). The theory-practice gap in cognitive behavioral therapy: Reflections and a modest proposal to bridge the gap. *Behavior Therapy, 44,* 559–567. (crossover reading).

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of cognitive and moral development. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 260–282; 290–296). Boston: Allyn & Bacon.

Recommended Readings:

Albert Bandura on behavior therapy, self-efficacy, and modeling. Psychotherapy.net (Director). (2013).[Video/DVD] Mill Valley, CA: Psychotherapy.net. (Video).

Bandura, A. (2004). Health promotion by social cognitive means. *Health education & Behavior, 31*(2), 143–163. DOI: 10.1177/1090198104263660.

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, *9*, 75–78.

Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1, 164–180.

Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: The role of perceived self-efficacy. *Behaviour Research and Therapy, 42*(10), 1129–1148. doi:10.1016/j.brat.2003.08.008

Murdoff, J. (2007). Cultural diversity and cognitive behavior therapy. In A. Freeman & T. Ronen (Eds.), *Cognitive behavior therapy in clinical social work* (pp. 109–146). New York: Spring Publishing Co.

Unit 10:	Biopsychosocial Development in Adolescence and Early Adulthood	Month Date

Topics:

- Adolescence from a psychological and social perspective
- Neurobiology of adolescent behavior, romantic love
- Stages of early adulthood
- Diversity spotlight: women's development; LGBTQQI identity development

This unit relates to course objectives 2, 3, 4, and 5.

De Boer, A., VanBuel, E. M. & TerHorst, G .J. (2012). Love is more than just a kiss: A neurobiological perspective on love and affection. *Neuroscience, 201*, 114–124.

Hoffman, J. (2014, June 23). Cool at 13, adrift at 23. *New York Times.*

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 219–224, 228–top of 231; 236–259). Boston: Allyn & Bacon.

Siegal, D. (2013). Part II: Your brain. In *Brainstorm: The power and purpose of the teenage brain* (pp. 65–95). New York: Jeremy P. Tarcher/Penguin.

Recommended Readings:

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.

Evans-Chase, M. (2013). Neuroscience of risk-taking in adolescence. In H. C. Matto, J. Strolin-Goltzman, & M. S. Ballan (Eds.) *Neuroscience for social work* (pp. 313–334). New York: Springer.

Gruber, S. A., & Yurgelun-Todd, D. A. (2006). Neurobiology and the law: A role in juvenile justice? *Ohio State Journal of Criminal Law, 3,* 321–340.

Unit 11:	Biopsychosocial Development in Middle and Older Adulthood	Month Date

Topics of Focus

- Models of adult development
- Stereotypes about aging

Supplemental Topics

- Stress and memory
- Love and attachment in adults

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:

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: Pearson Education.

Levinson, D. F. (1996). The human life cycle: Eras and developmental periods. In *The seasons of a woman's life* (pp. 13–37). New York: Random House.

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 224–227). Boston: Allyn & Bacon.

Recommended Readings:

Cacioppo, J. T., Berntson, G. G., Bechara, A., Tranel, D., & Hawkley, L. C. (2011).Could an aging brain contribute to subjective well-being? The value added by a social neuroscience perspective. In A. Todorov, S. T. Fiske, & D. A. Prentice (Eds.) *Social neuroscience: Toward understanding the underpinnings of the social mind* (pp. 249–262). Oxford, UK: Oxford University Press.

Robbins, S., Chatterjee, P., & Canda, E. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 231–236, women's development, shame resilience theory). Boston: Allyn & Bacon.

Sapolsky, R. (2004). Stress and memory. In *Why zebras don't get ulcers* (pp. 202–225). New York: Henry Holt.

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.

THEORIES OF SOCIAL RELATIONS AND SOCIAL CONFLICT (Units 12–14)

Unit 12: Social Networks and Social Support Month Date

Topics

- Social support and biopsychosocial well-being
- Social networks and social influence
- Social networks and social capital

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:

Barman-Adhikari, A., & Rice, E. (2014). Social networks as the context for understanding employment services utilization among homeless youth. *Evaluation and Program Planning*, 45, 90–101.

Christakis, N. A., & Fowler, J. H. (2009). Theories of social influence, "When you smile, the world smiles with you." In *Connected: The surprising power of our social networks and how they shape our lives* (pp. 33–60). Hachette Digital, Inc. (crossover reading).

Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior*, *52*(2), 145–161.

Recommended Readings:

Palinkas, L. A., Holloway, I. W., Rice, E., Fuentes, D., Wu, Q., & Chamberlain, P. (2011). Social networks and implementation of evidence-based practices in public youth-serving systems: A mixed-methods study. *Implementation Science*, *6*(113), 1–11.

Rice, E., Barman-Adhikari, A., Milburn, N. G., & Monro, W. (2012). Position-specific HIV risk in a large network of homeless youths. *American Journal of Public Health*, *102*(1), 141–147.

Rice, E., & Yoshioka-Maxwell, A. Social network analysis as a toolkit for the science of social work. *Journal of the Society for Social Work and Research*, 6(3), 2315–2334.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Social exchange theory. In *Contemporary human behavior theory: A critical perspective for social* work, 3rd ed. (pp.358–364). Boston: Allyn & Bacon.

Unit 13: Theories of Social Conflict and Social Identity — Month Date

Topics

- Conflict theory
- Critical race theory
- Intersectionality
- Diversity spotlight: social inequality

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:

Constance-Huggins, M. (2012). Critical Race Theory in social work education: A framework for addressing racial disparities. *Critical Social Work, 13*(4), 1-16. Retrieved from http://www1.uwindsor.ca/criticalsocialwork/system/files/Constance-Huggins.pdf

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Conflict theories. In *Contemporary human behavior theory: A critical perspective for social work,* 3rd ed. (pp. 59–84). Boston: Allyn & Bacon.

Sue, D.W., Capodilupo, C. M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., & Esquilin, M. (2007). Racial microagressions in everyday life: Implications for clinical practice. *American Psychologist, 64*(4), 271-286.

Recommended Readings:

Phelan, J. C., Link, B. G., & Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: Theory, evidence, and policy implications. *Journal of Health and Social Behavior, 51*(1) *Supplement,* S28–S40.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Theories of empowerment. In *Contemporary human behavior theory: A critical perspective for social* work, 3rd ed. (pp. 86–90, 93–106*).* Boston: Allyn & Bacon.

Unit 14: Neurobiology and Social Relations Month Date

Topics

- Neurobiology and prejudice
- Neurobiology and culture
- Neurobiology and politics

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:

Amodio, D. M. (2014). The neuroscience of prejudice and stereotyping. *Neuroscience 15*, 670–682.

Chiao, J. (2015). Current emotion research in cultural neuroscience. *Emotion Review*, *0*(0), pp. 1–14.

Hancock, A-M. (2013). Neurobiology, intersectionality, and politics: Paradigm warriors in arms? *Perspectives on Politics, 11*(2), 504–507.

Hibbing, J. R. (2013). Ten misconceptions concerning neurobiology and politics. *Perspectives on Politics, 11*(2), 475–489.

Recommended Readings:

Ames, D. L., & Fiske, S. T. (2010). Cultural neuroscience. *Asian Journal of Social Psychology, 13*, 72–82.

Unit 15: Course Review and Wrap-Up Month Date

Topics

- Social work ethics and theories: A review

This unit relates to course objectives 1–5.

Required Reading:

Robbins, S., Chatterjee, P., & Canda, E. (2011). Application of the theories. In *Contemporary human behavior theory: A critical perspective for social work,* 3rd ed. (pp. 409–428). Boston: Allyn & Bacon.

STUDY DAYS / NO CLASSES	Month Date

FINAL EXAMINATIONS	Month Date

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 that 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 be 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 (OPTIONAL)

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 well-being 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 well-being in a social context and the well-being 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 you cannot discuss it with the instructor, contact the Lead Instructor for further guidance: For on-ground students—Dr. Annalisa Enrile at enrile@usc.edu; for VAC students—Dr. Tyan Parker Dominguez, tyanpark@usc.edu, If you still do not receive a satisfactory response or solution, contact your advisor or Joshua Watson, director of Student Affairs at jjwatson@usc.edu.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ 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 e-mail!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.