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

<table>
<thead>
<tr>
<th>Objective #</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>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.</td>
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<tr>
<td>3</td>
<td>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.</td>
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<tr>
<td>4</td>
<td>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.</td>
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<tr>
<td>5</td>
<td>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.</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
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<tbody>
<tr>
<td>1. Demonstrate Ethical and Professional Behavior *</td>
</tr>
<tr>
<td>2. Engage in Diversity and Difference in Practice *</td>
</tr>
<tr>
<td>3. Advance Human Rights and Social, Economic, and Environmental Justice *</td>
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<tr>
<td>4. Engage in Practice-informed Research and Research-informed Practice *</td>
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<tr>
<td>5. Engage in Policy Practice</td>
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<tr>
<td>6. Engage with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>7. Assess Individuals, Families, Groups, Organizations, and Communities *</td>
</tr>
<tr>
<td>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</td>
</tr>
</tbody>
</table>

* 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.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>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.</td>
<td>1d. Uses technology ethically and appropriately to facilitate practice outcomes</td>
<td>Values, Skills</td>
<td>1. Course Overview/The Nature of Theories 2. Bio-psycho-social Reflection</td>
</tr>
<tr>
<td>Competency</td>
<td>Objectives</td>
<td>Behaviors</td>
<td>Dimensions</td>
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</table>
| Competency 2: Engage Diversity and Difference in Practice | 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 |

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.

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 | Bio-psycho-social Reflection |

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  
13. Theories of Social Conflict and Social Identity  
14. Neurobiology and Social Relations
### 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.

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<tr>
<th>Competency</th>
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<th>Content</th>
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</thead>
<tbody>
<tr>
<td><strong>Competency 3</strong></td>
<td>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.</td>
<td>3a. Applies her/his understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</td>
<td>Knowledge, Values</td>
<td>1. Course Overview/The Nature of Theories</td>
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<td>2. Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories</td>
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<td>12. Social Networks and Social Support</td>
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<td>Competency</td>
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<td>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>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.</td>
<td>Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituents.</td>
<td>Knowledge</td>
<td>1. Course Overview/The Nature of Theories</td>
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<td>3. Neurobiology and Social Work</td>
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<td>4. Biopsychosocial Development in Early Childhood</td>
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<td>5. Personality Theories: Psychodynamic Theories</td>
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<td>6. Personality Theories, Continued: Attachment Theories</td>
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<td>7. Biopsychosocial Development in School-Aged Children</td>
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<td>8. Learning Theories: Behaviors</td>
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<td></td>
<td>10. Biopsychosocial Development in Adolescence and Early Adulthood Developmental milestones</td>
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<td>11. Biopsychosocial Development in Middle and Older Adulthood</td>
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<td>12 Social Networks and Social Support</td>
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<td>13. Theories of Social Conflict and Social Identity</td>
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<td>14. Neurobiology and Social Relations</td>
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<td>Competency</td>
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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.

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

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### Competency Objectives Behaviors Dimensions Content

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
<td>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)</td>
<td>8b. Applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.</td>
<td>Knowledge, Skills</td>
<td>1. Course Overview/The Nature of Theories</td>
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<td>2. Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories</td>
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<td>6. Personality Theories, Continued: Attachment Theories</td>
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<td>7. Biopsychosocial Development in School-Aged Children</td>
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<td>8. Learning Theories: Behaviorism</td>
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</tbody>
</table>
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.

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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

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<tr>
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<tbody>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>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</td>
<td>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.</td>
<td>Knowledge, Skills</td>
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<td>8. Learning Theories: Behaviorism</td>
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<tr>
<td>Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.</td>
<td>10. Biopsychosocial Development in Adolescence and Early Adulthood Developmental milestones</td>
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<td>14. Neurobiology and Social Relations</td>
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</table>
VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Personal Reflection</td>
<td>Unit 2</td>
<td>5%</td>
</tr>
<tr>
<td>2) In-class Quiz: Neurobiology</td>
<td>Unit 3</td>
<td>5%</td>
</tr>
<tr>
<td>3) Person-in-Environment Case Analysis</td>
<td>Unit 5</td>
<td>10%</td>
</tr>
<tr>
<td>4) Take-home Quizzes: Theoretical Analysis</td>
<td>Unit 8, 11</td>
<td>40%</td>
</tr>
<tr>
<td>5) Life History Interview and Oral Presentation</td>
<td>Unit 14, 15</td>
<td>30%</td>
</tr>
<tr>
<td>6) Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

1) **Personal Reflection (5% of course grade)**
   Students will complete a written reflection about key concepts related to the social work practice paradigm and code of ethics introduced in Unit 1.
   **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:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Equivalent</th>
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<tbody>
<tr>
<td>93–100</td>
<td>A</td>
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<tr>
<td>90–92</td>
<td>A–</td>
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<td>87–89</td>
<td>B+</td>
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<td>83–86</td>
<td>B</td>
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<td>80–82</td>
<td>B–</td>
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<td>77–79</td>
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<td>73–76</td>
<td>C</td>
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<td>70–72</td>
<td>C–</td>
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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

Recommended Textbook
Berzoff, J., Flanagan, L. & Hertz, P. (Eds.) (2016). Inside out and outside in:
Psychodynamic clinical theory and psychopathology in contemporary multicultural

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

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT: A SOCIAL WORK PERSPECTIVE (Units 1–3)</td>
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<tr>
<td></td>
<td><strong>Course Overview/The Nature of Theories</strong></td>
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<tr>
<td></td>
<td>› Course and syllabus overview</td>
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<td>› Social work values and ethics</td>
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<td></td>
<td>› The nature of theories</td>
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<td></td>
<td>› Diversity spotlight</td>
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<tr>
<td>2</td>
<td>Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories</td>
<td>Personal Reflection due</td>
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<tr>
<td></td>
<td>› Systems theory</td>
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<td></td>
<td>› Ecological perspective</td>
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<td></td>
<td>› Diversity spotlight</td>
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<tr>
<td>3</td>
<td>Neurobiology and Social Work</td>
<td>In-class Quiz: Neurobiology</td>
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<tr>
<td></td>
<td>› Overview of brain structures and function</td>
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<td>› Neurological and biophysical development</td>
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<td>› Neuroscience and social work</td>
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<tr>
<td>4</td>
<td>THEORIES OF DEVELOPMENT AND BEHAVIOR IN CHILDHOOD, ADOLESCENCE, AND ADULTHOOD (Units 4–11)</td>
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<tr>
<td></td>
<td><strong>Biopsychosocial Development in Early Childhood</strong></td>
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<td></td>
<td>› Developmental milestones 0–5</td>
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<td></td>
<td>› Neurobiology and developmental implications of early life stress</td>
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<td>› Diversity spotlight</td>
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<tr>
<td>5</td>
<td>Personality Theories: Psychodynamic Theories</td>
<td>Person-in-Environment paper due</td>
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<tr>
<td></td>
<td>› Classic psychoanalytic theory</td>
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<td>› Ego psychology</td>
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<td>› Relational theory</td>
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<td>› Intersubjectivity theory</td>
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<td>› Diversity spotlight</td>
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<td>6</td>
<td>Personality Theories, Continued: Attachment Theories</td>
<td>Quiz 1 posts</td>
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<td></td>
<td>› Traditional attachment theory</td>
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<td>› Contemporary attachment theory</td>
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<td>› Attachment and affect regulation</td>
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<td>7</td>
<td><strong>Biopsychosocial Development in School-Aged Children</strong></td>
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<td></td>
<td>- Developmental milestones 6–12</td>
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<td>- Peer acceptance</td>
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<td>- Self-concept</td>
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<td>- Models of moral development</td>
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<td>8</td>
<td><strong>Learning Theories: Behaviorism</strong></td>
<td>Quiz 1 due</td>
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<td></td>
<td>- Classical conditioning</td>
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<td>- Operant conditioning</td>
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<td>- Diversity spotlight</td>
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<tr>
<td>10</td>
<td><strong>Biopsychosocial Development in Adolescence and Early Adulthood</strong></td>
<td>Quiz 2 posts</td>
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<tr>
<td></td>
<td>- Developmental milestones</td>
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<td>- Neurobiology of adolescent behavior</td>
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<td>- Models of early adult development</td>
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<td>- Gender differences</td>
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<td>- Neurobiology of subjective well-being, romantic love, and monogamy</td>
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<td><strong>Biopsychosocial Development in Middle and Older Adulthood</strong></td>
<td>Quiz 2 due</td>
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<tr>
<td></td>
<td>- Stereotypes about aging</td>
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<td></td>
<td>- Attachment in older adults</td>
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<td>- Biological development</td>
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<td>12</td>
<td><strong>THEORIES OF SOCIAL RELATIONS AND SOCIAL CONFLICT</strong> (Units 12–14)</td>
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<td><strong>Social Networks and Social Support</strong></td>
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<td>- Social support and biopsychosocial well-being</td>
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<td>- Social networks and social service systems</td>
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<td>13</td>
<td><strong>Theories of Social Conflict and Social Identity</strong></td>
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<td>› Conflict theory</td>
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<td>› Critical race theory</td>
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<td>› Intersectionality</td>
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<td>› Diversity spotlight</td>
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<td>14</td>
<td><strong>Neurobiology and Social Relations</strong></td>
<td>Oral presentations</td>
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<td>› Neurobiology and politics</td>
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<td>› Diversity spotlight:</td>
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<td>▶ Cultural neuroscience</td>
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<td>▶ Neurobiology of prejudice</td>
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<td>15</td>
<td><strong>COURSE REVIEW AND WRAP-UP</strong></td>
<td>Oral presentations, cont’d</td>
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<td></td>
<td>› Social work practice paradigm</td>
<td>Life History Interview paper due</td>
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<td>› Social work values and ethics</td>
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<td>› Theories of development and behavior</td>
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</table>

**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

Topics of Focus
- 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:


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

Topics of Focus
- 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:


**Recommended Readings:**


**Unit 3: Neurobiology and Social Work**

**Topics of Focus**

- 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:**


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


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

**Unit 4: Biopsychosocial Development in Early Childhood**

<table>
<thead>
<tr>
<th>Topics of Focus</th>
<th>Month Date</th>
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<tbody>
<tr>
<td>The neurobiology of stress</td>
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<td>Developmental implications of stress during early life and throughout the life span</td>
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<td>Diversity spotlight: racial differences in stress and birth outcomes</td>
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</tbody>
</table>

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

**Required Readings:**


Recommended Readings:


Unit 5: Personality Theories: Psychodynamic Theories

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:


Recommended Readings:


### Unit 6: Personality Theories, Continued: Attachment Theories

**Topics of Focus**
- 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:**


**Recommended Readings:**


**Unit 7: Biopsychosocial Development in School-Aged Children**

**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:**


**Recommended Reading:**


**Unit 8: Learning Theories: Behaviorism**

<table>
<thead>
<tr>
<th>Topics of Focus</th>
<th>Month Date</th>
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<tbody>
<tr>
<td>Classical conditioning</td>
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<td>Operant conditioning</td>
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</table>

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

**Required Readings:**


**Recommended Readings:**


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

**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:**


**Recommended Readings:**


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**Unit 10: Biopsychosocial Development in Adolescence and Early Adulthood**

**Topics of Focus:**

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

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


**Recommended Readings:**


#### Unit 11: Biopsychosocial Development in Middle and Older Adulthood

**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:**


**Recommended Readings:**


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

<table>
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<tr>
<th>Unit 12: Social Networks and Social Support</th>
<th>Month Date</th>
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</table>

**Topics of Focus**

- 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:**


**Recommended Readings:**


**Unit 13: Theories of Social Conflict and Social Identity**

**Topics of Focus**
- Conflict theory
- Critical race theory
- Intersectionality
- Diversity spotlight: social inequality

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

**Required Readings:**


**Recommended Readings:**


**Unit 14: Neurobiology and Social Relations**

**Topics of Focus**
- Neurobiology and prejudice
- Neurobiology and culture
- Neurobiology and politics

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

**Required Readings:**


**Recommended Readings:**


**Unit 15: Course Review and Wrap-Up**

**Topic of Focus**
- Social work ethics and theories: A review

This unit relates to course objectives 1–5.

**Required Reading:**

<table>
<thead>
<tr>
<th>STUDY DAYS / NO CLASSES</th>
<th>Month Date</th>
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<tbody>
<tr>
<td>FINAL EXAMINATIONS</td>
<td>Month Date</td>
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</table>
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://policy.usc.edu/scampus-part-b/. 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/.

XI. Support Systems

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/
Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student
EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC – https://diversity.usc.edu/
Tabs for Events, Programs and Training, Task Force (including representatives for each school),
Chronology, Participate, Resources for Students

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

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 cannot discuss it with the instructor, contact the Course Lead: Prof. Sara McSweyn (mcsweyn@usc.edu) for on ground students or Dr. Tyan Parker Dominguez (tyanpark@usc.edu) for VAC students. If you do not receive a satisfactory response or solution, contact your advisor and/or the MSW Chair, Dr. Leslie Wind (wind@usc.edu), for further guidance.

**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.*