I. COURSE DESCRIPTION

SOWK 505 is the second course in a two-course sequence titled Human Behavior and the Social Environment” (SOWK 503 and SOWK 505). Both courses are centered in the biopsychosocial perspective and provide foundation knowledge and skills for the concentration curricula in the second year of the program. SOWK 505 focuses on knowledge and skills regarding the reciprocal relationships between human behavior and social environments and the multidimensional view of human development. Similar to SOWK 503, attention is given to the biopsychosocial development of individuals in the context of family, group, community, organization and culture. Factors such as physical maturation, cognitive development, social relationships, and the psychosocial developmental tasks for the individual and family are considered. SOWK 505 takes these important theoretical frameworks and applies them to patterns of human development and behavior and the etiology of functional and dysfunctional developmental processes from early adulthood through late adulthood. Attention will be given to empirically-based theories and frameworks that undergird strengths-based, empowerment and resiliency-oriented practice.

SOWK 505 content includes empirically-based theories and knowledge that focuses on individual development and behavior as well as the interactions between and among individuals, groups, organizations, communities, institutions and larger systems. Students will also learn about human development over the life span including knowledge of biophysiological maturation, cognitive development, social relationships, and the psychosocial developmental tasks for the individual and family from early adulthood through late adulthood. At each phase of the life course, the reciprocal interplay between individual development and familial, small group, community and societal contexts are emphasized. The course is organized according to the case study method to help students critically analyze how people develop within a range of
social systems (individual, family, group, organizational, and community) and how these systems promote or impede health, well being, and resiliency. Thus, students will critically apply these different theories and perspectives to case studies or scenarios of contemporary situations in complex, urban, multicultural environments as embodied in the Southern California region.

Given the mission and purpose of social work, the course integrates content on the values and ethics of the profession as they pertain to human behavior and development across multiple systems. Special attention is given to the influence of diversity as characterized by (but not limited to) age, gender, class, race, ethnicity, culture, sexual orientation, disability and religion. The course makes important linkages between course content and social work practice, policy, research, and field instruction, specifically in evaluating multiple factors that impinge on functioning and converge in differential assessment and intervention.

II. COURSE OBJECTIVES

Upon completion of the course, students will be able:

1. To critically evaluate the value conflicts and ethical dilemmas represented by personal, professional, and societal values and their application to social work practice in real world situations and settings.
2. To formulate working definitions of the various person-in-environment and biopsychosocial theories and perspectives which recognize the interaction between human behavior and the social environment.
3. To critically analyze the socio-historical-political contexts from which these theories and perspectives emanated and their relation to the social work profession.
4. To develop the analytic tools necessary to integrate and apply multiple, sometimes competing perspectives using the case study method and/or other learning formats.
5. To identify the special influence of diversity (e.g., age, gender, class, race, ethnicity, culture, sexual orientation, disability and religion) on human behavior and the social environment.
6. To demonstrate understanding of the influence of interactions among individuals as well as the interactions between individuals and families, groups, organizations, communities, institutions, and larger systems.
7. To demonstrate understanding of human functioning and development in complex, urban, multicultural environments.
8. To demonstrate knowledge of the biopsychosocial and life span development of individuals from early adulthood through later adulthood.
9. To demonstrate understanding of adaptive vs. maladaptive behaviors across the life span and the social constructions from which they emerge.
10. To demonstrate understanding of how theories and perspectives address populations-at-risk and the factors that promote social and economic justice.
11. To demonstrate understanding of the role that research plays in generating, supporting, and revising knowledge and the relative gap of evidence across theories and populations.
12. To develop the facility for oral and written expression and analytic thinking necessary for
III. Course Format
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, 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.

IV. Course Evaluation and Grading
All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive a no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit grade in this seminar, they will be required to repeat this class.

Grades pertaining to the assignments and course grades will be based on the following rubric:

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

The student’s grade will be based on the following evaluations across all HBSE sections:

10% Class participation: Ongoing
10% Assignment #1: Oral and written assignment based on class readings (TBA)
35% Assignment #2: Midterm—written take-home assignment (due week of March 10)
45% Assignment #3: Final Assignment (oral and written assignment; TBA by section instructor)

Complete details regarding the assignments and due dates will be posted.

V. Attendance Policy
Students are expected to attend every class and to remain in class for the duration of the session. 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 telephone or email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

VI. COURSE EXPECTATIONS AND GUIDELINES
Students are expected to attend class sessions, complete all reading assignments, participate in class discussions and activities, submit work on the date and time specified by the instructor, and contribute to an atmosphere of mutual respect and civil discourse. Students will be expected to regularly access their E-mail accounts and/or Blackboard accounts for posted messages, documents, etc., and any other avenue of communication requested by the class instructor.

VII. REQUIRED TEXTBOOKS
These texts were also assigned as required texts for SOWK 503.


Course reader: A course reader containing the required course readings will be available through Mozena Publishing (www.mozenapublishing.com; 800.444.8398). Readers will also be available for purchase during the first week of class.

VIII. ACADEMIC ACCOMMODATIONS
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

IX. EMERGENCY RESPONSE INFORMATION
To receive information, call main number (213)740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information.”

To leave a message, call (213) 740-8311
For additional university information, please call (213) 740-9233
Or visit university website; http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

University Park Campus
MRF – Lot B
SWC – Lot B
WPH – McCarthy Quad
VKC – McCarthy Quad

City Center
Front of the building (12th & Olive)
Orange County Campus
Faculty Parking Lot
Skirball Campus
Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (SOWK 505)
SPRING 2008
Course Outline and Assignments

NOTE: Readings published before 2000 have been carefully scrutinized and are included in the syllabus because they provide key or seminal information for the overall course content.

SESSION 1: Week of January 14
Welcome and introductions
Introduction to the course
Overview of the learning contract/syllabus
Selected review of SOWK 503

Course objectives: 1-12

Recommended Readings

Review readings and class materials from primary texts assigned in SOWK 503 (see syllabus).

SESSION 2: Week of January 21
Selected review of SOWK 503 (cont.)
Early adverse experiences and adult biopsychosocial outcomes

Course objectives: 1-12

Required Readings


SESSION 3: Week of January 28
Empowerment and strengths-based frameworks: Theoretical and practice formulations
Course objectives: 1-12

Required Readings

Harper, G.W., Jernewall, N., & Zea, M.C. (2004). Giving voice to emerging science and theory for lesbian, gay, and bisexual people of color. *Cultural Diversity and Ethnic Minority Psychology, 10*(3), 187-199. (Suggested readings on this topic are available in the Special Issue cited in this article of the same journal/date.)


SESSION 4: Week of February 4

Risk, protection, resilience

Course objectives: 1-3, 5-7, 9-12

Required Readings


SESSION 5: Week of February 11
Cognitive-behavioral approaches to practice: Theoretical and practice formulations
Sociocultural contexts

Course objectives: 1-12

Required Readings


SESSION 6: Week of February 18
Biological aspects of early and middle adulthood

Course objectives: 1-12

Required Readings


SESSION 7:  Week of February 25
Psychological aspects of early and middle adulthood

Course objectives: 1-12

Required Readings

   Chapter 11: Psychological aspects of young and middle adulthood


SESSION 8:  Week of March 3
Psychological aspects of early and middle adulthood (cont.)

Course objectives: 1-12

Required Readings

   Chapter 13: Sexual orientation


SESSION 9: Week of March 10 (Midterm Assignment DUE)

**Required Readings**

To be posted.

Week of March 17, 2008: SPRING RECESS (NO CLASS SESSION)

SESSION 10: Week of March 24

Biological aspects of later adulthood

*Course objectives: 1-12*

**Required Readings**

Chapter 14: Biological aspects of later adulthood


SESSION 11: Week of March 31

Loss and grief

*Course objectives: 1-3, 5-12*

**Required Readings**

Chapter 15: Psychological aspects of later adulthood


SESSION 12: Week of April 7
Psychological aspects of later adulthood

Course objectives: 1-12

Required Readings


SESSION 13: Week of April 14
Psychological aspects of later adulthood (cont.)

Course objectives: 1-12

Required Readings


SESSION 14: Week of April 21  
Student Presentations

Course objectives: 1-12

SESSION 15: Week of April 28
Student presentations  
Course review and wrap-up

“Exam Days”: May 7 – 14, 2008—The final assignment due date will be arranged by the section instructor.
<table>
<thead>
<tr>
<th></th>
<th>Table 1. SOWK 505—Fall 2008 Course Objectives per Class Session</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To critically evaluate the value conflicts and ethical dilemmas represented by personal, professional, and societal values and their application to social work practice in real world situations and settings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>2</td>
<td>To formulate working definitions of the various person-in-environment and biopsychosocial theories and perspectives which recognize the interaction between human behavior and the social environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>3</td>
<td>To critically analyze the socio-historical-political contexts from which these theories and perspectives emanated and their relation to the social work profession.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>4</td>
<td>To develop the analytic tools necessary to integrate and apply multiple, sometimes competing perspectives using the case study method and/or other learning formats.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>5</td>
<td>To identify the special influence of diversity (e.g., age, gender, class, race, ethnicity, culture, sexual orientation, disability and religion) on human behavior and the social environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>6</td>
<td>To demonstrate understanding of the influence of interactions among individuals as well as the interactions between individuals and families, groups, organizations, communities, institutions, and larger systems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>7</td>
<td>To demonstrate understanding of human functioning and development in complex, urban, multicultural environments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>8</td>
<td>To demonstrate knowledge of the biopsychosocial and life span development of individuals from early through later adulthood.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>9</td>
<td>To demonstrate understanding of adaptive vs. maladaptive behaviors across the life span and the social constructions from which they emerge.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>10</td>
<td>To demonstrate understanding of how theories and perspectives address populations-at-risk and the factors that promote social and economic justice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>11</td>
<td>To demonstrate understanding of the role that research plays in generating, supporting, and revising knowledge and the relative gap of evidence across theories and populations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>12</td>
<td>To develop the facility for oral and written expression and analytic thinking necessary for professional social work practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

(● = addressed)