I. COURSE PREREQUISITES

SOWK 505

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

This 3-unit course builds on the content from the human behavior courses from the first year including social learning, psychodynamic, trauma, stress and coping, and neurobiology to help explain the mental health functioning of individuals seen in the mental health service system. Explanatory theories are expanded and deepened with a particular emphasis on the problems encountered in multicultural environments.

IV. COURSE OBJECTIVES

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

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

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the class will primarily be didactic and interactive. Students are expected to come to class prepared to discuss the material and are encouraged to share brief, relevant, clinical experiences. Appropriate videos and case vignettes will be used to illustrate class content.

VI. STUDENT LEARNING OUTCOMES

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

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

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.
<table>
<thead>
<tr>
<th>Competencies/Knowledge, Values, Skills</th>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
</tr>
</thead>
</table>
| **Diversity in Practice**—Engage diversity and difference in practice. Social workers competent in Diversity in Practice:  
  ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.  
  ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation.  
  ▪ Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. | 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. | Class discussions and exercises Assignments 1-3 |
| | 2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. | Class discussions and exercises Assignments 1 and 3 |
| | 3. Recognize and communicate understanding of the importance of difference in shaping life experiences. | Class discussions and exercises Assignments 1-3 |
Human Behavior—Apply knowledge of human behavior and the social environment. Social workers competent in Human Behavior:

- Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.
- Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

4. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.

5. Critique and apply knowledge to understand person and environment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Paper</td>
<td>September 27, 2011</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 2: Exam</td>
<td>November 8, 2011</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3: Paper</td>
<td>December 6, 2011</td>
<td>50%</td>
</tr>
<tr>
<td>Class Participation and Classroom Exercises</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described below.

Assignment 1

The first assignment is a paper which is a clinical application of theory. The student is asked to apply one of the explanatory theories discussed in Units 2-5 to a client they currently see in treatment or saw in first year placement. This will be a scholarly paper, drawing on the relevant literature. Diversity issues must be addressed. Length: 6-10 pages. Other details will be given out in class.

Due: September 27, 2011

*This assignment relates to student learning outcomes 1-5.*
Assignment 2

The second assignment is an in-class quiz. It will be three-quarters objective (true/false, multiple choice, etc.) and one-quarter essay. The material to be covered will be Units 6-11, both class lectures and assigned readings.

In class: November 8, 2011

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

Assignment 3

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

Due: December 6, 2011

This assignment relates to student learning outcomes 1-5.

Class Participation (10% of Course Grade)

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

1. **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

2. **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
3. **Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

4. **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never provide a constructive direction for the class. Integrative comments and effective challenges are absent.

Class grades will be based on the following:

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>3.85 – 4.00</th>
<th>A</th>
<th>92.5 – 100</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.60 – 3.84</td>
<td>A-</td>
<td>89.5 – 92.4</td>
<td>A-</td>
</tr>
<tr>
<td></td>
<td>3.25 – 3.59</td>
<td>B+</td>
<td>86.5 – 89.4</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td>2.90 – 3.24</td>
<td>B</td>
<td>82.5 – 86.4</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>2.60 – 2.89</td>
<td>B-</td>
<td>80.5 – 82.4</td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td>2.25 – 2.59</td>
<td>C+</td>
<td>76.5 – 80.4</td>
<td>C+</td>
</tr>
<tr>
<td></td>
<td>1.90 – 2.24</td>
<td>C</td>
<td>73.5 – 76.4</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>70.5 – 73.4</td>
<td>C-</td>
</tr>
</tbody>
</table>

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

**Required Textbooks**


**Recommended Textbooks**


**On Reserve**

All required articles can be accessed through ARES. Books have been placed on reserve in Leavey Library.
Note: Additional required and recommended readings may be assigned by the instructor throughout the course.
Course Schedule—Detailed Description
Part One: Explanatory Theories of Emotional Disorders

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Classical Freud, Ego Psychology, Social Learning, and Cognitive Behavioral Theories</th>
<th>July 19, 2011</th>
</tr>
</thead>
</table>

Topics
- Review of theories from first year as they apply to this course
- This Unit relates to course objectives 1-3.

Required Readings


(Instructor Note: For chapters 2-5 in *Inside out and outside in*, review as needed.)

In addition, one of the following:


Unit 2: Stress and Coping Theory And Posttraumatic Growth Theory

July 26, 2011

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

This Unit relates to course objectives 2-4.

Required Readings


Recommended Readings


(Instructor Note: Classic.)


Unit 3: Biopsychosocial Theories

August 2, 2011

Topics

- How the brain works and impacts behavior
- Understanding the impact of diversity on mental health and illness: A further look at culture, ethnicity, class, and sexual orientation

This Unit relates to course objectives 1-4.

Required Readings


Recommended Readings


(Instructor Note: Others as interested; classic.)


(Instructor Note: Essential for international social work in China.)


**Unit 4: The Developmental Perspective**

**August 9, 2011**

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

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

**Required Readings**


(Instructor Note: Review.)

**Recommended Readings**


(Instructor Note: Great review of the literature up to this date.)


Unit 5: Current Psychoanalytic Theory

August 16, 2011

Topics
- The Relational Theories: Object relations theories
- Optimal development arises within an empathic, attuned, parent-child dyadic system
- Results of misattunement seen in learning difficulties, anxious and depressed children, adolescents, and adults
- The intergenerational transmission of attachment problems

This Unit relates to course objectives 1-4.

Required Readings


Part Two: Symptomatology

Unit 6: Trauma and Post Traumatic Stress Disorder

August 23, 2011

Topics

- Neurobiological and biopsychological paradigms

This Unit relates to course objectives 1-4.

Required Readings


Recommended Readings


(Instructor Note: Classic; every student should read this book.)


(Instructor Note: Classic.)


(Instructor Note: Classic.)


**Unit 7: Dissociation and Other Trauma Related Phenomena August 30, 2011**

This Unit relates to course objectives 1 and 4.

**Required Readings**


**Recommended Readings**


**Unit 8: Other Anxiety Disorders September 6, 2011**

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

**Required Readings**


**Recommended Readings**


### Unit 9: Affective Disorders

**September 13, 2011**

**Topics**

- Unipolar and bipolar depressions

This Unit relates to course objectives 1-4.

**Required Readings**


**Recommended Readings**


(Instructor Note: Other chapters also recommended; classic.)

Unit 10: Personality Disorders

September 20, 2011

Topics
- Focus on Borderline Personality Disorder
This Unit relates to course objectives 1-4.

Required Readings (Unit 10 and Unit 11)


(Instructor Note: If you haven’t read them; see Unit 1.)


Recommended Readings


(Instructor Note: Classic.)


**Unit 11: Personality Disorders (Continued) September 27, 2011**

**Topics**
- Focus on Narcissistic Personality Disorder

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

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

**Unit 12: Schizophrenias, Psychoses, and Paranoid States October 4, 2011**

This Unit relates to course objectives 1-4.

**Required Readings**


**Recommended Readings**

**Unit 13: Disorders of Childhood October 11, 2011**

**Topics**
- The autistic spectrum and externalizing disorders

This Unit relates to course objectives 1 and 4.

**Required Readings**


Recommended Readings


Part Three: Special Topics
Unit 14: Domestic Violence October 18, 2011
Topics
- The family as a holding environment
- Biological, psychological, and social effects of domestic violence on children, adolescents, and adults
This Unit relates to course objectives 1-4.

Required Readings


Recommended Readings


(Instructor Note: On violence and the media.)


**Unit 15: Disorders of Affect Regulation October 25, 2011**

**Topics**

- Addictions, eating disorders, and related phenomena
- Why adolescents are at particular risk
- Adolescent risk factors
- Mediating variables: Family/school/community collaboration

This Unit relates to course objectives 1-4.

**Required Readings**


**Recommended Readings**


(Instructor Note: On addiction.)


**STUDY DAYS / NO CLASSES**

October 31 – November 1, 2011

**FINAL ASSIGNMENT DUE**

November 2, 2011
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 (whitsett@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.
Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. **Emergency Response Information**

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. “For recorded announcements, events, emergency communications or critical incident information."

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

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

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at [https://trojansalert.usc.edu](https://trojansalert.usc.edu).

<table>
<thead>
<tr>
<th>University Park Campus</th>
<th>Academic Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>City Center</td>
<td>Orange County</td>
</tr>
<tr>
<td>Front of Building</td>
<td>Faculty Parking Lot</td>
</tr>
<tr>
<td>(12th &amp; Olive)</td>
<td></td>
</tr>
<tr>
<td>MRF</td>
<td></td>
</tr>
<tr>
<td>Lot B</td>
<td>San Diego</td>
</tr>
<tr>
<td>SWC</td>
<td>Building Parking Lot</td>
</tr>
<tr>
<td>Lot B</td>
<td>Skirball</td>
</tr>
<tr>
<td>VKC</td>
<td>Front of Building</td>
</tr>
<tr>
<td>McCarthy Quad</td>
<td></td>
</tr>
<tr>
<td>WPH</td>
<td>McCarthy Quad</td>
</tr>
</tbody>
</table>

Do not re-enter the building until given the “all clear” by emergency personnel.

XIII. **Statement About Incompletes**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to by the instructor and reported on the official “Incomplete Completion Form.”

XIV. **Policy on Late or Make-Up Work**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.
XV. **Policy on Changes to the Syllabus and/or Course Requirements**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. **Code of Ethics of the National Association of Social Workers**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

**Preamble**

The primary mission of the social work profession is to enhance human 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 wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.
XVII. Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the Mental Health concentration, Dr. Concha Barrio. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVIII. Tips for Maximizing Your Learning Experience in This Course

✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
✓ Come to class.
✓ Complete required readings and assignments BEFORE coming to class.
✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
✓ Come to class prepared to ask any questions you might have.
✓ Participate in class discussions.
✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
✓ If you don’t understand something, ask questions! Ask questions in class, during office hours, and/or through email!
✓ Keep up with the assigned readings.

Don’t procrastinate or postpone working on assignments.