



# USC | School of Social Work

## Social Work 505

### Human Behavior and the Social Environment

### 3 Units

*Fall 2013*

Instructor: Buck Dodson, LCSW  
Email: [bdodson@usc.edu](mailto:bdodson@usc.edu)  
Phone: 773.831.4380

Office Hours: By Appointment  
Course Location: VAC  
Course Time(s):  
Monday: 67256/57: 7-815am & 845-10am PST

#### I. COURSE PREREQUISITES

SOWK 503

#### II. CATALOGUE DESCRIPTION

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

#### III. COURSE DESCRIPTION

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

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

#### IV. COURSE OBJECTIVES

The Human Behavior and the Social Environment course (SOWK 505) will:

Objective #	Objectives
1	Teach the ethical standards and practices of professional social work. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their ethics and how these variables may affect their ethical decision making in practice.
2	Provide opportunities for students to increase awareness of individual needs that diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present, identify the special influence of diversity on human behavior and the social environment, and how theories and perspectives address these populations.
3	Demonstrate critical analysis of socio-historical-political contexts from which theories and perspectives emanated and their relation to the social work profession in order to provide students with skills necessary to integrate and apply multiple (sometimes competing perspectives) using varying learning formats through both oral and written assignments.
4	Present foundation materials on the complex nature and scope of human behavior and the social environment, and how understanding of these theories address factors assist social workers in becoming effective change agents. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base and relative gap of evidence across theories and populations.
5	Provide the theoretical foundation needed for students to develop core knowledge of human behavior and the social environment. Demonstrate major concepts (person in environment, lifespan development, biopsychosocial assessment, social construction, and knowledge building). Provide students with commonly applied theories utilized in the field of social work.

#### V. COURSE FORMAT / INSTRUCTIONAL METHODS

The 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.

## VI. STUDENT LEARNING OUTCOMES

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

	Social Work Core Competencies	SOWK 505	Course Objective
1	Professional Identity	*	1
2	Ethical Practice	*	1
3	Critical Thinking	*	3,4
4	Diversity in Practice	*	2,3
5	Human Rights & Justice		
6	Research Based Practice		
7	Human Behavior	*	4,5
8	Policy Practice		
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate		

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<b>Professional Identity</b> —Identify as a professional social worker and conduct oneself accordingly.  Social workers competent in Professional Identity: <ul style="list-style-type: none"> <li>Serve as representatives of the profession, its mission, and its core values.</li> <li>Know the profession's history.</li> <li>Commit themselves to the profession's enhancement and to their own professional conduct and growth.</li> </ul>	1. Advocate for client access to the services of social work. 2. Practice personal reflection and self-correction to ensure continual professional development. 3. Attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication. 5. Engage in career-long learning. 6. Use supervision and consultation.	Assignment 1 and Class Participation

<p><b>Ethical Practice</b>—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> <li>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</li> <li>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</li> </ul>	<p>7. Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</p> <p>9. Tolerate ambiguity in resolving ethical conflicts.</p> <p>10. Apply strategies of ethical reasoning to arrive at principled decisions.</p>	<p>Assignment 2 and Class Participation</p>
<p><b>Critical Thinking</b>—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> <li>▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>▪ Use critical thinking augmented by creativity and curiosity.</li> <li>▪ Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	<p>11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p> <p>12. Analyze models of assessment, prevention, intervention, and evaluation.</p> <p>13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p>	<p>Assignments 1, 2, &amp; 3</p>
<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>▪ 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.</li> <li>▪ 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.</li> </ul>	<p>14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p> <p>15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.</p> <p>16. Recognize and communicate understanding of the importance of difference in shaping life experiences.</p> <p>17. View themselves as learners and engage those with whom they work as informants.</p>	<p>Assignments 1, 2, &amp; 3 and Class Exercises (Ungraded)</p>

<b>Human Behavior</b> —Apply knowledge of human behavior and the social environment.  Social workers competent in Human Behavior: <ul style="list-style-type: none"> <li>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.</li> <li>Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</li> </ul>	18. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	Assignments 1, 2, & 3 and Class Exercises (Ungraded)
	19. Critique and apply knowledge to understand person and environment.	

## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Written Critique and Oral Presentation of Class Reading</b>	Weeks 3-14	15%
<b>Assignment 2: Midterm Exam</b>	Week 8	35%
<b>Assignment 3: Final Paper and Presentation</b>	Week 15	40%
<b>Class Participation</b>	Ongoing	10%

Each of the major assignments is described below.

### Assignment 1: Written Critique and Oral Presentation of Class Reading

In this assignment you are asked to prepare a theoretical critique of one of the assigned readings from the course reader. You will collaborate with another student on the same reading to prepare both a written and oral critique. The instructor will coordinate the assignment of readings and schedule of presentations. The work should be distributed equitably between both students. On the assigned date, you will present the reading critique to the class in an oral presentation. You will also submit a written analysis in the form of a hand out to the instructor and to each student in the class.

**Due: Ongoing, dependent on chosen article (units 3-14)**

*This assignment relates to student learning outcomes 1-6 and 11-17.*

### Assignment 2: Midterm Exam

The midterm exam will be a take home exam. Exams will be posted Unit 4 of the course.

**Due: week of Unit 8**

*This assignment relates to student learning outcomes 7-17.*

### Assignment 3: Final Paper and Presentation

The final paper assignment details will be provided during Unit 10 of the course.

**Due: week of Unit 15**

*This assignment relates to student learning outcomes 11-17.*

### **Class Participation (10% of Course Grade)**

Your involvement in this class is considered essential to your growth as a practitioner. Your presence in class along with preparation by having read and considered the assignments, and participation in discussion and activities are essential.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

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

### **Required Textbooks**

Berzoff, J., Flanagan, M. L., & Hertz, P. (2008). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (2<sup>nd</sup> ed.). Lanham, MD: Jason Aronson.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). *Contemporary human behavior theory: A critical perspective for social work* (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.

Zastrow, C. H., & Kirst-Ashman, K. K. (2012). *Understanding human behavior and the social environment* (9<sup>th</sup> ed.). Custom Text: Volume 2. Belmont, CA: Thomson Learning.

**An additional reading will be used this semester. You will be given the title and instructions during Week 1 (unit 1) of the course by your instructor.**

**Required course readings** will be available through ARES. Access the USC Library ARES website to gain access to the assigned articles for 505 that are not included in the textbooks or other online materials. You will need your student email address and password. ARES resources are under the Instructor name of: Dr. Annalisa Enrile: <https://usc.ares.atlas-sys.com/>

**Course Reader:** For students who would prefer a hard copy of the required readings, a course reader will be available through Mozena Publishing at [www.mozenapublishing.com](http://www.mozenapublishing.com) (800-444-8398). Please note that you do not have to buy the Reader as the readings will be available on ARES.

### **Recommended Guidebook for APA Style Formatting**

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

Szuchman, L. T., & Thomlison, B. (2007). *Writing with style: APA style for social work* (3<sup>rd</sup> ed.). New York, NY: Wadsworth Publishing Company.  
 (Instructor Note: This is an e-book that you can purchase for \$19.49 at <https://www.ichapters.com/tl1/en/US/storefront/ichapters?cmd=catProductDetail&showAddButton=true&ISBN=978-0-495-09883-6>.)

## Recommended Websites

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

The Elements of Style – A Rule Book for Writing  
<http://www.bartleby.com/141/>  
 (Instructor Note: You can read it online.)

USC Guide to Avoiding Plagiarism  
[http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](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	<ul style="list-style-type: none"> <li>■ Introduction to Course: Understanding Human Behavior and the Social Environment               <ul style="list-style-type: none"> <li>▼ Welcome</li> <li>▼ Introduction to the Course</li> <li>▼ Overview of Learning Contract/Syllabus</li> <li>▼ Self Assessment from 503</li> <li>▼ Film Clip: "Abby at 79"</li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Review of SOWK 503</li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Feminist Theory               <ul style="list-style-type: none"> <li>▼ Overview of basic feminist theories</li> <li>▼ Gender Dynamics</li> <li>▼ Gender stereo-typing</li> <li>▼ Sexism</li> </ul> </li> </ul>	
4	<ul style="list-style-type: none"> <li>■ LGBTQI Theory               <ul style="list-style-type: none"> <li>▼ Sexual orientation</li> <li>▼ Identity formation</li> <li>▼ Biological theories</li> <li>▼ Psychosocial theories</li> <li>▼ Significant issues and life events</li> </ul> </li> </ul>	Midterm Assignment Distributed This Week
5	<ul style="list-style-type: none"> <li>■ Adolescent Development               <ul style="list-style-type: none"> <li>▼ Biological Development</li> <li>▼ Psychosocial Development</li> <li>▼ Kohlberg and Gilligan (Moral Development)</li> <li>▼ Peer Group Influence</li> <li>▼ Social issues</li> <li>▼ Youth Resiliency and Empowerment</li> </ul> </li> </ul>	
6	<ul style="list-style-type: none"> <li>■ Early Adulthood               <ul style="list-style-type: none"> <li>▼ Biological Development/Physical Changes</li> <li>▼ Risk Taking Behaviors</li> <li>▼ Psychological Development</li> <li>▼ Relationship Formation</li> <li>▼ Film Clip: Thin</li> </ul> </li> </ul>	
7	<ul style="list-style-type: none"> <li>■ Spirituality               <ul style="list-style-type: none"> <li>▼ Fowler: Stages of Spiritual Development</li> <li>▼ Cultural and Spirituality</li> </ul> </li> </ul>	



Unit	Topics	Assignments
8	<ul style="list-style-type: none"> <li>■ Middle Adulthood <ul style="list-style-type: none"> <li>▼ Biological Development</li> <li>▼ Psychological Development</li> <li>▼ Social Development</li> <li>▼ Mental Health Issues</li> <li>▼ Biological Issues: Fertility, Menopause</li> </ul> </li> </ul>	Midterm Due
9	<ul style="list-style-type: none"> <li>■ Workplace and Development <ul style="list-style-type: none"> <li>▼ Levinson</li> <li>▼ Peck</li> <li>▼ Masculinity Theory</li> <li>▼ The “Sandwich” Generation</li> <li>▼ Labor migration theory</li> </ul> </li> </ul>	
10	<ul style="list-style-type: none"> <li>■ Older Adult Development <ul style="list-style-type: none"> <li>▼ Stereotypes on Aging</li> <li>▼ Biological Development</li> <li>▼ Examining Alzheimer’s</li> <li>▼ No Longer Being Able to Care for Oneself (and the Psychosocial Implications)</li> <li>▼ Film Clip: “Young at Heart”</li> </ul> </li> </ul>	
11	<ul style="list-style-type: none"> <li>■ Older Adulthood (Continued) <ul style="list-style-type: none"> <li>▼ Maslow Hierarchy of Needs: Self Actualization?</li> <li>▼ Life Review</li> <li>▼ Film Clip: Asian Americans and Depression</li> </ul> </li> </ul>	
12	<ul style="list-style-type: none"> <li>■ Health Belief Model <ul style="list-style-type: none"> <li>▼ Stages of change (Transtheoretical Model of Behavioral Change)</li> <li>▼ Reasoned action</li> </ul> </li> </ul>	
13	<ul style="list-style-type: none"> <li>■ Grief and Loss <ul style="list-style-type: none"> <li>▼ Kubler-Ross Stage Model of Grief</li> <li>▼ Grief and Loss Across the Lifespan</li> <li>▼ Diverse Expressions of Grief</li> </ul> </li> </ul>	
14	<ul style="list-style-type: none"> <li>■ Intersectionality <ul style="list-style-type: none"> <li>▼ Challenges of diversity</li> <li>▼ Traditional versus intersectional models</li> </ul> </li> </ul>	
15	<ul style="list-style-type: none"> <li>■ Course Wrap Up and Review <ul style="list-style-type: none"> <li>▼ Student Presentations</li> </ul> </li> </ul>	Final Paper and Presentation
<b>STUDY DAYS / NO CLASSES</b>		
<b>FINAL PAPER DUE</b>		

## Course Schedule—Detailed Description

### Unit 1: Introduction to Course: Understanding Human Behavior and the Social Environment

#### Topics

- Welcome
- Introduction to the course
- Overview of Learning Contract/syllabus
- Self-assessment from 503
- Film clip: Abby at 79

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

#### Required Readings

- Fraser, M. W., Richman, J. M., & Galinsky, M. J. (1999). Risk, protection, and resilience: Toward a conceptual framework for social work practice. *Social Work Research*, 23, 131-143.
- Parsons, R. J., Gutiérrez, L. M., & Cox, E. O. (1998). A model for empowerment practice. In L. M. Gutiérrez, R. J. Parsons, & E. O. Cox (Eds.), *Empowerment in social work practice* (pp. 3-23). Pacific Grove, CA: Brooks/Cole.
- Saleebey, D. (1997). Introduction: Power in the people. In D. Saleebey (Ed.), *The strengths perspective in social work practice* (pp. 1-20). New York, NY: Longman.
- Schriver, J. (2011). Global perspectives and theories. In *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (pp. 497-526). Boston, MA: Pearson.
- Schriver, J. (2011). Perspectives on communities. In *Human behavior and the social environment: Shifting paradigms in essential knowledge for social work practice* (pp. 442-496). Boston, MA: Pearson.
- Secombe, K. (2002). "Beating the odds" versus "changing the odds": Poverty, resilience, and family policy. *Journal of Marriage and Family*, 64, 384-394.

### Unit 2: Review of 503

#### Topics

- PowerPoint Review of 503

This Unit relates to course objectives 1-5.

#### Required Readings

- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). The nature of theories. In *Contemporary human behavior theory: A critical perspective for social work* (2<sup>nd</sup> ed., pp. 1-24). Boston, MA: Allyn & Bacon.

**Note:** Additional readings as directed by your professor.

### Unit 3: Feminist Theory

#### Topics

- Overview of basic feminist theories
- Gender Dynamics
- Gender stereo-typing
- Sexism

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

**Required Readings**

- Carr, E. (2003). Rethinking empowerment theory using a feminist lens: The importance of a process. *Affilia*, 18, 8-20.
- Collins, P. H. (1999). Distinguishing features of Black feminist thought. In *Black feminist thought: knowledge, consciousness, and the politics of empowerment* [10th anniversary ed.] (pp. 21-43). New York, NY: Routledge.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). Feminist theory. In *Contemporary human behavior theory: A critical perspective for social work* (2<sup>nd</sup> ed., pp. 107-133). Boston, MA: Allyn & Bacon.
- Zastrow, C. H., & Kirst-Ashman, K.K. (2013). *Gender, gender identity, gender expression, and sexism. Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 397-439). Belmont, CA: Thomson Learning.

**Recommended Readings**

- Abu-Lughod, L. (2002). Do Muslim women really need saving? Anthropological reflections on cultural relativism and its others. *American Anthropologist*, 104, 783-790.
- Anzaldúa, G. (1990). La conciencia de la mestiza: Towards a new consciousness. In *Making face, making soul: Creative and critical perspectives by feminists of color* (pp. 377-389). San Francisco, CA: Aunt Lute Books.
- Gilligan, C. (1982). In a different voice. In *Psychological theory and women's development* (pp. 24-39). Cambridge, MA: Harvard University Press.
- Greene, B. (1997). Psychotherapy with African American women: Integrating feminist and psychodynamic models. *Smith College studies in social work* [Special issue]. *Theoretical, Policy, Research and Clinical Perspectives for Social Work Practice with African Americans*, 67, 299-322.
- Mohanty, C. (2004). Cartographies of struggle: Third world women and the politics of Feminism. In *Feminism without borders: Decolonizing theory, practicing solidarity* (pp. 43-84). Durham, NC: Duke University Press.
- Saulnier, C. (2000). Global feminism. In *Feminist theories and social work: Approaches and applications* (pp. 173-198). New York, NY: Haworth Press.
- Saulnier, C. (2000). Liberal feminism. In *Feminist theories and social work: Approaches and applications* (pp. 1-28). New York, NY: Haworth Press.

**Unit 4: LGBTQI Theory****Topics**

- Sexual orientation
- Identity formation
- Biological theories
- Psychosocial theories
- Significant issues and life events

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

**Required Readings**

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

- Harper, G. W., Jernewall, N., & Zea, M. C. (2004). Giving voice to emerging science and theory for lesbian, gay, and bisexual people of color. *Cultural Diversity and Ethnic Minority Psychology*, 10(3), 187-199.
- Mosher, C. M. (2001). The social implications of sexual identity formation and the coming-out process: A review of the theoretical and empirical literature. *The Family Journal*, 9, 164-173. doi:10.1177/1066480701092011
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). Theories of empowerment. In *Contemporary human behavior theory: A critical perspective for social work* (2<sup>nd</sup> ed., pp. 85-106). Boston, MA: Allyn & Bacon. (focus on LGBT theory)
- Seidman, S. (1998). Are we all in the closet: Notes towards a sociological and cultural turn in queer theory. *European Journal of Cultural Studies*, 1, 177-192. doi:10.1177/136754949800100202
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Sexual orientation. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 578-612). Belmont, CA: Thomson Learning.

## Unit 5: Adolescent Development

### Topics

- Biological development
- Early adverse experiences and impact of adult biopsychosocial outcomes
- Psychosocial development
- Identity Formation
- Kohlberg and Gilligan (moral development)
- Peer group influence
- Social issues
- Youth resiliency and empowerment
- Video: Adolescent Gang Intervention Parts 1 and 2

This Unit relates to course objectives 3-5.

### Required Readings

- Auslander, B. A., Rosenthal, S. L., & Blythe, M. J. (2007). Understanding sexual behaviors of adolescents within a biopsychosocial framework. *Adolescent Medicine Clinics*, 18(3), 434-448.
- Willis, C. (2004). What makes teens tick. *Time Magazine*, 163(19), 56-65.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Biological development in adolescence. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 277-311). Belmont, CA: Thomson Learning.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Psychological development in adolescence. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 312-352). Belmont, CA: Thomson Learning.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Social development in adolescence. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 353-396). Belmont, CA: Thomson Learning.

### Recommended Reading

- Askew, M., & Byrne, M. W. (2009). Biopsychosocial approach to treating self-injurious behaviors: An adolescent case study. *Journal of Child and Adolescent Psychiatric Nursing*, 22(3), 115-119.

- Briones, D. F., Wilcox, J. A., Mateus, B., & Boudjenah, D. (2006). Risk factors and prevention in adolescent substance abuse: A biopsychosocial approach. *Adolescent Medicine Clinics*, 17, 335-352.
- Epstein, R. (2007, April/May). The myth of the teen brain. *Scientific American Mind*, 69-75.
- Maxwell, M. A., & Cole, D. A. (2009). Weight change and appetite disturbance as symptoms of adolescent depression: Toward an integrative biopsychosocial model. *Clinical Psychology Review*, 29, 260-273.
- Reyna, V. F., & Farley, F. (2007, December/January). Is the teen brain too rational? *Scientific American Mind*, 61-67.
- Sabbagh, L. (2006, August/September). The teen brain, hard at work no, really. *Scientific American Mind*, 55-60.
- Singer, J. B. (2005). Adolescent Latino males with schizophrenia: Mobile crisis response. *Brief Treatment and Crisis Intervention* 5, 35-55.

## Unit 6: Early Adulthood

### Topics

- Biological development/physical changes
- Risk taking behaviors
- Psychological development
- Relationship formation
- Film clip: "Thin"

This Unit relates to course objectives 3-5.

### Required Readings

- Lewis, K. G. (1998). A life stage model should include single women: Clinical implications for addressing ambivalence. *Journal of Feminist Family Therapy*, 10, 1-22.
- Matto, H. C. (2011). Young adulthood. In E. Hutchinson (Ed.), *Dimensions of human behavior: The changing life course* (pp. 269-303). Los Angeles, CA: Sage.
- Schore, J. R., & Schore, A. N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal*, 36, 9-20.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Biological aspects of young and middle adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 440-466). Belmont, CA: Thomson Learning.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Psychological aspects of young and middle adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 467-515). Belmont, CA: Thomson Learning.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Sociological aspects of young and middle adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 516-577). Belmont, CA: Thomson Learning.

### Recommended Readings

- Jonikas, J., Laris, A., & Cook, J. (2003). The passage to adulthood: Psychiatric rehabilitation service and transition related needs of young adult women with emotional and psychiatric disorders. *Psychiatric Rehabilitation Journal*, 27(2), 114-21.

Lewis, T., Amini, F., & Lannon, R. (2000). A fiercer sea. In *A general theory of love* (pp. 66-99) New York, NY: Vintage.

Lewis, T., Amini, F., & Lannon, R. (2000). A hearts castle. In *A general theory of love* (pp. 3-15) New York, NY: Vintage.

Mancinelli, R., Binetti, R., & Ceccanti, M. (2007). Women, alcohol and environment: Emerging risks for health. *Neuroscience and Biobehavioral Reviews*, 31, 246–253.

Okazaki, S. (2002). Influences of culture on Asian Americans' sexuality. *The Journal of Sex Research*, 39, 34-41.

## Unit 7: Spirituality

### Topics

- Fowler: Stages of spiritual development
- This Unit relates to course objectives 1-5.

### Required Readings

Clore, V., & Fitzgerald, J. (2002). Intentional faith: An alternative view of faith development. *Journal of Adult Development*, 9, 97-107.

Gray, M. (2008). Viewing spirituality in social work through the lens of contemporary social theory. *British Journal of Social Work*, 38, 175-196.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). Transpersonal theory. In *Contemporary human behavior theory: A critical perspective for social work* (2<sup>nd</sup> ed., pp. 377-408). Boston, MA: Allyn & Bacon.

Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Psychological development in adolescence (Fowler's theory of faith development and spotlight on diversity 7.3). In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 328-331). Belmont, CA: Thomson Learning.

### Recommended Readings

Ortiz, L., Villereal, S., & Engel, M. (2000). Culture and spirituality: A review of literature. *Social Thought*, 19, 21-36.

Peek, L. (2005). Becoming Muslim: The development of a religious identity. *Sociology of Religion*, 66, 215-242.

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

## Unit 8: Middle Adulthood

### Topics

- Biological development
  - Psychological development
  - Social development
  - Mental health issues
  - Biological Issues: Fertility, menopause
- This Unit relates to course objectives 3-5.

## Midterm Due to Instructor

**Required Readings**

- Almeida, D., & Horn, M. (2004). Is daily life more stressful during middle adulthood. As cited in O. G. Brim, C. D. Ryff, & R. C. Kessler (Eds.), *How Healthy are we? A national study of well-being at midlife* (pp. 425-451). Chicago, IL: The University of Chicago Press.
- Brim, O. G., Ryff, C., & Kessler, R. (2004). The Midus National Survey: An overview. In *How healthy are we? A national study of well-being at midlife* (pp. 1-34). Chicago, IL: The University of Chicago Press.
- Daniluk, J. C. (2001). Reconstructing their lives: A longitudinal, qualitative analysis of the transition to biological childlessness for infertile couples. *Journal of Counseling and Development*, 79, 439-449.
- Strauch, B. (2010). The best brains of our lives. In *The secret life of the grown-up brain* (pp. 12-27). New York, NY: Viking.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Biological aspects of young and middle adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 440-446). Belmont, CA: Thomson Learning.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Sociological aspects of young and middle adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 516-577). Belmont, CA: Thomson Learning.

**Recommended Readings**

- Cleary, P. D., Zaborski, L. B., & Ayanian, J. Z. (2004). Sex differences in health over the course of midlife. In Brim, O. G., Ryff, C.D., & Kessler, R. C., *How healthy are we? A national study of well-being at midlife* (pp. 37-62). Chicago, IL: The University of Chicago Press.
- Ell, K., Sanchez, K., Vourlekis, B., Juana-Lee, P., Dwight-Johnson, M., Lagomasino, I., ... Russell, C. (2005). Depression, correlates of depression, and receipt of depression care among low-income women with breast or gynecological cancer. *Journal of Clinical Oncology*, 23, 3052-3060.
- Patterson, J. M. (2002). Integrating family resilience and family stress theory. *Journal of Marriage and Family*, 64, 349-360.
- Sable, P. (2003). Attachment and women. In J. Sanville & E. B. Ruderman (Eds.), *Therapies of women in transition: Relational perspectives with today's women* (pp. 59-75). Madison, WI: International Universities Press.
- Saltzburg, S. (2004). Learning that an adolescent is gay or lesbian: The parent experience. *Social Work*, 49(1), 109-120.
- Saltzburg, S. (2009). Parent's experience of feeling socially supported as adolescents come out as lesbian and gay: A phenomenological study. *Journal of Family Social Work*, 12, 340-358.
- Strauch, B. (2010). What changes with time. In *The secret life of the grown-up brain* (pp. 69-91). New York, NY: Viking.



**Unit 9: Middle Adulthood Continued****Topics**

- Levinson
- Peck
- Masculinity theory
- Labor migration theory
- The “sandwich” generation

This Unit relates to course objectives 1-5.

**Required Readings**

- Connell, R., & Messerschmidt, J. M. (2005). Hegemonic masculinity: Rethinking the concept. *Gender and Society, 19*(6), 829-859.
- Riley, L. D., & Bowen, C. (2005). The sandwich generation: Challenges and coping strategies of multigenerational families. *The Family Journal, 13*, 52-58.
- Stephens, M. P., & Franks, M. M. (1999). Intergenerational relationships in later-life families: Adult daughters and sons as caregivers to aging parents. In Cavanaugh, J. C., & Whitbourne, S. K., *Gerontology: An interdisciplinary perspective* (pp. 329-354). New York, NY: Oxford University Press.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Psychological aspects of young and middle adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 467-515). Belmont, CA: Thomson Learning.

**Recommended Readings**

- Saez, P. A., Casado, A., & Wade, J. C. (2009). Factors influencing masculinity ideology among Latino men. *The Journal of Men's Studies, 17*(2), 116-128.
- Stephens, M. P., & Franks, M. M. (1999). Intergenerational relationships in later-life families: Adult daughters and sons as caregivers to aging parents. In Cavanaugh, J. C., & Whitbourne, S. K., *Gerontology: An interdisciplinary perspective* (pp. 329-354). New York, NY: Oxford University Press.
- Zarit, S. H., & Zarit, J. M. (2007). Family caregiving. Mental disorders in older adults (2<sup>nd</sup> ed., pp. 321-350). New York, NY: Guilford Press.

**Unit 10: Older Adult Development****Topics**

- Stereotypes on aging
- Biological development
- Examining Alzheimer's
- No longer being able to care for oneself (and the psychosocial implications)
- Film clip: Young at Heart

This Unit relates to course objectives 3-5.

**Required Readings**

- Hooyman, N. R., & Kiyak, H. A. (2010). Personality and mental health in old age. In *Social gerontology: A multidisciplinary perspective* (9<sup>th</sup> ed., pp. 223-258). Boston, MA: Pearson Education.



Hooyman, N. R., & Kiyak, H. A. (2010). The importance of social supports: Family, friends, and neighbors. In *Social gerontology: A multidisciplinary perspective* (9<sup>th</sup> ed., pp. 333-372). Boston, MA: Pearson Education.

Spangler, D., & Brandl, B. (2007). Abuse in later life: Power and control dynamics and a victim-centered response. *Journal of the American Psychiatric Nurses Association*, 12(6), 322-331.

Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Biological aspects of later adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 613-641). Belmont, CA: Thomson Learning.

Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Sociological aspects of later adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 671-695). Belmont, CA: Thomson Learning.

### Recommended Reading

Blackman, D. J., & Masi, C. M. (2006). Racial and ethnic disparities in breast cancer mortality: Are we doing enough to address the root causes? *Journal of Clinical Oncology*, 24, 2170-2178

Ferri, C. P., Prince, M., Brayne, C., Brodaty, H., Fratiglioni, L., Ganguli, M., ... Alzheimer's Disease International. (2005). Global prevalence of dementia: A Delphi consensus study. *Lancet*, 366, 2112-2117.

Henderson, J. N., & Henderson, L. C. (2002). Cultural construction of disease: A "supernormal" construct of dementia in an American Indian tribe. *Journal of Cross-Cultural Gerontology*, 17, 197-212.

Henry, J., & McNab, W. (2003). Forever young: A health promotion focus on sexuality and aging. *Gerontology & Geriatrics Education*, 23, 57-74.

Lee, M. Y., & Mjelde-Mossey, L. (2004). Cultural dissonance among generations: A solution-focused approach with East Asian elders and their families. *Journal of Marital and Family Therapy*, 30(4), 497-513.

Levy, B. R., Slade, M. D., Kunkel, S. R., & Kasl, S. V. (2002). Longevity increased by positive self-perceptions of aging. *Journal of Personality and Social Psychology*, 83, 261-270.

Luborsky, M. R., & McMullen, C. K. (1999). Culture and aging. In Cavanaugh, J. C., & Whitbourne, S. K., *Gerontology: An interdisciplinary perspective* (pp. 65-90). New York, NY: Oxford University Press.

Salari, S. (2002). Invisible in aging research: Arab Americans, Middle Eastern immigrants, and Muslims in the United States. *The Gerontologist*, 42(5), 580-588.

Zarit, S. H., & Zarit, J. M. (2007). Disorders of aging: Dementia, delirium, and other cognitive problems. In *Mental disorders in older adults* (2<sup>nd</sup> ed., pp. 41-77). New York, NY: Guilford Press.

Zarit, S. H., & Zarit, J. M. (2007). Normal processes of aging. In *Mental disorders in older adults* (2<sup>nd</sup> ed., pp. 10-39). New York, NY: Guilford Press.

## Unit 11: Older Adulthood (Continued)

### Topics

- Maslow Hierarchy of Needs: Self actualization?
- Life review
- Film clip: Asian Americans and Depression

This Unit relates to course objectives 3-5.

**Required Readings**

- Caldwell, R. L. (2005). At the confluence of memory and meaning—Life review with older adults and families: Using narrative therapy and the expressive arts to re-member and re-author stories of resilience. *The Family Journal: Counseling and Therapy for Couples and Families*, 13(2), 172-175.
- Consedine, N. S., Magai, C., & Conway, F. (2004). Predicting ethnic variation in adaptation to later life: Styles of socioemotional functioning and constrained heterotopy. *Journal of Cross-Cultural Gerontology*, 19, 97-131.
- Smyer, M. A., & Allen-Burge, R. (1999). Older adults' decision-making capacity: Institutional settings and individual choices. In Cavanaugh, J. C., & Whitbourne, S. K., *Gerontology: An interdisciplinary perspective* (pp. 391-413). New York, NY: Oxford University Press.
- Thompson, B., & Colon, Y. (2004). Lesbians and gay men at the end of their lives: Psychosocial concerns. In J. Berzoff & P. Silverman (Eds.), *Living with dying: A handbook for end-of-life healthcare practitioners* (pp. 482-498). New York, NY: Columbia University Press.
- Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Psychological aspects of later adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 642-670). Belmont, CA: Thomson Learning.

**Unit 12: Health Behavior Theories****Topics**

- Stages of Change (Transtheoretical Model of Behavior Change)
- Reasoned Action (subsumed under Theory of Planned Behavior; based in social cognitive theory)
- Health Belief Model

This Unit relates to course objectives 3-5.

**Required Readings**

- Carpenter, C. J. (2010). A meta-analysis of the effectiveness of health belief model variables in predicting behavior. *Health Communication*, 25(8), 661-669.
- Fishbein, M. (2008). A reasoned action approach to health promotion. *Medical Decision Making*, 28(6), 834-844.
- Icek Ajzen. (n.d.). *Frequently asked questions*. Retrieved from <http://www.people.umass.edu/aizen/faq.html>  
(Instructor Note: This site has lots of FAQs about theory. A great resource!)
- Norcross, J. C., & Prochaska, J. O. (2002). Using the stages of change. *Harvard Mental Health Letter*, 18(11), 5-7.
- Norcross, J. C., Krebs, P. M., & Prochaska, J. O. (2011). Stages of change. *Journal of Clinical Psychology*, 67(2), 143-154.
- Prochaska, J. O., & DiClemente, C. C. (1992). Stages of change in the modification of problem behaviors. *Progress in Behavior Modification*, 28, 183-218.

**Recommended Reading**

- Ajzen, I., & Fishbein, M. (2004). Questions raised by a reasoned action approach: Comment on Ogden (2003). *Health Psychology*, 23(4), 431-434.
- Cummings, K. M., Jette, A. M., & Rosenstock, I. M. (1978). Construct validation of the health belief model. *Health Education Monographs*, 6(4), 394-405.

Rosenstock, I. M., Strecher, V. J., & Becker, M. H. (1988). Social learning theory and the Health Belief Model. *Health Education Quarterly*, 15(2), 175-183.

## Unit 13: Grief and Loss

### Topics

- Kubler-Ross stage model of grief
- Grief and loss across the lifespan
- Diverse expressions of grief

This Unit relates to course objectives 1-5.

### Required Readings

Bonanno, G. (2009). A bit of history. In *The other side of sadness* (pp. 11-24). New York, NY: Basic Books.

Goldsworthy, K. (2005). Grief and loss theory in social work practice: All changes involve loss, just as all losses require change. *Australian Social Work*, 58(2), 167-178.

Kubler-Ross, E. (1997). Attitudes towards death and dying. In *On death and dying* (pp. 25-50). New York, NY: Scribner.

Williams B. R. (2004). Dying young, dying poor: A sociological examination of existential suffering among low-socioeconomic status patients. *Journal of Palliative Medicine*, 7(1), 27-37.

Zastrow, C. H., & Kirst-Ashman, K. K. (2013). Biological aspects of later adulthood. In *Understanding human behavior and the social environment* (9<sup>th</sup> ed., pp. 613-641). Belmont, CA: Thomson Learning.

### Recommended Readings

Bonanno, G. (2009). Chinese bereavement ritual. In *The other side of sadness* (pp. 169-194). New York, NY: Basic Books.

Corr, C. (1993). Coping with dying: Lessons that we should and should not learn from the work of Elisabeth Kubler-Ross. *Death Studies*, 17, 69-83.

Kendall, M., Harris, F., Boyd, K., Sheikh, A., Murray, S. A., Brown, D., ... Worth, A. (2007). Key challenges and ways forward in researching the "good death": Qualitative interview and focus group study. *British Medical Journal*, 334, 521-526.

Walter, C. A., & McCoyd, J. (2009). Introduction. In *Grief and loss across the lifespan: A biopsychosocial perspective* (pp. 1-27). New York, NY: Springer.

## Unit 14: Intersectionality

### Topics

- Intersectionality and social work practice
- Challenges of diversity
- Traditional versus intersectional models

This Unit relates to course objectives 3-5.

**Required Readings**

- Collins, P. H. (1999). US Black feminism in a transnational context. In *Black feminist thought: Knowledge, Consciousness, and the Politics of Empowerment* [10th anniversary ed.] (pp. 227-250). New York, NY: Routledge.
- Crenshaw, K. W. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review*, 43, 1241-1299.
- Jones-Deweever, A., Dill, B., & Schram, S. (2009). Racial, ethnic, and gender disparities in the workforce, education, and training under welfare reform. In B. Thornton Dill & R. E. Zambian (Eds.), *Emerging intersections: Race, class, and gender in theory, policy, and practice* (pp. 150-179). Piscataway, NJ: Rutgers University Press.
- Parks, C., Hughes, T., & Matthews, A. (2004). Race/ethnicity and sexual orientation: Intersecting identities. *Cultural Diversity and Ethnic Minority Psychology*, 10(3), 241-254. doi:10.1037/1099-9809.10.3.241

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

- Student presentations

This Unit relates to course objectives 1-5.

Final Paper Due to Instructor

**Required Readings**

- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2006). Application of theories. In *Contemporary human behavior theory: A critical perspective for social work* (2<sup>nd</sup> ed., pp. 409-428). Boston, MA: Allyn & Bacon.

## 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 ([enrile@usc.edu](mailto:enrile@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 Scamps 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. *Scamps*, 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](mailto: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>

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>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

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 be 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*  
[\[http://www.socialworkers.org/pubs/Code/code.asp\]](http://www.socialworkers.org/pubs/Code/code.asp)

### **Preamble**

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

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

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

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

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

## **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 sequence, Dr. Annalisa Enrile, at [enrile@usc.edu](mailto:enrile@usc.edu). 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 [рмаiden@usc.edu](mailto:рмаiden@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](mailto: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.*

---