



USC | School of Social Work

Social Work 605 Human Behavior and Mental Health 3 Units VAC Section 67397

Instructor:	Joan Landguth LCSW MSW		
E-Mail:	landguth@usc.edu	Course Day:	Saturday
Telephone:	Prefer email but use cell phone if urgent (858-361-9366)	Course Time:	67395: 8:00 to 9:15 AM PST <i>(Pacific Standard Time)</i>
Office:	By appointment with instructor via phone or VAC platform	Course Location:	Virtual Academic Center Start Date: May 9, 2015
Office Hours:	By Appointment on Thursdays, with preferred times being on Thursdays 3:00 -3:45 and 7:00—7:30 <i>(Pacific Standard Time used for scheduling)</i>		
<ul style="list-style-type: none"> If you have a need to discuss any matter, I am always available to schedule an office-hour appointment, as per the directions above. Please do not hesitate to request time if you would find it helpful to maximize your benefit from this class. You and I both have a mutual interest in you getting the most you can from this course and your USC education! 			

PLEASE NOTE:

There may be other syllabi from other classes or sections of the VAC, but this is the "official" class syllabus for this class section. It should provide you with the information about this course. If there are necessary changes to this class or to this syllabus, you will receive an updated syllabus incorporating those changes.

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:

Objective No.	Objectives
1	Present the major theories of human behavior that explain particular syndromes and psychopathology most commonly seen in mental health settings
2	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
3	Provide opportunities to understand the interrelationship between oppression, disempowerment, and mental health problems
4	Describe recent research and landmark studies of mental health for critical evaluation
5	Teach aspects of neurobiology as they relate to mental health

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 10 social work core competencies:

Social Work Core Competencies	SOWK 605	Course Objective
1 Professional Identity		
2 Ethical Practice		
3 Critical Thinking		
4 Diversity in Practice	*	2 & 3
5 Human Rights and Justice		
6 Research-Based Practice		
7 Human Behavior	*	1 & 4
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
<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> 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

<p>Human Behavior—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> 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	Class discussions and exercises Assignments 1–3
	5. Critique and apply knowledge to understand person and environment	

VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Paper	Week 6	20%
Assignment 2: Quiz	Week 10	20%
Assignment 3: Paper	Finals Week	50%
Class Participation and Classroom Exercises	Ongoing	10%

The due date for **Assignment 1** refers Thursday, Midnight, Pacific Standard Time. Assignment 3 is due at Midnight PST on Aug 17, 2015, the first official day of *Finals Week*. Each of the major assignments is described below, and a full assignment description is included at the end of this syllabus.

Assignment 1 (20% of grade)

The first assignment is a paper that is a clinical application of theory. The student is asked to apply ***Modern Attachment Theory*** and ***Self Psychology*** 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 and rubrics can be found at the end of this course syllabus.

Due: [Week 6 June 13, 2015 MIDNIGHT](#) (PACIFIC STANDARD TIME)

This assignment relates to student learning outcomes 1–5.

Assignment 2 (20% of grade—On-line Quiz 15% and Take home Quiz 5%)

- **Due:** Please read the instructions below carefully, making note of the dates and process.

The second assignment is a quiz, three quarters of which is an in-class (asynchronous portion) and objective test (true/false, multiple choice, etc.) and one quarter of which is a take-home essay. The material to be covered will be on Units 6–10 and include class lectures, asynchronous materials, and assigned reading. The due dates are as follows:

- [Week 11 On Line Quiz](#): Quiz will become available following class in the Asynchronous Section at the end of class Week 10, and is to be completed by the student on the Asynchronous Section by midnight on the day of Class 11.
- [Week 12 Take Home Portion](#): At the end of class on Week 10, the questions for the Take home Essay Quiz will be posted on the wall. Students will select only one of the questions, and will write a short research paper to address the question. This Take Home must be submitted on the VAC by midnight on the day of class for Week 12.

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., Intimate Partner Violence). This is a scholarly paper, drawing upon empirical research and relevant literature. Neurobiological issues and Diversity issues must be addressed. **Length: 15–18 pages**. A more detailed description of the assignment, and rubrics, will be discussed during the live session. **Due: 1st day of Finals Week**
August 17, 2015 Midnight Pacific Standard Time

This assignment relates to student learning outcomes 1–5.

Assignment: 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. Attendance is factored in. (90% to 100% points)
2. **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, are 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. Attendance is factored in. (80% or 90% points)
3. **Nonparticipant:** 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. Attendance is factored in. (40% to 80% points).
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. (0% to 40% points)

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	92.5–100	A
3.60–3.84	A-	89.5–92.4	A-
3.25–3.59	B+	86.5–89.4	B+
2.90–3.24	B	82.5–86.4	B
2.60–2.89	B-	79.5–82.4	B-
2.25–2.59	C+	76.5–79.4	C+
1.90–2.24	C	73.5–76.4	C
		70.5–73.4	C-

SCHOOL OF SOCIAL WORK GRADING POLICY

Within the School of Social [Work](#), grades are determined in each class on standards established by the school as follows.

- 1) Grades of A or A- are reserved for student work [that](#) not only demonstrates very good mastery of content but also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in the approach to the assignment. The difference between these two grades is determined by the degree to which these skills have been demonstrated.
- 2) A grade of B+ will be given to work [that](#) is judged to be very good. This grade denotes that the student has demonstrated a more-than-competent understanding of the material.
- 3) A grade of B will be given to student work [that](#) meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

- 4) A grade of B- denotes that a student's performance was less than adequate on the assignment, reflecting only moderate grasp of content or expectations.
- 5) A grade of C reflects minimal grasp of the assignment, poor organization of ideas, and/or several significant areas requiring improvement.
- 6) Grades between C- and F denote a failure to meet even minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

CAUTIONARY NOTE TO STUDENTS ON PLAGIARISM

You are expected to know what plagiarism is. Being "unclear" on the citing format is not an acceptable excuse, so please avail yourselves of the resources below. All papers go through "turnitin," a web-based plagiarism detection program. Once quotations and references are filtered, if an instructor sees more than a 10% similarity index, there may be significant consequences, up to and including failing the paper and/or course and being referred to the University Office of Judicial Affairs.

The following resources, as well as our writing support center, are provided for your support.

<https://owl.english.purdue.edu/owl/resource/589/02/>

<https://owl.english.purdue.edu/owl/resource/589/1/>

<https://owl.english.purdue.edu/owl/section/3/33/>

<http://libguides.usc.edu/APA-citation-style>

http://www.usc.edu/student-affairs/SJACS/pages/students/academic_integrity.html

Excerpt below is from your USC Student Guidebook: <http://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>

11.00 Behavior Violating University Standards and Appropriate Sanctions

General principles of academic integrity include and incorporate 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. Faculty members may include additional classroom and assignment policies, as articulated on their syllabus.

11.11 (The following are examples of violations of these and other university standards.)

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgment of sources in essays or papers.

Required Textbooks

Berzoff, J., Flanagan, L. M., & Hertz, P. (2011). *Inside out and outside in* (3rd ed.). Lanham, MD: Rowman and Littlefield Publishers.

Cozolino, L. (2010). *The neuroscience of psychotherapy*. New York, NY: W.W. Norton.

Recommended Textbook

Applegate, J., & Shapiro, J. (2005). *Neurobiology for clinical social work: Theory and practice*. New York, NY: W.W. Norton.

Cozolino, L. (2014). *The neuroscience of human relationships: Attachment and the developing social brain* (2nd ed.). New York, NY: W.W. Norton.

On Reserve

All required articles, chapters in non-required books, and some recommended reading can be accessed through ARES. They should be available by using the name of the 605 Lead Instructor, who is Eileen Abel.

[Additional NOTES from the Instructor to help you prepare for class](#)

- Note that on the VAC schedule for Summer Semester the last day of this class is Saturday, August 13, & Finals Week starts August 17, 2015. The last assignment (paper) is due 1st day of Finals Week.
- This course is rich with materials and concepts, and a social worker graduating from USC School of Social Work in the Mental Health Concentration is presumed to have an education that includes the concepts covered in this course. If you intend to practice in mental health, then all of the topics in this course are important to insure you are prepared for your social work practice. In addition, being knowledgeable of these concepts forms the cornerstone of ethical social work practice in mental health. (See the clause from the Social Work Code of Ethics below. ¹)
- To truly use the class sessions effectively you will need to be prepared before class. As an instructor I will post some materials for you prior to class. The materials are to serve as a review of concepts from the readings and asynchronous sessions, and sometimes to add additional concepts and references. Ideally you can use these materials to reinforce the concepts you have learned in your own learning activities. However, if it appears that students are not coming to class prepared for discussions by the reading and asynchronous materials, then we need to work together to ensure your learning. You may suggest your needs in class, emails, or office hours. Otherwise there may be a need to institute some additional research-formulated activity to encourage preparation—and research shows that frequent quizzes are the best way to encourage preparation and learning...! (See NY Times article at the link below, and/or do your own research.) ²

¹ The **Social Work Code of Ethics** includes the following:

1.04 Competence: (a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience. (Italics added for emphasis.)

² <http://www.nytimes.com/2013/11/21/education/frequent-tests-can-enhance-college-learning-study-finds.html?module=Search&mabReward=relbias%3Ar%2C%7B%221%22%3A%22RI%3A10%22%7D&r=0>

Course Schedule

Unit 1: Biological Perspectives

May 9, 2015

Topics

- Interface between neuroscience and psychological research
- Overview of brain structures and functions

This unit relates to course objectives 1 and 4.

Required Reading

Cozolino, L. (2010). Building and rebuilding the brain: Psychotherapy and neuroscience. In *The neuroscience of psychotherapy* (2nd ed., pp. 12–31). New York, NY: W.W. Norton.

Cozolino, L. (2010). The human nervous system: From neurons to neural networks. In *The neuroscience of psychotherapy* (2nd ed., pp. 55–72). New York, NY: W.W. Norton.

Cozolino, L. (2010). The executive brain. In *The neuroscience of psychotherapy* (2nd ed., pp. 115–132). New York, NY: W.W. Norton.

Recommended Reading

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

Applegate, J., & Shapiro, J. (2005). The neurobiology of memory. In *Neurobiology for clinical social work: Theory and practice* (pp. 15–25). New York, NY: W.W. Norton.

Unit 2: Modern Attachment Theory

May 16, 2015

Topic

- Attachment theory and neurobiology

This unit relates to course objectives 1 and 4.

Required Reading

Cozolino, L. (2010). The neurobiology of attachment. In *The neuroscience of psychotherapy* (2nd ed., pp. 213–238). New York, NY: W.W. Norton.

Gerdes, K., & Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. *Social Work*, 56(2), 141–148.

Schore, J., & Schore, A. (2012). Modern attachment theory: The central role of affect regulation in development and treatment. In *The science of the art of psychotherapy* (pp. 28–51). New York, NY: W.W. Norton.

Recommended Reading

- Amini, F., Lewis, T., Lannon, R., Louie, A., Baumbacher, G., McGuinness, T., & Schiff, E. Z. (1996). Affect, attachment, memory: Contributions toward psychobiologic integration. *Psychiatry*, *59*, 213–239.
- Applegate, J., & Shapiro, J. (2005). Affect: Toward a neuropsychological integration. In *Neurobiology for clinical social work: Theory and practice* (pp. 26–39). New York, NY: W.W. Norton.
- Applegate, J., & Shapiro, J. (2005). Early affect regulation: Prelude to attachment. In *Neurobiology for clinical social work: Theory and practice* (pp. 40–57). New York, NY: W.W. Norton.
- Applegate, J., & Shapiro, J. (2005). Attachment: The relational base of affect regulation. In *Neurobiology for clinical social work: Theory and practice*. (pp. 58–81). New York, NY: W.W. Norton.
- Brisch, K. H. (2011). *Treating attachment disorders: From theory to therapy* (2nd ed., pp. 7–82). New York, NY: Guilford Press.
- Cicchetti, D., & Toth S. (1995). A developmental psychopathology perspective on child abuse and neglect. *Journal of the American Academy of Child and Adolescent Psychiatry*, *34*, 541–565.
- Cozolino, L. (2010). Multiple memory systems in psychotherapy. In *The neuroscience of psychotherapy* (2nd ed., pp. 73–92). New York, NY: W.W. Norton.
- Glaser, D. (2000). Child abuse and neglect and the brain—A review. *Journal of Child Psychology and Psychiatry*, *41*(1), 97–116. (Instructor note: Great review of the literature up to this date.)
- Karr-Morse, R., & Wiley, M. (1997). *Ghosts from the nursery: Tracing the roots of violence*. New York, NY: Atlantic Monthly Press. (Instructor note: Classic)
- Lyons-Ruth, K., & Block, D. (1996). The disturbed caregiving system: Relations among childhood trauma, maternal caregiving, and infant affect and attachment. *Infant Mental Health*, *17*(3), 257–275.
- Siegel, D. (2012). Mind, brain, and relationships. In *The developing mind* (2nd ed., pp. 1–45). New York, NY: Guilford Press.

Unit 3: Theories of Stress

May 23, 2015

Topics

- Neurobiology of stress
- Stress-diathesis theory
- Impact of parenting behaviors on children
- Internalizing and externalizing disorders
- Film: *Stress: Portrait of a killer*

This unit relates to course objectives 1 and 4.

Required Reading

- Cozolino, L. (2014). The impact of early stress. *The neuroscience of human relationships: Attachment and the developing social brain* (2nd ed., pp. 258–276). New York, NY: W.W. Norton.
- Cozolino, L. (2014). Interpersonal stress. *The neuroscience of human relationships: Attachment and the developing social brain* (2nd ed., pp. 277–293). New York, NY: W.W. Norton.

Harvard Health Publications. (2011). Understanding the stress response, *Harvard Mental Health Letter*, 27(9), 4–5.

Perry, B., & Szalavitz, M. (2007). Stairway to heaven. In *The boy who was raised as a dog* (pp. 57–80). New York, NY: Basic Books.

Siever, L. J. (2008) Neurobiology of aggression and violence. *The American Journal of Psychiatry*, 165(1), 429–442.

Recommended Reading

Applegate, J., & Shapiro, J. (2005). Vulnerable dyads: The quality of early caregiving relationships. In *Neurobiology for clinical social work: Theory and practice* (pp. 82–118). New York, NY: W.W. Norton.

Applegate, J., & Shapiro, J. (2005). Infant mental health: From understanding to prevention. In *Neurobiology for clinical social work: Theory and practice* (pp. 119–140). New York: W.W. Norton.

Baron-Cohen, S., Tager-Flusberg, H., & Cohen, D. (2000). *Understanding other minds*. New York, NY: Oxford University Press.

Bradley, S. (2000). Externalizing disorders: The disruptive behavior disorders. In *Affect regulation and the development of psychopathology* (pp. 203–228). New York, NY: Guilford Press.

Brisch, K. H. (2012). Attachment disorders in school-age children: School phobias, underachievement, aggressiveness. In *Treating attachment disorders: From theory to therapy* (pp. 185–199). New York, NY: Guilford Press.

Burt, A., Krueger, R., McGue, M., & Iacono, W. (2003). Parent-child conflict and the comorbidity among childhood externalizing disorders. *Archives of General Psychiatry*, 60(5), 505–513.

Danzer, R., O'Connor, J., Freund, G., Johnson, G., & Kelley, K. (2008). From inflammation to sickness and depression: When the immune system subjugates the brain. *Neuroscience*, 9, 46–57.

Fisher, P., Gunnar, M., Dozier, M., Bruce, J., & Pears, K. (2006). Effects of therapeutic interventions for foster children on behavioral problems, caregiver attachment, and stress regulatory neural systems. *Annals of the New York Academy of Sciences*, 1094, 215–225.

Gorman, C. (2003, July 28). The new science of dyslexia. *Time*, 52–59.

Granic, I., & Patterson, G. (2006). Toward a comprehensive model of antisocial development: A dynamic systems approach. *Psychological Review*, 113(1), 101–131.

Karr-Morse, R., & Wiley, M. (1997). The hand that rocks. In *Ghosts from the nursery* (pp. 175–220). New York, NY: Atlantic Monthly Press. (Instructor note: Classic)

Lupien, S., McEwen, B., Gunnar, M., & Heim, C. (2009). Effects of stress throughout the lifespan on the brain, behaviour and cognition. *Neuroscience*, 10, 434–445.

Perry, B., & Szalavitz, M. (2010). No mercy. In *Born for love* (pp. 120–144). New York, NY: Harper Collins. (Instructor note: And other chapters)

Schore, A. N. (2012). Relational trauma and the developing right brain: An interface of psychoanalytic self psychology and neuroscience (pp. 52–70). In *The science of the art of psychotherapy*. New York, NY: W.W. Norton.

- Sontag, L., Graber, J., Brooks-Gunn, J., & Warren, M. (2008). Coping with social stress: Implications for psychopathology in young adolescent girls. *Journal of Abnormal Child Psychology*, 36, 1159–1174.
- Szalavitz, M., & Perry, B. (2010). The intense world. In *Born for love* (pp. 72–95). New York, NY: Harper Collins. (Instructor note: On autism)
- Waldinger, R., & Toth, S. (2001). Maltreatment and internal representations of relationships: Core relationship themes in the narratives of abused and neglected preschoolers. *Social Development*, 10(1), 41–58. (Instructor note: Empirical article supporting object relations theory)
- Whitsett, D. (2006). The psychobiology of trauma and child maltreatment. *Cultic Studies Journal*, 5(3), 351–373.

Unit 4: Current Psychodynamic Theories

May 30, 2015

Topics

- Building on the past: from Freud to modern psychodynamic theory
- Overview of object relations and self psychology theories

This unit relates to course objectives 1–4.

Required Reading

- Carr, E., & Cortina, M. (2011). Heinz Kohut and John Bowlby: The men and their ideas. *Psychoanalytic Inquiry: A topical journal for mental health professionals*, 3, 42–57.
- Flanagan, L. M. (2011). Object relations theory. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 118–157). Lanham, MD: Rowman & Littlefield. (Review from 503)
- Flanagan, L. M. (2011). The theory of self psychology. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 158–185). Lanham, MD: Rowman & Littlefield.
- Kohut, H., & Wolf, E. (1978). Disorders of the self and their treatment: An outline. *International Journal of Psychoanalysis*, 59, 413–425 (Instructor note: Landmark article)

Recommended Reading

- Banai, E., Shaver, P., & Mikulincer, M. (2005). “Selfobject” needs in Kohut’s self psychology. *Psychoanalytic Psychology*, 22(2), 224–259.
- Review:** Berzoff, J. (2011). Freud’s psychoanalytic concepts. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 18–47). Lanham, MD: Rowman & Littlefield.
- Cozolino, L. (2010). Neural integration in different models of psychotherapy. In *The neuroscience of psychotherapy* (2nd ed., pp. 22–35). New York, NY: W.W. Norton.
- Schore, J., & Schore, A. (2010). Clinical social work and regulation theory: Implications of neurobiological models of attachment. In S. Bennet & J. Nelson (Eds.), *Essential clinical social work series* (pp. 57–75). New York, NY: Springer.
- Shames, G., & Shilkret, R. (2011). Ego psychology. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 62–96). Lanham, MD: Rowman & Littlefield.
- Shames, G. (2011). Structural theory. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 48–61). Lanham, MD: Rowman & Littlefield.

Shilkret, R., & Shilkret, C. (2011). Attachment theory. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 186–207). Lanham, MD: Rowman & Littlefield.
(Instructor note: Review)

St. Clair, M. (2004). Margaret Mahler: The psychological birth of the individual. *Object relations and self psychology: An introduction* (4th ed., pp. 87–107). Ontario, Canada: Thomson: Brooks/Cole.

St. Clair, M. (2004). Stephen A. Mitchell: The integrated relational model. *Object relations and self psychology: An introduction* (4th ed., pp. 169–190). Ontario, Canada: Thomson: Brooks/Cole.

Unit 5: Psychosocial Perspectives

June 6, 2015

Topic

- Contextualizing stress: Influences of diversity and macro factors (e.g., oppression, discrimination) on stress and mental health

This unit relates to course objectives 1–4.

Required Reading

Berzoff, J. (2011). Psychodynamic theory and gender. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 241–257). Lanham, MD: Rowman & Littlefield. (Instructor note: Feminist theories)

Ludwig, J., Duncan, G., Gennetian, L., Katz, L., Kessler, R., Kling, J., & Sanbonmatsu, L. (2012). Neighborhood effects on the long-term well-being of low-income adults. *Science*, 337, 1505–1510.

Mattei, L. (2011). Coloring development: Race and culture in psychodynamic theories. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 258–283). Lanham, MD: Rowman & Littlefield.

Negy, C., Hammons, M., Reig-Ferrer, A., & Carper, T. (2010). The importance of addressing acculturative stress in marital therapy with Hispanic immigrant women. *International Journal of Clinical and Health Psychology*, 10(1) 5–21.

Recommended Reading

Barnard, A. (2007). Providing psychiatric mental health care for Native Americans: Lessons learned by a non-Native American PMHNP. *Journal of Psychosocial Nursing & Mental Health Services*, 45(5), 30–35.

Brill, S., & Pepper, R. (2008). Is my child transgendered? *The transgender child* (pp. 1–37). San Francisco, CA: Cleis Press.

Burdge, B. (2007). Bending gender, ending gender: Theoretical foundations for social work practice. *Social Work*, 52(3), 243–250.

Lee, K., & Yoon, D. (2011). Factors influencing the general well-being of low-income Korean immigrant elders. *Social Work*, 56(3), 269–278.

- Lee, R., & Balick, M. (2003). Stealing the soul, soumwahu en naniak, and susto: Understanding culturally specific illnesses, their origins and treatment. *Alternative Therapies in Health and Medicine*, 9(1), 106–111.
- Link, B., & Phelen, J. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior*, Extra issue, 80–94.
- Mather, C. (2005). Accusations of genital theft: A case from northern Ghana. *Culture, Medicine, & Psychiatry*, 29, 33–52.
- Mays, V., & Cochran, S. (2001). Mental health correlates of perceived discrimination among lesbian, gay, and bisexual adults in the United States. *American Journal of Public Health*, 91(11), 1869–1876.
- Phillips, M. (1998). The transformation of China's mental health services. *The China Journal*, 19(39), 1–36. (Instructor note: Essential for international social work in China)
- Ranjith, G., & Mohan, R. (2006). Dhat syndrome as a functional somatic syndrome: Developing a somatosomatic model. *Psychiatry*, 69(2), 142–150.
- Sianko, N. (2011). Gender equality and women's mental health: What's on the agenda? *American Orthopsychiatric Association*, 81(2), 167–171.
- Siegel, D. (2012). *The developing mind* (2nd ed.). New York, NY: Guilford Press.
- Viladrich, A., & Abraido-Lanza, A. F. (2009). Religion and mental health among minorities and immigrants in the U.S. In S. Loue & M. Sajatovic (Eds.), *Determinants of minority mental health and wellness* (pp. 149–174). New York, NY: Springer.
- Whitsett, D., & Whitsett, D. (1996). Anti-Black racism and its consequences: A self psychology/object relations perspective. *Journal of Analytic Social Work*, 3(4), 61–81.
- Yakushko, O., Watson, M., & Thompson, S. (2008). Stress and coping in the lives of recent immigrants and refugees: Considerations for counseling. *International Journal for Advanced Counseling*, 30, 167–178.
- Yeh, C. J. (2003). Age, acculturation, cultural adjustment, and mental health symptoms of Chinese, Korean, and Japanese immigrant youths. *Cultural Diversity and Ethnic Minority Psychology*, 9(1), 34–48.

Unit 6: Anxiety and Obsessive-Compulsive Disorders

June 13, 2015

FIRST ASSIGNMENT

Due at start of class!

Topics

- Anxiety disorders from childhood to adulthood

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

Required Reading

- Berzoff, J. (2011). Anxiety and its manifestations. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 416–439). Lanham, MD: Rowman & Littlefield.

- Borden, W. (2009). Psychoanalysis in Great Britain: Melanie Klein and beyond. *Contemporary psychodynamic theory and practice* (pp. 63–74). Chicago, IL: Lyceum Books.
- Clark, D., & Beck, A. (2010). Cognitive theory and therapy of *anxiety* and depression: Convergence with neurobiological findings. *Trends in Cognitive Sciences*, *14*(9), 418–424.
- Cozolino, L. (2010). The anxious and fearful brain. In *The neuroscience of psychotherapy* (2nd ed., pp. 239–261). New York, NY: W.W. Norton.
- Drake, K., & Ginsburg, G. (2012). Family factors in the development, treatment, and prevention of childhood anxiety disorders. *Clinical Child and Family Psychological Review*, *15*, 144–162.

Recommended Reading

- Brisch, K. H. (2011). Attachment disorders in adults. *Treating attachment disorders: From theory to therapy* (pp. 219–255). New York, NY: Guilford Press.
- Mahoney, D. (2000). Panic disorder and self states. *Clinical Social Work Journal*, *28*(2), 197–212.
- O'Connor, J. J. (2008) A flaw in the fabric: Toward an interpersonal psychoanalytic understanding of obsessive-compulsive disorder. *Journal of Contemporary Psychotherapy*, *38*(1), 87–96.
- Pennington, B. (2002). Disorders of action regulation. In *The development of psychopathology: Nature and Nurture* (pp. 194–207). New York, NY: Guilford Press.

Unit 7: Trauma and Stressor-Related Disorders

June 20, 2015

Topics

- Neurobiological and biopsychological paradigms
- Focus on interpersonal violence (IPV), disasters, and combat-related trauma
- Simple vs. complex trauma
- Coping theory, resiliency, and posttraumatic growth

This unit relates to course objectives 1–4.

Required Reading

- Basham, K. (2011). Trauma theories and disorders. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 440–474). Lanham, MD: Rowman & Littlefield.
- Charuvastra, A., & Cloitre, M. (2008). Social bonds and posttraumatic stress disorder. *Annual Review of Psychology*, *59*, 301–328.
- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., . . . van der Kolk, B. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, *35*(5), 390–398.
- Levendosky, A. A., Lannert, B., & Yalch, M. (2012). The effects of intimate partner violence on women and child survivors: An attachment perspective. *Psychodynamic Psychiatry*, *40*(3), 397–433.
- Satcher, D., Tepper, M. S., Thrasher, C., & Rachel, S. (2012). Breaking the silence: Supporting intimate relationships for our wounded troops and their partners: A call to action. *International Journal of Sexual Health*, *24*, 6–13.

Moran, S., Burker, E., & Schmidt, J. (2013). Posttraumatic growth and posttraumatic stress in veterans. *Journal of Rehabilitation*, 79(2), 34–43.

Recommended Reading

Bremner, J. D., & Marmar, C. (Eds.) (1998). *Trauma, memory, and dissociation*. Washington, DC: American Psychiatric Press.

Degrug, Leary, J. (2005). Posttraumatic slave syndrome. In *Posttraumatic slave syndrome* (pp. 114–143). Portland, OR: Upton Press.

Herman, J. L. (1992). *Trauma and recovery*. New York, NY: Basic Books. (Instructor note: Classic; every student should read this book.)

Liotti, G. (1992). Disorganized/disoriented attachment in the etiology of the dissociative disorders. *Dissociation*, 4, 196–204. (Instructor note: Classic)

Ringel, S. (2012). Attachment theory, infant research, and neurobiology. In S. Ringel & J. Brandell (Eds.), *Trauma* (pp. 77–96). Los Angeles, CA: Sage.

Siegel, D. (2003). An interpersonal neurobiology of psychotherapy: The developing mind and the resolution of trauma. In M. Solomon & D. Siegel (Eds.), *Healing trauma* (pp. 1–56). New York, NY: W.W. Norton.

Solomon, M., & Siegel, D. (Eds.) *Healing trauma*. New York, NY: W.W. Norton.

Tedeschi, R. (2011). Posttraumatic growth in combat veterans. *Journal of Clinical Psychology in Medical Settings*, 18(2), 137–144.

Terr, L. (1991). Childhood traumas: An outline and overview. *American Journal of Psychiatry*, 148(1), 10–20. (Instructor note: Classic)

van der Kolk, B. (1996). The black hole of trauma. In B. van der Kolk, A. McFarlane, & L. Weisaeth (Eds.), *Traumatic stress* (pp. 3–23). New York, NY: Guilford Press.

van der Kolk, B. (1996). The body keeps the score. In B. van der Kolk, A. McFarlane, & L. Weisaeth (Eds.), *Traumatic stress* (pp. 214–242). New York, NY: Guildford Press.

van der Kolk, B. (2003). Posttraumatic stress disorder and the nature of trauma. In M. Solomon & D. Siegel (Eds.), *Healing trauma* (p. 168). New York, NY: W.W. Norton.

Woodhead, C., Wessely, S., Jones, N., Fear, N., & Hatch, S. L. (2012). Impact of exposure to combat during deployment to Iraq and Afghanistan on mental health by gender. *Psychological Medicine*, 42, 1985–1996.

Unit 8: Dissociative Phenomena

June 27, 2015

Topics

- Dissociation
- W.D.R. Fairbairn

This unit relates to course objectives 1–4.

Required Reading

- Borden, W. (2009). W.R.D. Fairbairn: Inner experience and outer reality. *Contemporary psychodynamic theory and practice* (pp. 75–88). Chicago, IL: Lyceum Books.
- Cozolino, L. (2010). Laterality: One brain or two? In *The neuroscience of psychotherapy* (2nd ed., pp. 93–111). New York, NY: W.W. Norton.
- Cozolino, L. (2010). Trauma and neural network dissociation. In *The neuroscience of psychotherapy* (2nd ed., pp. 262–285). New York, NY: W.W. Norton.
- Gill, S. (2010). The therapist as psychobiological regulator: Dissociation, affect attunement and clinical process. *Clinical Social Work Journal*, 38(1), 260–268.

Recommended Reading

- Alim, T., Charney, D., & Mellman, T. (2005). An overview of posttraumatic stress disorder in African Americans. *Journal of Clinical Psychology*, 62(7), 801–813.
- Kisiel, C., & Lyons, J. (2001). Dissociation as a mediator of psychopathology among sexually abused children and adolescents. *American Journal of Psychiatry*, 158, 1034–1039.

Units 9 and 10: Depression and Bipolar Disorders

July 5 and
July 11, 2015

Note: QUIZ in Asynchronous Section available following class on Week 10 to be completed by midnight Week 11. & Take Home Questions will be available following Week 10's class. One must be selected from the list and the paper completed midnight Week 12.

Topics

- Unipolar and bipolar depressions
- From adolescence to adulthood
- Film: *Out of the Shadows*

This unit relates to course objectives 1–4.

Required Reading

- Almeida, J., Johnson, R., Corliss, H., Molnar, B., & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth Adolescence*, 38, 1001–1014.
- Beck, A. (2008). The evolution of the cognitive model of depression and its neurobiological correlates. *American Journal of Psychiatry*, 165(8), 969–977.
- Berzoff, J., & Mendez, T. (2011). Mood disorders, with a special emphasis on depression and bipolar disorder. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 372–415). Lanham, MD: Rowman & Littlefield.
- Nuttbrock, L., Hwahng, S., Bockting, W., Rosenblum, A., Mason, M., Macri, M., & Becker, J. (2010). Psychiatric impact of gender-related abuse across the life course of male-to-female transgender persons. *Journal of Sex Research*, 47(1), 12–23.

Zayas, L., Gulbas, L., Fedoravicius, N., & Cabassa, L. (2010). Patterns of distress, precipitating events, and reflections of suicide attempts by young Latinas. *Social Sciences and Medicine*, 70, 1773–1779.

Recommended Reading

Applegate, J., & Shapiro, J. (2005). Affect: Toward a neuropsychological integration. In *Neurobiology for clinical social work: Theory and practice* (pp. 26–39). New York, NY: W.W. Norton.

Clark, D., & Beck, A. (2010). Cognitive theory and therapy of anxiety and depression: Convergence with neurobiological findings. *Journal of Trends in Cognitive Sciences*, 14(9), 418–424.

Deitz, J. (1991). The psychodynamics and psychotherapy of depression: Contrasting the self psychological and the classical psychoanalytic perspectives. *American Journal of Psychoanalysis*, 51(1), 61–70.

Disner, S., Beevers, C., Haigh, E., & Beck, A. (2011). Neural mechanisms of the cognitive model of depression. *Nature Reviews/Neuroscience*, 1–11.

Field, N. (2006). Unresolved grief and continuing bonds: An attachment perspective. *Death Studies*, 30, 739–756.

Haas, A., Eliason, M., Mays, V. M., Mathy, R. M., Cochran, S. D., D'Augelli, A. R., & Clayton, P. J. (2011). Suicide and suicide risk in lesbian, gay, bisexual, and transgender populations: Review and recommendations. *Journal of Homosexuality*, 58(1), 10–51.

Harvard Health Publications..(2007). Bipolar disorder in children, *Harvard Mental Health Letter*, 23(11), 1–3.

Shobe, M., Coffman, M., & Dmoschowski, J. (2009). Achieving the American dream: Facilitators and barriers to health and mental health in Latino immigrants. *Journal of Evidence-Based Social Work*, 6, 92–110.

Wei, M., Liao, K., Chao, R., Mallinckrodt, B., & Botello-Zamarron, P. (2010). Minority stress, perceived bicultural competence, and depressive symptoms among ethnic minority college students. *Journal of Counseling Psychology*, 57(4), 441–422.

Whybrow, P. (1997). The legacy of the lizard. The anatomy of the emotional brain. In *A mood apart* (pp. 121–147). New York, NY: Harper Perennial. (Instructor note: Other chapters also recommended; classic)

Unit 11: Personality Disorders: Narcissistic Personality Disorder

July 18, 2015

Note: QUIZ in Asynchronous Section must be completed by Midnight of this Week 11 day of class.

Topic

- Focus on Narcissistic Personality Disorder

This unit relates to course objectives 1–4.

Required Reading

Cozolino, L. (2010). The self in exile: Narcissism and pathological caretaking. In *The neuroscience of psychotherapy* (2nd ed., pp. 286–304). New York, NY: W.W. Norton.

- Hertz, P. (2011). Personality disorders with a special emphasis on borderline and narcissistic syndromes. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 325–371). Lanham, MD: Rowman & Littlefield.
- Samuel, D., & Widiger, T. (2009). Comparative gender biases in models of personality disorder. *Personality and Mental Health*, 3(1), 12–25.
- St. Clair, M. (2004). Heinz Kohut: Self psychology and narcissism. In *Object relations and self psychology: An introduction* (4th ed., pp. 145–168). Ontario, Canada: Thomson: Brooks/Cole.

Recommended Reading

- Miller, A. (1986). Depression and grandiosity as related forms of narcissistic disturbance. In A. Morrison (Ed.), *Essential papers on narcissism* (pp. 323–347). New York, NY: New York University Press. (Instructor note: Classic)
- Schore, A. (1994). Developmental psychopathology of personality disorders. In *Affect regulation and the origin of the self* (pp. 415–430). Hillsdale, NJ: Lawrence Erlbaum Publishing.

Unit 12: Personality Disorders: Borderline Personality Disorder

July 25, 2015

Topic

- Focus on Borderline Personality Disorder

This unit relates to course objectives 1–4.

Required Reading

- Cozolino, L. (2014). Borderline personality disorder: When attachment fails. *The neuroscience of human relationships: Attachment and the developing social brain* (2nd ed., 319–337). New York, NY: W.W. Norton.
- Fonagy, P., Luyten, P., & Strathearn, L. (2011). Borderline personality disorder, mentalization, and the neurobiology of attachment. *Infant Mental Health*, 32(1), 47–69.
- Lawson, C. (2000). Make-believe mothers. In *Understanding the borderline mother* (pp. 3–30). NY: Rowman & Littlefield.
- Palombo, J., Bendicson, H., & Koch, B. (2010). Otto F. Kernberg (1928–). *Guide to psychoanalytic developmental theories* (pp. 181–196). New York, NY: Springer Publishers.

Unit 13: The Schizophrenia Spectrum**August 1, 2015****Topics**

- Neurobiology of schizophrenia
- Psychosocial aspects of psychoses and paranoid states
- Stress-diathesis perspective
- Key features

This unit relates to course objectives 1–4.

Required Reading

Hertz, P. (2011). The psychoses, with a special emphasis on schizophrenia. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 294–324). Lanham, MD: Rowman & Littlefield.

Fatemi, S. H., & Folsom, T. D. (2009). The neurodevelopmental hypothesis of schizophrenia, revisited. *Schizophrenia Bulletin*, 35(3), 528–548.

Recommended Reading

Insel, T. (2010). Rethinking schizophrenia. *Nature*, 468, 187–193.

Harvard Health Publications. (2009). Infection, inflammation, and mental illness, *Harvard Mental Health Letter*, 26(4), 1–3.

Unit 14: Eating Disorders**August 8, 2015****Topic**

- Focus on anorexia nervosa and bulimia

This unit relates to course objectives 1–4.

Required Reading

Budd, G. (2007). Disordered eating: Young women's search for control and connection. *Journal of Child and Adolescent Psychiatric Nursing*, 20(2), 96–106.

Farber, S. (2008). Traumatic attachment and dissociation in self-harm (eating disorders and self-mutilation). *Clinical Social Work Journal*, 36(1), 63–72.

Weltzin, T. (2012). Gender differences: Eating disorders in males, Part 2. *Psychiatric Times*, 32–33.

Wolrich, M. (2011). Body dysmorphic disorder and its significance to social work. *Clinical Social Work Journal*, 39, 101–110.

Recommended Reading

Boisvert, J. A., & Harrell, W. A. (2009). The effects of English-speaking in the household and immigrant heritage on eating disorder symptomatology among Canadian women & men. *Women's Health and Urban Life*, 8(2), 64–83.

Bachar, E. (1998). The contributions of self psychology to the treatment of anorexia and bulimia. *American Journal of Psychotherapy*, 52(2), 147–165.

Farber, S., Tabin, J., Jackson, C., & Bachar, E. (2007). Death and annihilation anxieties in anorexia nervosa, bulimia, and self-mutilation. *Psychoanalytic Psychology*, 24(2), 289–305.

Unit 15: Substance-Related and Addictive Disorders

August 15, 2015
LAST DAY OF CLASS

Topic

- Focus on alcohol and drug abuse

This unit relates to course objectives 1–4.

Required Reading

McNeece, C. A., & DiNitto, D. (2012). The etiology of addiction. In C. McNeece & D. DiNitto (Eds.), *Chemical dependency: A systems approach* (pp. 25–38). Boston, MA: Pearson.

Padilla, Y., Crisp, C., & Rew, D. L. (2010). Parental acceptance and illegal drug use among gay, lesbian, and bisexual adolescents: Results from a national survey. *Social Work*, 55(3), 265–275.

Wilcox, R. & Erickson, C. (2012). The brain biology of drug abuse and addiction. In C. McNeece & D. DiNitto, *Chemical dependency: A systems approach* (pp. 39–55). Boston, MA: Pearson.

University Policies and Guidelines

VIII. 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 e-mail of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations that conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work that 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.

IX. 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.

X. 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.

XI. 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	
City Center	Front of Building (12th & Olive)	Orange County	Faculty Parking Lot
MRF	Leavey Lawn	San Diego	Building Parking Lot
SWC	Leavey Lawn	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not reenter the building until given the “all clear” by emergency personnel.

XII. STATEMENT ABOUT INCOMPLETES

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

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

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

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

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.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the 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.

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

Don't procrastinate or postpone working on assignments.

HUMAN BEHAVIOR AND MENTAL HEALTH**Assignment 1: Clinical Application of Explanatory Theory**
Due the 6th week of class on June 13, 2015

Please choose a client with whom you are currently working or with whom you have worked in the past. Analyze the case in terms of *Modern Attachment Theory*. (Note: Modern Attachment theory is an integration of *attachment theory* and *neurobiology*. The latter would include information on how stress affects your client.) Next, please switch to a *Self Psychology* paradigm, analyzing the case using a Kohutian framework.

Note: A brief introduction of the case at the start of your paper should take no more than a half page and should include data relevant to introduce your client and his/her situation, behavior, and necessary history. You may elaborate further on your client in your analysis as necessary.

Students should draw upon the material presented in this course, which includes the readings on the syllabus and class lectures/discussions. Please include some issues of diversity where applicable.

This is a scholarly paper; at least 10 references are required. The paper should be 6–10 pages in APA style, using 12-point font, either 1.5- or double-spaced. There is a lot to get into these pages so make every sentence count. Be succinct, no fluff! There will be no “do overs.” Paper is worth 20% of the final grade. This assignment is due during Week 6.

Rubric**Theoretical Perspective = 75%**

Papers will be graded on accuracy, comprehension, and depth of understanding. You do not need to use readings other than those on the syllabus. Because you have a limited number of pages, you will need to be succinct and make every sentence count.

Writing style = 25%

Writing style includes good English grammar, syntax, sentence structure, and spelling. It also includes clarity of concepts and ideas (articulation). Please proof your paper before submitting it!

HUMAN BEHAVIOR AND MENTAL HEALTH

Final Assignment Due First Day of Finals Week (August 17, 2015)

You may not use the same topic for this paper that you use for your Practice paper. Students in the past who have done so overlap too much and end up essentially plagiarizing themselves (i.e., using the same paper for two courses, which is against university policy).

Assignment Description:

Choose a symptom (e.g., depression), disorder (e.g., personality disorder), or problem (e.g., family violence) in which you are interested, and discuss it from at least **two explanatory theoretical perspectives**. The use of object relations theory will satisfy the requirement, if you should utilize an integrative approach, i.e., at least three theorists here (e.g., Fairbairn, Bowlby, Winnicott, etc.) Behavioral and cognitive theories count as one. If you use Modern Attachment Theory or Self-Psychology, you must present these theories at a much more advanced perspective than you did for Assignment 1 for this class. You should not use Eriksonian theory as that was covered extensively in the first year. Other theories from the first year are acceptable with the expectation that they will be written at the more advanced second year level. This includes Object Relations theories. Please check with me if you have any questions.

A section on **Neurobiology** is also required. A small **Treatment** section (2–3 page) is also required. Be sure the treatment flows from at least one of your theoretical perspectives. **Diversity** issues must also be included. You don't have to cover them all, but you do need to demonstrate an awareness of how these factors (class, gender, culture, race, sexual orientation) may impact upon your subject (e.g., women who have been victims of incest and the relationship to borderline personality disorder development).

An A paper demonstrates an integration of assigned readings, class lectures, and your own research. Internet resources should be limited to three sites and the websites clearly identifying the subject. Please be sure these are reputable sites (e.g., Cochrane or Campbell Collaborations, Medscape) and preferably peer reviewed. While Wikipedia may be a starting point for some research, the information it contains should be verified through other sources. Please demonstrate original thinking wherever possible. You may use a case or small vignettes to illustrate the concepts, but please remember this is not a practice paper so a vignette should be no more than one page. You may be stimulated by material in the asynchronous or class sessions, but do not offer these as sole sources (e.g. you must do your own research to establish references, etc.)

Papers will be graded not only on content but on writing style as well. In other words, papers should be well written, well organized, and concepts clearly articulated.

DETAILS

15–18 pages; double-spaced (As per APA format, use a cover sheet, but do not count it as one of your pages!)

Use normal fonts (nothing smaller than the type on this sheet, please!) and normal margins. APA style is required (which includes headings).

At least 15 references are required. Class lectures may not count among them.

Due:

Papers are due at MIDNIGHT (PACIFIC STANDARD TIME) ON August 17. All papers must be submitted directly to the VAC platform. Extensions will be given only in rare cases and under extenuating circumstances. Paper submitted late without permission of the instructor will be penalized a half grade point per day.

Please also be aware that a grade of Incomplete cannot be given except in cases of "a documented illness or other emergency occurring after the twelfth week of the semester." An emergency, as defined by University policy, is "a situation or event which could not be foreseen and which is beyond the student's control, and which prevents the student from . . . completing the course requirements." (Scampus)

Rubric: The paper is worth 50% of your course grade. Following is a grading rubric:

Content:	75%		
Process:	<u>25%</u>		
		100%	Total
<u>Content</u>			
Theoretical perspectives*	55%		
Neurobiology	5%		
Diversity	5%		
Treatment section	5%		
Introduction	<u>5%</u>		
		75%	
<u>Process</u>			
Writing style**	20%		
Critical thinking	<u>5%</u>		
		25%	

*Theoretical perspectives include use of the literature (readings on the syllabus as well as outside readings) and demonstrating integration of class lecture material.

**Writing style includes good English grammar, syntax, sentence structure, and spelling. It also includes clarity of concepts and ideas (articulation).

An A paper demonstrates mastery of the topic as well as understanding of the complex nature of the subject. (See student handbook for further elaboration.)