



# USC | School of Social Work

**Social Work 506**

**Fall 2015**

**Human Behavior in the Social Environment**

**Three Units**

**Instructor: Sandra Hill-Glover, MSW**

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**Class Time: Tuesday, 1:00 – 3:50pm, Class Location: MRF 330**

**Office Hours: By appointment: Tuesday, 11:30am – 12:45pm & Friday, 10:00am – 10:45am**

**Office Location: TBD**

## **I. COUSE PREREQUISITES**

None

## **II. CATALOGUE DESCRIPTION**

The person-in-environment, bio-psycho-social perspective is the lens through which theories of personality, family, group, organization, community and culture and the interaction among these systems are explored.

## **III. COURSE DESCRIPTION**

This course prepares students with a critical working knowledge of a set of core theories of human behavior and development as foundational preparation for the social work field. The course introduces students to the values and ethics of social work and to the profession's person-in-environment orientation for understanding human behavior. Bio-psycho-social dimensions of human behavior are critically examined through focused study in four intellectual domains considered essential for 21st century social work: neurobiological aspects of behavior, psychodynamic theory, social cognitive behavioral theory, and social network theory. These domains provide a core set of lenses through which students will learn to critically analyze how people develop and function across a spectrum of micro to macro social systems (e.g., individual, family, social group/network, organizational/institutional, community, cultural, and temporal), and how these systems promote or impede health, well-being, and resiliency. The course will afford students the opportunity to thoughtfully apply theoretical concepts and empirical knowledge to case studies of contemporary situations involving a range of adaptive issues for a diverse array of client systems. Special attention will be given to the influence of diversity characterized by (but not limited to) age, gender, class, race, ethnicity, culture, sexual

orientation, disability and religion. The course makes important linkages between theory, practice and research, specifically in evaluating bio-psycho-social factors that impinge on person-in-environment functioning across micro, mezzo, and macro contexts.

#### IV. COURSE OBJECTIVES

The Human Behavior and the Social Environment course (SOWK 503) will:

Objective #	Objectives
1	Teach the values and ethical standards of social work, as well as the profession's person-in-environment, bio-psycho-social framework for understanding human behavior in the social environment. Provide an environment that encourages students to explore how their particular gender, age, religion, ethnicity, social class, and sexual orientation influence their personal ethics and how these variables may affect their ethical decision making in professional practice.
2	Provide opportunities for students to increase awareness of the dynamics of social privilege, social disadvantage, and social inequality, and the unique needs of diverse populations (gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups). Help students to critically examine the extent to which mainstream theories of behavior and development consider the special influence of diversity on human behavior.
3	Foster students' critical analysis of theories and their relation to the social work profession in order to provide students with analytical skills necessary to integrate and apply multiple (sometimes competing) perspectives, using varying learning formats through both oral and written assignments and case study analysis.
4	Present foundation materials on the complex nature and scope of human behavior and the social environment, and how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base, as well as the relative gap in evidence across theories and populations.
5	Provide the theoretical foundation needed for students to develop core knowledge of human behavior and the social environment. Demonstrate an in depth understanding of four major domains of knowledge (neurobiology, psychodynamic theory, behaviorism/social cognitive theory, and social network theory) considered foundational to 21 <sup>st</sup> century social work practice.

#### 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 503	Course Objective
<b>1 Professional Identity</b>	*	<b>1</b>
<b>2 Ethical Practice</b>	*	<b>1</b>
<b>3 Critical Thinking</b>	*	<b>3 &amp; 4</b>
<b>4 Diversity in Practice</b>	*	<b>2 &amp; 3</b>
5 Human Rights & Justice		
6 Research Based Practice		
<b>7 Human Behavior</b>	*	<b>4 &amp; 5</b>
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><b>Professional Identity</b>—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers competent in Professional Identity:</p> <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.	<p>Assignment 1</p> <p>Class Participation</p>
	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.	

<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>	7. Recognize and manage personal values in a way that allows professional values to guide practice.	<p>Assignments 1 &amp; 2</p> <p>Class Participation</p>
	8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	
	9. Tolerate ambiguity in resolving ethical conflicts.	
	10. Apply strategies of ethical reasoning to arrive at principled decisions.	

<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>	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	<p>Assignments 1, 2, &amp; 3</p>
	12. Analyze models of assessment, prevention, intervention, and evaluation.	
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	

<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>	14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	<p>Assignments 1, 2, &amp; 3</p> <p>Class Exercises (Ungraded)</p>
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.	
	16. Recognize and communicate understanding of the importance of difference in shaping life experiences.	
	17. View themselves as learners and engage those with whom they work as informants.	

<p><b>Human Behavior</b>—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <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.	<p>Assignments 1, 2, &amp; 3</p> <p>Class Exercises (Ungraded)</p>
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## VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Dates	% of Final Grade
<b>Assignment 1: Theory Application: Person-in-environment</b>	Unit 4	15%
<b>Assignment 2: Quizzes</b>	Units 9, 13	40%
<b>Assignment 3: Group Project</b>	Unit 7, Finals	35%
<b>Class Participation</b>	Ongoing	10%

Each of the major assignments is described below.

**Assignment 1: Theory Application: Person-in-environment (15% of course grade)**

Details on the assignment will be handed out in class. Applying systems theory and the ecological perspective, students will analyze a case vignette using a person-in-environment approach.

**Due: Unit 4**

*This assignment relates to student learning outcomes 1-6 and 11-18.*

**Assignment 2: Two Quizzes (40% of course grade, each Quiz worth 20%)**

Students will be given two (2) quizzes during Units 9 and 13. Quiz 1 will be based on content material from Units 4 through 7 (neurobiology). Quiz 2 will be based on content material from units 8 through 11 (theories of human behavior).

**Due: Units 9, 13**

*This assignment relates to student learning outcomes 7-18.*

**Assignment 3: Group Project (35% of course grade)**

Details on the assignment will be handed out in class. Students will work in groups (no more than 3 people per group) on a project focused on a selected issue in human behavior from a bio-psycho-social, person-in-environment perspective, incorporating theories of human behavior from each course module. The group project has 3 components, each of which contributes to the overall project grade: 1) Group Work Plan (due Unit 7), 2) Group Paper (due Finals Week), and 3) Peer evaluation (due Finals Week).

**Due: Units 7 and Finals Week**

*This assignment relates to student learning outcomes 11-18*

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

Students' active involvement in the class is considered essential to their growth as practitioners. Their 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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

## VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

### Required Textbooks

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Boston, MA: Allyn & Bacon.

**The Required course readings will be available on ARES.** Access the USC Library ARES website to gain access to the assigned articles for 506 that are not included in the textbooks or other online materials. Access under Dr. Eric Rice, Lead Instructor for SOWK 506. You will need your student email address and password: <https://usc.ares.atlas-sys.com/>

### Recommended Textbook

Berzoff, J., Flanagan, L.M., & Hertz, P. (2011). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3<sup>rd</sup> ed.). Lanham, MD: Rowman & Littlefield Publishers.

### Recommended Guidebook for APA Style Formatting

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

Szuchman, L. T., & Thomlison, B. (2010). *Writing with style: APA style for social work* (4<sup>th</sup> ed.). Belmont, CA: Cengage.

### Recommended Websites

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

The Elements of Style—A Rule Book for Writing  
<http://www.bartleby.com/141/>

USC Guide to Avoiding Plagiarism  
[http://www.usc.edu/student-affairs/student-conduct/ug\\_plag.htm](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

Week	Topics	Assignments Due
1	<b>HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT: A SOCIAL WORK PERSPECTIVE (Units 1-3)</b>  <u><b>Course Overview/The Nature of Theories</b></u> <ul style="list-style-type: none"> <li>➤ Course and syllabus overview</li> <li>➤ Social work values and ethics</li> <li>➤ The nature of theories</li> <li>➤ Diversity spotlight</li> </ul>	
2	<u><b>The Nature of the Social Environment</b></u> <ul style="list-style-type: none"> <li>➤ Social Dominance theory</li> <li>➤ Conflict theory</li> <li>➤ Diversity spotlight</li> </ul>	
3	<u><b>Person In Environment: Integrating Bio-psycho-social Dimensions of Behavior</b></u> <ul style="list-style-type: none"> <li>➤ Systems theory</li> <li>➤ Ecological perspective</li> <li>➤ Diversity spotlight</li> </ul>	
4	<b>NEUROBIOLOGY: THE BRAIN AND BEHAVIOR (Units 4-7)</b>  <u><b>Neurobiology and Social Work</b></u> <ul style="list-style-type: none"> <li>➤ Overview of brain structures and function</li> <li>➤ Neurological and biophysical development</li> <li>➤ Neuroscience and social work</li> </ul>	<b>Assignment 1: TBD</b>
5	<u><b>Neurobiology and Attachment</b></u> <ul style="list-style-type: none"> <li>➤ Traditional attachment theory</li> <li>➤ Contemporary attachment theory</li> <li>➤ Attachment and affect regulation</li> </ul>	
6	<u><b>Neurobiology and Early Life Stress</b></u> <ul style="list-style-type: none"> <li>➤ The neurobiology of stress</li> <li>➤ Developmental implications of stress during early life and throughout the lifespan</li> <li>➤ Diversity spotlight</li> </ul>	
7	<u><b>Neurobiology and Social Relations</b></u> <ul style="list-style-type: none"> <li>➤ <u>Neurobiology and politics</u></li> <li>➤ <u>Diversity spotlight:</u> <u>Cultural neuroscience</u> <u>Neurobiology of prejudice</u></li> </ul>	<b>Group Work Plan: 10/6/15</b>



Week	Topics	Assignments Due
8	<b>THEORIES OF HUMAN BEHAVIOR (Units 8-11)</b>  <b><u>Classic Psychological Theories of Human Behavior</u></b> <ul style="list-style-type: none"> <li>➤ Classic Psychoanalytic theory</li> <li>➤ Ego psychology</li> <li>➤ Behaviorism: Classical Conditioning</li> <li>➤ Behaviorism: Operant Conditioning</li> </ul>	
9	<b><u>Contemporary Psychodynamic Theories</u></b> <ul style="list-style-type: none"> <li>➤ Relational theory</li> <li>➤ Inter-subjectivity theory</li> <li>➤ Diversity spotlight</li> </ul>	<b>Quiz 1: 10/20/15</b>
10	<b>Cognitive Development and Social Cognitive Theory</b> <ul style="list-style-type: none"> <li>➤ Cognitive and moral development</li> <li>➤ Social Cognitive Theory</li> <li>➤ Social learning</li> <li>➤ Self-efficacy</li> <li>➤ Diversity Spotlight</li> </ul>	
11	<b>Social Network Influences and Social Support</b> <ul style="list-style-type: none"> <li>➤ Social capital</li> <li>➤ Social support and bio-psycho-social well-being</li> <li>➤ Social networks and social service systems</li> <li>➤ Social networks and social influence</li> </ul>	
12	<b>THEORIES OF LIFE SPAN DEVELOPMENT (Units 12-14)</b>  <b>Bio-psycho-social Development and Adaptation in Childhood and Adolescence</b> <ul style="list-style-type: none"> <li>➤ Psychological development in school age children</li> <li>➤ Social relationships in school age children</li> <li>➤ Adolescence from a psychological and social perspective</li> <li>➤ Neurobiology of adolescent behavior</li> </ul>	
13	<b>Bio-psycho-social Development and Adaptation in Adulthood</b> <ul style="list-style-type: none"> <li>➤ Stages of adulthood</li> <li>➤ Gender differences</li> <li>➤ Neurobiology of subjective well-being, romantic love, and monogamy</li> </ul>	<b>Quiz 2: 11/17/15</b>

<b>Week</b>	<b>Topics</b>	<b>Assignments Due</b>
14	<b>Bio-psycho-social Development and Adaptation in Older Adulthood</b> <ul style="list-style-type: none"><li>➤ Stereotypes about Aging</li><li>➤ Attachment in Older Adults</li><li>➤ Biological Development</li></ul>	
15	<b>Course Review and Wrap Up</b> <ul style="list-style-type: none"><li>➤ Application of theories across the lifespan</li><li>➤ Social Work Ethics and Theories: A review</li></ul>	

**\*Group Papers and Peer Evaluations are due during Finals Week. Exact date and time will be posted.**

## Course Schedule—Detailed Description

### HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT: A SOCIAL WORK PERSPECTIVE (Units 1-3)

#### Unit 1: Course Overview: The Nature of Theories

DATE: 8/25/15

##### Topics

- Course and syllabus overview
- Social work values and ethics
- Social work practice paradigm: Biopsychosocial/Person in the Environment
- The nature of theories
- Diversity spotlight: human behavior theory and the African American experience

##### **Required Reading:**

NASW—National Association of Social Workers. (n.d.). *Code of ethics*. Retrieved from <http://www.naswdc.org/pubs/code/default.asp>. (Crossover Reading).

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 1: The nature of theories. (pp. 10, 14-23). Boston, MA: Allyn & Bacon.

See, L. A. (2007). Introduction: Human behavior theory and the African American experience. In L. A. See (Ed.), *Human behavior in the social environment from an African American perspective* (2<sup>nd</sup> ed.) (pp. 3-25). New York, NY: Haworth Press. (Crossover Reading).

#### Unit 2: The Nature of the Social Environment

DATE: 9/1/15

##### Topics

- Social dominance theory
- Conflict theory
- Diversity spotlight: Social inequality

### **Required Readings:**

Larkin, H., Felitti, V. J., & Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. *Social Work in Public Health, 29*, 1-16. (Crossover Reading).

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 3: Conflict theories. (pp. 59-84). Boston, MA: Allyn & Bacon.

Sidanius, J. & Pratto, F. (2012). Social dominance theory. In P. Van Lange, A. W. Kruglanski, & E.T. Higgins, (Eds.), *Handbook of theories of social psychology*, vol 2. (pp. 418-438). Thousand Oaks, CA: Sage Publications, Ltd.

### **Recommended Readings:**

Phelan, J. C., Link, B. G., & Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: Theory, evidence, and policy implications. *Journal of Health and Social Behavior, 51*(1) Supplement, S28-S40.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 4: Theories of empowerment. (pp. 86-90, 93-106). Boston, MA: Allyn & Bacon.

**Unit 3: Person in the Environment/Integrating the Biopsychosocial  
Dimensions of Human Behavior**

**DATE: 9/8/15**

### **Topics**

- Systems theory
- Ecological perspective
- Diversity spotlight: Risk and resilience - race, class, culture

### **Required Readings:**

Boyd-Franklin, N. & Karger, M. (2012). Intersections of race, class, and poverty: Challenges and resilience in African American families. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (4th ed., pp. 273-296), New York, NY, US: Guilford Press.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 2: Systems theory. (pp. 25-31, 35-43, 52-58). Boston, MA: Allyn & Bacon.

### **Recommended Readings:**

Greene, R. (2008). Ecological perspective: An eclectic theoretical framework for social work practice. In R. Greene (Ed.), *Human behavior theory and social work practice* (3<sup>rd</sup> ed., pp. 260-299). New York, NY: Aldine Transaction.

Lipsitt, L. P. & Demick, J. (2012). Theory and measurement of resilience: Views from development. In M. Ungar (Ed.), *The social ecology of resilience: A handbook of theory and practice* (pp. 43-52). New York, NY: Springer.

Maschinot, B. (2008). *The changing face of the United States: The influence of culture on early child development*. (pp. 1- 11 only) Washington, DC: Zero to Three. Retrieved from [www.zerotothree.org](http://www.zerotothree.org).

Ungar, M. (2012). Social ecologies and their contribution to resilience. In M. Ungar (Ed.), *The social ecology of resilience: A handbook of theory and practice* (pp. 13-32). New York, NY: Springer.

## **NEUROBIOLOGY: THE BRAIN AND BEHAVIOR (Units 4-7)**

**Unit 4: Neurobiology and Social Work**

**DATE: 9/15/15**

### **Topics**

- Overview of brain structures and functions
- Neurological and biophysical development
- Neuroscience and social work

### **Required Readings:**

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

Matto, H. & Strolin-Goltzman, J. (2010). Integrating social neuroscience and social work: Innovations for advancing practice-based research. *Social Work, 55*(2), 47-56.

Nelson, C. A. (2011). Neural development and lifelong plasticity. In D. P. Keating (Ed.), *Nature and nurture in early child development* (pp. 43-69). New York, NY: Cambridge University Press.

**Topics**

- Traditional attachment theory
- Contemporary attachment theory
- Attachment and affect regulation

**Required Readings:**

- Holmes, J. (2013). Something there is that. In S. Goldberg, R. Muir & J. Kerr (Eds.), *Attachment theory: Social, developmental, and clinical perspectives* (p. 19-44). London, UK: Routledge.
- Schore, J. & Schore, A. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal*, 36(9), 9-20. (Crossover Reading).
- Sroufe, L. A. & Siegel, D. (Mar/Apr 2011). The verdict is in: The case for attachment theory. *Psychotherapy Networker*, 35(2), 34-39.

**Recommended Readings:**

- Applegate, J. & Shapiro, J. (2005). Chapter 4: Early affect regulation: Prelude to attachment. In *Neurobiology for Clinical Social Work*, pp. 40-57. New York, NY: W.W.Norton.
- Smith, W. (2011). The importance of early attachments. In *Youth Leaving Foster Care: A developmental, relationship-based approach to practice*. (pp. 52-67). New York, NY: Oxford University Press.

**Topics**

- The neurobiology of stress
- Developmental implications of stress during early life and throughout the lifespan
- Diversity spotlight: Racial differences in stress and birth outcomes

### **Required Readings:**

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

Dominguez, T.P., Dunkel-Schetter, C., Glynn, L., Hobel, C., & Sandman, C. A., (2008). Racial differences in birth outcomes: The role of general, pregnancy, and racism stress. *Health Psychology* 27(2), 194-203.

Gunnar, M. & Loman, M. (2011). Early experience and stress regulation in human development. In D. P. Keating (Ed.), *Nature and nurture in early child development* (pp.97-113). New York, NY: Cambridge University Press. (Crossover Reading).

### **Recommended Readings:**

Davis, EP & Sandman, CA (2006). Prenatal exposure to stress and stress hormones influences child development. *Infants & Young Children*, 19 (3), 246-259.

Hutto, N. & Viola, J. (2014). Toxic stress and brain development in young homeless children. In H. C. Matto, J. Strolin-Goltzman & M. S. Ballan (Eds.) *Neuroscience for social work* (pp.263-277). New York, NY: Springer.

Skelton, K., Weiss, T. & Bradley, B. (2010). Early life stress and psychiatric risk/resilience: The importance of a developmental neurobiological model in understanding gene by environment interactions. In R.A. Lanius, E. Vermitten & C. Pain (Eds.) *The impact of early life trauma on health and disease: The hidden epidemic* (pp.148-156). Cambridge, UK: Cambridge University Press.

#### **Topics**

- Neurobiology and Prejudice
- Neurobiology and Culture
- Neurobiology and Politics

### **Required Readings:**

Amodio, D. M. (2014). The neuroscience of prejudice and stereotyping. *Neuroscience* 15, 670-682.

Chiao, J. (2015) Current emotion research in cultural neuroscience. *Emotion Review*, 0(0), pp. 1-14.

Hancock, A-M. (2013). Neurobiology, intersectionality, and politics: Paradigm warriors in arms? *Perspectives on Politics*, 11(2), 504-507.

Hibbing, J. R. (2013). Ten misconceptions concerning neurobiology and politics. *Perspectives on Politics*, 11(2), 475-489.

### **Recommended Readings:**

Ames, D. L. & Fiske, S. T. (2010). Cultural neuroscience. *Asian Journal of Social Psychology*, 13, 72-82.

## **THEORIES OF HUMAN BEHAVIOR (Units 8-11)**

**Unit 8: Classic Psychological Theories of Human Behavior**

**DATE: 10/13/15**

### **Topics**

- Classic psychoanalytic theory
- Ego Psychology
- Classical Conditioning
- Operant Conditioning

### **Required Readings:**

Bitterman, M. E. (2006). Classical conditioning since Pavlov. *Review of General Psychology*, 10(4), 365-376. doi:10.1037/1089-2680.10.4.365

Robbins, S., Chatterjee, P., & Canda, E. (2012). *Contemporary human behavior theory: A critical perspective for social work*. Chapter 7: Psychodynamic theory (pp. 169-176 - classic psychoanalytic theory; pp. 192-200 - critical analysis); Chapter 8: Theories of lifespan development (pp. 213-218 -Erikson, 255-259 - critical analysis of Erikson's psychosocial model). Boston, MA: Allyn & Bacon.



Wong, S. E. (2012). Operant learning theory. In B. Thyer, C. Dulmus, & K. M. Sowers (Eds.) *Human behavior in the social environment: Theories for social work practice* (Chapter 3, pp. 83-96). Hoboken, N.J: Wiley.

### **Recommended Readings:**

Davey, G. C. L. (1992). Classical conditioning and the acquisition of human fears and phobias: A review and synthesis of the literature. *Advances in Behaviour Research and Therapy*, 14(1), 29-66. doi:10.1016/0146-6402(92)90010-L

McGowan, K. (2014, April). The second coming of Sigmund Freud. *Discover Magazine*. Retrieved from <http://discovermagazine.com/2014/april/14-the-second-coming-of-sigmund-freud>.

Milton, J., Polmear, C. & Fabricus, J. (2011). Basics of psychoanalytic theory. In *A short introduction to psychoanalysis* (2<sup>nd</sup> ed.) (pp. 19-45). London, UK: Sage.

Rescorla, R. (1988). Pavlovian conditioning: It's not what you think it is. *American Psychologist*, 43(3), 151-160.

Rutherford, A. (2006). The social control of behavior control: Behavior modification, individual rights, and research ethics in America, 1971–1979. *Journal of the History of the Behavioral Sciences*, 42(3), 203-220. doi:10.1002/jhbs.20169

Schamess, G. & Shilkret, R. (2011). Ego psychology. In J. Berzoff, L.M. Flanagan & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3<sup>rd</sup> ed.) (pp. 62-87). Lanham, MD: Jason Aronson.

Skinner, B. F. (1971). *Beyond freedom and dignity*. New York, NY: Knopf.

Thyer, B. A. (2012). Respondent learning theory. In B. Thyer, C. Dulmus, & K. M. Sowers (Eds.) *Human behavior in the social environment: Theories for social work practice* (Chapter 2, pp. 47-82). Hoboken, N.J: Wiley.

**Topics**

- Relational theory
- Intersubjectivity theory
- Diversity spotlight: Race/ethnicity in research on psychodynamic treatment

**Required Readings:**

Berzoff, J. (2011). Relational and intersubjective theories. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (pp.222-240). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Drisko, J.W. & Grady, M.D. (2012). *Evidence-based practice in clinical social work*. The steps of evidence-based practice in clinical practice: An overview. (pp. 155-164). NY: Springer. (Crossover Reading).

Borden, W. (2009). *Contemporary psychodynamic theory and practice*. D.W. Winnicott and the facilitating environment (pp. 89-105). Chicago, IL: Lyceum Books.

DWatkins, C.E. (2012). Race/ethnicity in short-term and long-term psychodynamic psychotherapy treatment research: How 'white' are the data? *Psychoanalytic Psychology*, 29(3), 292-307.

**Recommended:**

Bateman, A. & Fonagy, P. (2013). Mentalization-based treatment. *Psychoanalytic Inquiry*, 33, pp. 595-613.

Borden, W. (2009). *Contemporary psychodynamic theory and practice*. Orienting perspectives in contemporary psychodynamic thought (pp. 1-9). Chicago, IL: Lyceum Books.

**Topics**

- Cognitive and moral development
- Social Cognitive Theory
  - Social learning
  - Self-efficacy
  
- Diversity spotlight: cultural context of learned behavior

**Required Readings:**

Bandura, A. (2010). The social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1-26.

Chavis, A. M. (2012). Social learning theory and behavioral therapy: Considering human behaviors within the social and cultural context of individuals and families. *Journal of Human Behavior in the Social Environment, 22*, 54-64. DOI: 10.1090/10911359.2011.598828.

Dobson, K. & Beshai, S. (2013). The theory-practice gap in cognitive behavioral therapy: Reflections and a modest proposal to bridge the gap. *Behavior Therapy, 44*, 559-567. (Crossover Reading)

Robbins, S., Chatterjee, P., & Canda, E. (2012). *Contemporary human behavior theory: A critical perspective for social work*. Chapter 9: Theories of cognitive and moral development (pp. 260-282; 290-296). Boston, MA: Allyn & Bacon.

**Recommended Readings:**

Albert Bandura on behavior therapy, self-efficacy & modeling. Psychotherapy.net (Director). (2013).[Video/DVD] Mill Valley, Calif.: Psychotherapy.net. (Video).

Bandura, A. (2004). Health promotion by social cognitive means. *Health education & behavior, 31*(2), 143-163. DOI: 10.1177/1090198104263660.

Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science, 9*, 75-78.

Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science, 1*, 164-180.

Benight, C. C., & Bandura, A. (2004). Social cognitive theory of posttraumatic recovery: The role of perceived self-efficacy. *Behaviour Research and Therapy*, 42(10), 1129-1148. doi:10.1016/j.brat.2003.08.008

Murdoff, J. (2007). Cultural diversity and cognitive behavior therapy. In A. Freeman & T. Ronen (Eds.), *Cognitive behavior therapy in clinical social work* (pp. 109-146). New York, NY: Spring Publishing Co.

**Unit 11: Social Network Influences and Interpersonal Support**

**DATE: 11/3/15**

**Topics**

- Social capital
- Social support and bio-psycho-social well-being
- Social networks and social service systems
- Social networks and social influence

**Required Readings:**

Barman-Adhikari, A., & Rice, E. (2014). Social networks as the context for understanding employment services utilization among homeless youth. *Evaluation and program planning*, 45, 90-101.

Christakis, N. A., & Fowler, J. H. (2009). *Connected: The surprising power of our social networks and how they shape our lives*. Chapter 2 on Theories of social influence, "When you smile, the world smiles with you," (pp. 33-60). Hachette Digital, Inc. (Crossover Reading).

Rice, E., Barman-Adhikari, A., Milburn, N. G., & Monroe, W. (2012). Position-specific HIV risk in a large network of homeless youths. *American journal of public health*, 102(1), 141-147.

Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior*, 52(2), 145-161.

**Recommended Readings:**

Palinkas, L. A., Holloway, I. W., Rice, E., Fuentes, D., Wu, Q., & Chamberlain, P. (2011). Social networks and implementation of evidence-based practices in public youth-serving systems: A mixed-methods study. *Implementation Science*, 6(113), 1-11.

Rice, E., & Yoshioka-Maxwell, A. Social network analysis as a toolkit for the science of social work. *Journal of the Society for Social Work and Research*, 6(3), 2315-2334.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). (Read section from Chapter 3: Social Exchange Theory pp.358-364.)

## THEORIES OF LIFE SPAN DEVELOPMENT (Units 12-15)

**Unit 12: Biopsychosocial Development in Childhood and Adolescence**

**DATE: 11/10/15**

### Topics

- Psychological development in school age children
- Social relationships in school age children
- Adolescence from a psychological and social perspective
- Neurobiology of adolescent behavior

### Required Readings:

Estrada, J. N., Gilreath, T. D., Astor, R. A., & Benbenishty, R. (2014). Gang membership, school violence, and the mediating effects of risk and protective behaviors in California high schools. *Journal of School Violence*, 13(2), 228-251.

Sabol, T.J. & Pianta, R.C. (2012). Patterns of school readiness forecast achievement and socioemotional development at the end of elementary school. *Child Development*, 83(1), 282-299.

Robbins, S., Chatterjee, P., & Canda, E. (2012). *Contemporary human behavior theory: A critical perspective for social work*. Chapter 8: Theories of life span development (pp. 201-209-developmental milestones). Boston, MA: Allyn & Bacon.

### Recommended Readings:

Cacioppo, J. T., Berntson, G. G., Bechara, A., Tranel, D. & Hawkley, L. C. (2011) Could an aging brain contribute to subjective well-being? The value added by a social neuroscience perspective. In A. Todorov, S. T. Fiske, & D. A. Prentice (Eds.) *Social neuroscience: Toward understanding the underpinnings of the social mind* (pp. 249-262). Oxford, UK: Oxford University Press.

Evans-Chase, M. (2013). Neuroscience of risk-taking in adolescence. In H. C. Matto, J. Strolin-Goltzman & M. S. Ballan (Eds.) *Neuroscience for social work* (pp. 313-334). New York, NY: Springer

Gruber, S. A. & Yurgelun-Todd, D. A. (2006). Neurobiology and the law: A role in juvenile justice? *Ohio State Journal of Criminal Law*, 3, 321-340.

Robbins, S., Chatterjee, P., & Canda, E. (2012). *Contemporary human behavior theory: A critical perspective for social work*. Chapter 8: Theories of life span development (pp. 236-247 – LGBTQI identity development). Boston, MA: Allyn & Bacon.

Siegel, D. (2013). *Brainstorm: The power and purpose of the teenage brain*. Part II: Your brain (pp. 65-95). New York, NY: Jeremy P. Tarcher/Penguin.

**Unit 13: Biopsychosocial Development and Adaptation in Adulthood**

**DATE: 11/17/15**

**Topics**

- Stages of Adulthood
- Gender Differences
- Neurobiology of subjective well-being, romantic love, and monogamy

**Required Readings:**

De Boer, A., VanBuel, E. M. & TerHorst, G .J. (2012). Love is more than just a kiss: A neurobiological perspective on love and affection. *Neuroscience*, 201, 114-124.

Levinson, D. F. (1996). *The seasons of a woman's life*. Chapter 2: The human life cycle: Eras and developmental periods (pp. 13-37). New York, NY: Random House.

Robbins, S., Chatterjee, P., & Canda, E. (2012). *Contemporary human behavior theory: A critical perspective for social work*. Chapter 8: Theories of life span development (pp. 219-224, 253-259). Boston, MA: Allyn & Bacon.

**Unit 14: Biopsychosocial Development and Adaptation in Older Adulthood**

**DATE: 11/24/15**

**Topics**

- Stereotypes about Aging
- Attachment in Older Adults
- Biological Development

### **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.

Sapolsky, R. (2004). Stress and memory. In *Why zebras don't get ulcers* (pp. 202-225). New York, NY: Henry Holt.

Van Assche, L., Luyten, P., Bruffaerts, R., Persoons, P., van De Ven, L., & Vandenbulcke, M. (2012). Attachment in old age: Theoretical assumptions, empirical findings and implications for clinical practice. *Clinical Psychology Review, 33*, 67-81.

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

**DATE: 12/1/15**

### **Topics**

- Application of theories across the lifespan
- Social Work Ethics and Theories: A review

### **Required Reading:**

Robbins, S., Chatterjee, P., & Canda, E. (2012). *Contemporary human behavior theory: A critical perspective for social work*. Chapter 14: Application of the theories. Boston, MA: Allyn & Bacon.

# University Policies and Guidelines

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## 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 of any anticipated absence or reason for tardiness.

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

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

## 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.

## 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).



## 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.

## 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.”

## 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.

## 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.

## 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 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.

## 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, you may contact Dr. Eric Rice, SOWK 506 Lead Instructor, at [ericr@usc.edu](mailto:ericr@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 [rmaiden@usc.edu](mailto:rmaiden@usc.edu). Or, if you are a student of the VAC, contact Dr. Tyan Parker Dominguez, [tyanpark@usc.edu](mailto:tyanpark@usc.edu), for further guidance.

## 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.

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*Don't procrastinate or postpone working on assignments!*

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