USC | School of Social Work

Social Work 505

Human Behavior and the Social Environment

3 Units

VAC FALL 2015

Instructor: Anne Blair
E-Mail: anneblai@usc.edu
Telephone: 928-853-2219 (email first)

Course Day: Wednesdays
Course Time: Section 67222: 4pm – 5:15pm
Section 67223 5:45pm – 7pm
Office Hours: By appointment

I. COURSE PREREQUISITES

SOWK 503

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

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

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

evaluating multiple factors that impinge on functioning and converge in differential assessment and intervention.

IV. COURSE OBJECTIVES

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

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

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The course will encompass a combination of diverse learning modalities and tools which may include, but are not limited to the following: Didactic presentations by the instructor; small and large group discussions; case studies; videos; guest speakers; experiential exercises, computer-based, online activities.

The online teaching and learning environment provided by the University's Virtual Academic Center will support access to course-related materials and communication. For general program questions, contact Student Support Services: Phone: **(877) 455-4679**   Email: **mswhelp@usc.edu**

Live Chat: Use this feature to instant message Student Support. To access this feature, go to the link that reads STUDENT SUPPORT on the bottom of any page on the VAC. Here is the direct link to the webpage: https://vac.msw.usc.edu/local/support/index.php There you will see an icon stating "Live Chat Now." Once you click this, a pop-up window will appear, and you can chat with a member of Student Support.

For URGENT issues requiring immediate assistance, such as being unable to log into class, contact Student Support at **(877) 455-4679** or send an email to **mswhelp@usc.edu**. *Make sure you type URGENT in the subject heading when emailing.

VI. STUDENT LEARNING OUTCOMES

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

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

* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Professional Identity—Identify as a professional social worker and conduct oneself accordingly. Social workers competent in Professional Identity: ▪ Serve as representatives of the profession, its mission, and its core values. ▪ Know the profession's history. ▪ Commit themselves to the profession's enhancement and to their own professional conduct and growth.	1. Advocate for client access to the services of social work. 2. Practice personal reflection and self-correction to ensure continual professional development. 3. Attend to professional roles and boundaries. 4. Demonstrate professional demeanor in behavior, appearance, and communication. 5. Engage in career-long learning. 6. Use supervision and consultation.	Assignment 1 and Class Participation

Ethical Practice—Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	7. Recognize and manage personal values in a way that allows professional values to guide practice. 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.	Assignment 2 and Class Participation
Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information.	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. 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.	Assignments 1, 2 & 3 and Class Participation
Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. ▪ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	14. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. 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.	Assignments 1, 2 & 3 and Class Exercises (Ungraded)

Human Behavior—Apply knowledge of human behavior and the social environment. Social workers competent in Human Behavior: ▪ Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. ▪ Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.	18. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. 19. Critique and apply knowledge to understand person and environment.	Assignments 1, 2 & 3 and Class Exercises (Ungraded)

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Take Home Essay	Week 5	15%
Assignment 2: Young Adult Development Paper	Week 9	35%
Assignment 3: Older Adult Interview Paper and Presentation	Week 15	40%
Class Participation	Ongoing	10%

Assignment 1: Take Home Essay: A short take home essay; details will be provided by your instructor. *This assignment relates to student learning outcomes 1-6 and 11-17.*

Assignment 2: Young Adult Development Paper: Assignment 2 midterm paper is a developmental analysis of the young adult protagonist in a fictional novel. The instructor will provide the title of the novel in Week 1. The paper will cover Units 1 to 8, details will be provided by your instructor. *This assignment relates to student learning outcomes 7-17.*

Assignment 3: Older Adult Interview Paper & Presentation: The final paper is a life history interview and developmental analysis of an older adult. The assignment is cumulative, details will be provided by your instructor. *This assignment relates to student learning outcomes 11-17.*

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

Outstanding student participation includes the following:

1. <u>Always</u> contributes to the discussion

2. Raises thoughtful and relevant questions based upon the readings, asynchronous material, or field experience

3. Displays a knowledge of the course materials and synthesizes new knowledge

4. Builds on the idea of others

5. Actively participates

6. Respectfully interacts with other students and the instructor

7. Completes all of the asynchronous material

8. Abides by all VAC classroom decorum guidelines

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

Grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being evaluated in the assignment.

Grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

Grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

Grade of C would reflect a minimal grasp of the assignment, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

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

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks: Students are required to have access to the following books for the entire semester. These books are NOT available on AREs and must be purchased or rented by each student individually.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). *Contemporary human behavior theory: A critical perspective for social work* (3rd ed.). Boston, MA: Allyn & Bacon.

Erdrich, L. (1993). Love medicine. NY, NY: HarperCollins.

Additional required readings will be provided by your instructor.

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

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Recommended Textbook

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

Recommended course readings are the student's responsibility to look up through the library or through other online sources. Some may be available through ARES or Iliad.

Recommended Guidebook for APA Style Formatting

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

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

Recommended Websites

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

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

USC Guide to Avoiding Plagiarism
http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm

Course Overview

Unit	Topics
1	◼ Introduction to Course: Understanding Human Behavior and the Social Environment
	▽ Welcome & Introduction to the Course
	▽ Overview of Learning Contract/Syllabus
	▽ Social Work Libguides http://libguides.usc.edu/socialwork
	▽ Academic Integrity Tutorials: "Avoiding Plagiarism" & "Organizing Your Sources" http://www.usc.edu/libraries/about/reference/tutorials/academic_integrity/index.php
	▽ Self Assessment from 503
2	◼ Review of SOWK 503
	▽ Review Self Assessment from 503
	▽ Basics of Social Work Concepts and Theories of Human Behavior in the Social Environment
3	◼ Theories of Gender
	▽ Overview of basic feminist theories
	▽ Theories of masculinity
	▽ Gender Dynamics
	▽ Gender stereo-typing
	▽ Sexism
4	◼ LGBTQI Theory
	▽ Sexual orientation
	▽ Identity formation
	▽ Biological theories
	▽ Psychosocial theories
	▽ Significant issues and life events
5	◼ Intersectionality
	▽ Challenges of diversity
	▽ Traditional versus intersectional models
	▽ You Tube Video: Intersectionality
	▽ **ASSIGNMENT 1 DUE**

Unit	Topics
6	▪ Health Behavior Theories
	▽ Stages of change (Transtheoretical Model of Behavioral Change)
	▽ Reasoned action
7	▪ Adolescent Development
	▽ Biological Development
	▽ Psychosocial Development
	▽ Peer Group Influence
	▽ Social issues
	▽ Youth Resiliency and Empowerment
8	▪ Emerging Adulthood
	▽ Biological Development/Physical Changes
	▽ Risk Taking Behaviors
	▽ Psychological Development
	▽ Relationship Formation
	▽ Film: Thin
9	▪ Middle Adulthood
	▽ Biological Development
	▽ Psychological Development
	▽ Social Development
	▽ Mental Health Issues
	▽ Film: Up Series (selection may vary per instructor)
	▽ Levinson
	▽ Peck
	▽ The "Sandwich" Generation
	▽ **ASSIGNMENT 2 DUE**
10	▪ Older Adult Development
	▽ Stereotypes on Aging
	▽ Biological Development
	▽ No Longer Being Able to Care for Oneself (and the Psychosocial Implications)
11	▪ Older Adulthood (Continued)
	▽ Life Review
	▽ Film: Asian Americans and Depression
12	▪ Spirituality
	▽ Maslow Hierarchy of Needs: Self Actualization?
	▽ Fowler: Stages of Spiritual Development
	▽ Cultural and Spirituality

Unit	Topics
13	🟫 Grief and Loss 🔻 Kubler-Ross Stage Model of Grief 🔻 Grief and Loss Across the Lifespan 🔻 Diverse Expressions of Grief
14	🟫 Course Review 🔻 Cumulative Review of 503 & 505 🔻 Review of Social Work Concepts and Theories of Human Behavior in the Social Environment
15	🟫 Older Adult Interview Presentations 🔻 Student Presentation Instructions will be provided by your instructor. 🔻 **FINAL PAPER DUE**

Course Schedule—Detailed Description

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

Topics

🟫 Welcome & Introduction to the course

🟫 Overview of Learning Contract/syllabus

🟫 Social Work Libguides http://libguides.usc.edu/socialwork

🟫 Academic Integrity Tutorials: "Avoiding Plagiarism" & "Organizing Your Sources" http://www.usc.edu/libraries/about/reference/tutorials/academic_integrity/index.php

🟫 Self-Assessment from 503

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

Required Reading

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). The nature of theories. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 1-24). Boston, MA: Allyn & Bacon.

Unit 2: Review of 503

Topics

🟫 Review Self-Assessment from 503

🟫 Basics of Social Work Concepts and Theories of Human Behavior in the Social Environment

This Unit relates to course objectives 1-5.

Required Reading

Rogers, A.T. (2013). Human behavior and the social work profession. In *Human behavior in the social environment* (3rd ed., pp. 1-21). New York, NY: Routledge.

Rogers, A.T. (2013). Lenses for conceptualizing problems and interventions: The person in environment. In *Human behavior in the social environment* (3rd ed., pp. 22-56). New York, NY: Routledge.

Rogers, A.T. (2013). Lenses for conceptualizing problems and interventions: Biopsychosocial dimensions. In *Human behavior in the social environment* (3rd ed., pp. 57-102). New York, NY: Routledge.

Unit 3: Theories of Gender

Topics

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

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

Required Reading

Gilligan, C. (1982). In a different voice. In *Psychological theory and women's development* (pp. 24-39). Cambridge, MA: Harvard University Press.

Levant, R.F. (2008). Towards the reconstruction of masculinity. In R.F. Levant and W.S. Pollack (Eds.), *A new psychology of men,* (pp. 229-251). New York, NY: BasicBooks.

Martino, S. and Lauriano, S. (2013). Feminist identity and the superwoman ideal. *Journal of Behavioral Health, 2(2),* 167-172.

Payne, M. (2014). Feminist practice. In *Modern social work theory* (4th ed., pp. 348-372). Chicago, IL: Lyceum.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). Feminist theory. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 107-133). Boston, MA: Allyn & Bacon.

Recommended Reading

Carr, E. (2003). Rethinking empowerment theory using a feminist lens: The importance of a process. *Affilia, 18*, 8-20.

Collins, P. H. (1999). Distinguishing features of Black feminist thought. In Black feminist thought: knowledge, consciousness, and the politics of empowerment [10th anniversary ed.] (pp. 21-43). New York, NY: Routledge.

Hooks, B. (2000). *From margin to center. The significance of a feminist movement* (pp. 34-42). Cambridge, MA: Southend Press.

Hooks, B. (2000). *From margin to center.* Men: Comrades in Struggle (pp. 68-83). Cambridge, MA: Southend Press.

Pollack, W.S. (2008). No man is an island: Toward a new psychoanalytic psychology of men. In R.F. Levant and W.S. Pollack (Eds.), *A new psychology of men,* (pp. 33-67). New York, NY: BasicBooks.

Unit 4: LGBTQQI Theory

Topics

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

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

Required Reading

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

Harper, G. W., Jernewall, N., & Zea, M. C. (2004). Giving voice to emerging science and theory for lesbian, gay, and bisexual people of color. *Cultural Diversity and Ethnic Minority Psychology, 10*(3), 187-199.

Mosher, C. M. (2001). The social implications of sexual identity formation and the coming-out process: A review of the theoretical and empirical literature. *The Family Journal, 9,*164-173. doi:10.1177/1066480701092011

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). Theories of empowerment. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 85-106). Boston, MA: Allyn & Bacon.

Recommended Reading

Kreukels, B.P. and Cohen-Kettenis, P.T. (2011). Puberty suppression in gender identity disorder: The Amsterdam experience. *Nature Reviews Endocrinology, 7(8),* 466-472.

Schöning, S. et. al. (2010). Neuroimaging differences in spatial cognition between men and male-to-female transsexuals before and during hormone therapy. *The Journal of Sexual Medicine, 7(5),* 1858-1867.

Unit 5: Intersectionality

Topics

- 🟫 Intersectionality and social work practice
- 🟫 Challenges of diversity
- 🟫 Traditional versus intersectional models
- 🟫 You Tube Video: Intersectionality
- 🟫 **ASSIGNMENT 1 DUE**

This Unit relates to course objectives 3-5.

Required Reading

Cho, S., Crenshaw, K.W., and McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs*, 38(4), 785-810

Parks, C., Hughes, T., & Matthews, A. (2004). Race/ethnicity and sexual orientation: Intersecting identities. *Cultural Diversity and Ethnic Minority Psychology, 10*(3), 241-254. doi:10.1037/1099-9809.10.3.241

Payne, M. (2014). Anti-oppressive and multicultural sensitivity approaches to practice. In *Modern social work theory* (4th ed., pp. 373-400). Chicago, IL: Lyceum.

Recommended Reading

Collins, P. H. (1999). US Black feminism in a transnational context. In *Black feminist thought: Knowledge, Consciousness, and the Politics of Empowerment* [10th anniversary ed.] (pp. 227-250). New York, NY: Routledge.

Crenshaw, K. W. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review, 43,* 1241-1299.

Mohanty, C. (2004). Cartographies of struggle: Third world women and the politics of Feminism. In *Feminism without borders: Decolonizing theory, practicing solidarity* (pp. 43-84). Durham, NC: Duke University Press.

Unit 6:   Health Behavior Theories

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

This Unit relates to course objectives 3-5.

Required Reading

Carpenter, C. J. (2010). A meta-analysis of the effectiveness of health belief model variables in predicting behavior. *Health Communication, 25*(8), 661-669.

Fishbein, M. (2008). A reasoned action approach to health promotion. *Medical Decision Making, 28*(6), 834-844.

Icek Ajzen. (n.d.). *Frequently asked questions.* Retrieved from
http://www.people.umass.edu/aizen/faq.html
(Instructor Note: This site has lots of FAQs about theory. A great resource!)

Jordan-Marsh, MA (2011). Telehealth as a fulcrum in health techonology. In *Health technology literacy: A transdisciplinary framework for consumer-oriented practice* (pp. 1-42). Sudbury, MA: Jones & Bartlett Learning.

Norcross, J. C., Krebs, P. M., & Prochaska, J. O. (2011). Stages of change. *Journal of Clinical Psychology, 67*(2), 143-154.

Recommended Reading

Jordan-Marsh, MA (2011). Consumer-centric health technology: Wicked problems and deliciously disruptive solutions. In *Health technology literacy: A transdisciplinary framework for consumer-oriented practice* (pp. 355-422). Sudbury, MA: Jones & Bartlett Learning.

Norcross, J. C., & Prochaska, J. O. (2002). Using the stages of change. *Harvard Mental Health Letter, 18*(11), 5-7.

Prochaska, J. O., & DiClemente, C. C. (1992). Stages of change in the modification of problem behaviors. *Progress in Behavior Modification, 28*,183-218.

Unit 7:   Adolescent Development

Topics
- Biological development
- Early adverse experiences and impact of adult biopsychosocial outcomes
- Psychosocial development
- Peer group influence
- Social issues
- Youth resiliency and empowerment

This Unit relates to course objectives 3-5.

Required Reading

Auslander, B. A., Rosenthal, S. L., & Blythe, M. J. (2007). Understanding sexual behaviors of adolescents within a biopsychosocial framework. *Adolescent Medicine Clinics, 18*(3), 434-448.

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.

Inside the teenage brain (n.d.) pbs.org, Retrieved November 8, 2003 from http://www.pbs.org/wgbh/pages/frontline/shows/teenbrain/view/#rest

Siegal, D. (2013). Your Brain. In *Brainstorm: The power and purpose of the teenage brain* (pp. 65-110). New York, NY: Tarcher/Penguin.

Recommended Reading

Jaycox LH, Kataoka SH, Stein BD, Langley AK, & Wong M (2012). Cognitive behavioral intervention for trauma in schools. *Journal of Applied School Psychology, 28:239-255.*

Rice, E & Barman-Adhikari, A (2013). Internet and social media use as a resource among homeless youth. *Journal of Computer-Mediated Communication* 1-16, doi: 10.1111/jcc4.12038

Unit 8:   Emerging Adulthood

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

This Unit relates to course objectives 3-5.

Required Readings

Arnett, J.J. (2007). Suffering, selfish, slackers? Myths and reality about emerging adults. *Journal of Youth and Adolescence, 36,* 23-29.

Cozolino, L. (2014) Addicted to love. In *The Neuroscience of human reltaionships: Attachment and the developing social brain* (2nd ed., pp. 115-131). New York: NY: W.W. Norton.

Greeson, J.K.P. (2013). Foster youth and the transition to adulthood: The theoretical and conceptual basis for natural mentoring. *Emerging Adulthood, 1(1),* 40-51

Lewis, K. G. (1998). A life stage model should include single women: Clinical implications for addressing ambivalence. *Journal of Feminist Family Therapy*, *10,* 1-22.

Sable, P. (2008). What is adult attachment? *Clinical Social Work Journal, 36*, 21-30. doi: 10.1007/s10615-007-0110-8

Recommended Reading

Shulman, S. and Connolly, J. (2013). The challenge of romantic relationships in emerging adulthood: Reconceptualization of the field. *Emerging Adulthood, 1(1),* 27-39.

Twenge, J.M. (2013). The evidence for generation me and against generation we. *Emerging Adulthood, 1(1),* 11-16.

Unit 9:   Middle Adulthood

Topics

- Biological development
- Psychological development
- Social development
- Mental health issues
- Levinson
- Peck
- The "sandwich" generation
- Film: Up Series (selection may vary per instructor)
- **ASSIGNMENT 2 DUE**

This Unit relates to course objectives 3-5.

Required Reading

Almeida, D., & Horn, M. (2004). Is daily life more stressful during middle adulthood. As cited in O. G. Brim, C. D. Ryff, & R. C. Kessler (Eds.), *How Healthy are we? A national study of well-being at midlife* (pp. 425-451). Chicago, IL: The University of Chicago Press.

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.

Riley, L. D., & Bowen, C. (2005). The sandwich generation: Challenges and coping strategies of multigenerational families. *The Family Journal, 13,* 52-58.

Recommended Reading

Saltzburg, S. (2009). Parent's experience of feeling socially supported as adolescents come out as lesbian and gay: A phenomenological study. *Journal of Family Social Work, 12,* 340-358.

Strauch, B. (2010). What changes with time. In *The secret life of the grown-up brain* (pp. 69-91). New York, NY: Viking.

Stephens, M. P., & Franks, M. M. (1999). Intergenerational relationships in later-life families: Adult daughters and sons as caregivers to aging parents. In Cavanaugh, J. C., & Whitbourne, S. K., *Gerontology: An interdisciplinary perspective* (pp. 329-354). New York, NY: Oxford University Press.

Unit 10:   Older Adult Development

Topics

- Stereotypes on aging
- Biological development
- No longer being able to care for oneself (and the psychosocial implications)

This Unit relates to course objectives 3-5.

Required Readings

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

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

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.

Recommended Reading

Gibson, S. and Qualls, S.H. (2012). A family systems perspective of elder financial abuse, *Generations, 36(3),* 26-29

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

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

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

Unit 11:   Older Adulthood (Continued)

Topics

- Life review
- Film: Asian Americans and Depression

This Unit relates to course objectives 3-5.

Required Readings

Colarusso, C.A. (2005). The evolution of paternal identity in late adulthood. *Journal of the American Psychoanalytic Association, 53,*51-81.

Korte, J., Bohlmeijer, E.T., Cappeliez, P., Smit, F., and Westerhof, G.J. (2012). Life review therapy for older adults with moderate depressive symptomatology: A pragmatic randomized control trial. *Psychological Medicine, 42 (6),* pp.1163-1173.

Le, T.N. and Doukas, K.M. (2013). Making meaning of turning points in life review: Values, wisdom, and life satisfaction, *Journal of Religion, Spirituality, & Aging, 25(4),* 358-375.

Grady, C. (2012). The cognitive neuroscience of ageing. *Nature Review: Neuroscience*, 13, 491-503.

Unit 12:   Spirituality

Topics

- Maslow Hierarchy of Needs: Self actualization?
- Fowler: Stages of spiritual development
- Culture and Spirituality

This Unit relates to course objectives 1-5.

Required Reading

Canda, E.R. and Ferman, L.D. (2010). *Spiritual diversity in social work practice: The heart of helping* (2nd ed.). Chapter 2: Compassion, the call to service, and ethical principles in social work (pp. 30-58). New York: Oxford University Press

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

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

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

Recommended Reading

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

Unit 13:   Grief and Loss

Topics

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

This Unit relates to course objectives 1-5.

Required Reading

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

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

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

Recommended Reading

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

Didion, J. (2009). *The year of magical thinking.* New York, NY: Vintage Books.

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

Unit 14:   Course Review

Topics

- 🟫 Cumulative Review of 503 & 505
- 🟫 Review of Social Work Concepts and Theories of Human Behavior in the Social Environment

This Unit relates to course objectives 1-5.

Required Reading

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

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2012). The nature of theories. In *Contemporary human behavior theory: A critical perspective for social work* (3rd ed., pp. 1-24). Boston, MA: Allyn & Bacon.

Rogers, A.T. (2013). Human behavior and the social work profession. In *Human behavior in the social environment* (3rd ed., pp. 1-21). New York, NY: Routledge.

Rogers, A.T. (2013). Lenses for conceptualizing problems and interventions: The person in environment. In *Human behavior in the social environment* (3rd ed., pp. 22-56). New York, NY: Routledge.

Rogers, A.T. (2013). Lenses for conceptualizing problems and interventions: Biopsychosocial dimensions. In *Human behavior in the social environment* (3rd ed., pp. 57-102). New York, NY: Routledge.

Unit 15: Student Presentations

Topics

- Student presentations
- **FINAL PAPER DUE**

This Unit relates to course objectives 1-5.

University Policies and Guidelines

IX. ATTENDANCE POLICY

<mark>Students are expected to attend every class and to remain in class for the duration of the unit.</mark> 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 Scamps and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. <mark>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.</mark> *Scamps,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

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

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

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

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

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

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

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: http://emergency.usc.edu

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	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

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

XIII.   STATEMENT ABOUT INCOMPLETES

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

XIV.   POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

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

Preamble

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

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

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

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

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

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

XVII. COMPLAINTS

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

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

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

Don't procrastinate or postpone working on assignments.