Social Work 605
Human Behavior and Mental Health
3 Units
VAC Section 67466

Instructor:	Joan Landguth LCSW DCSW MSW		
E-Mail:	landguth@usc.edu	Course Day:	ThursdaY
Telephone:	Prefer email but use cell phone if urgent (858-361-9366)	Course Time:	*4:00—5:15 PM (Pacific Standard Time)*
Office:	By appointment with instructor via phone or VAC platform	Course Location:	**Virtual Academic Center** Start Date: Sept. 3, 2015
Office Hours:	By Appointment on Thursdays, with preferred times being on Thursdays 3:00 -3:45 and 7:00—7:30 (*Pacific Standard Time* used for scheduling)		

- **If you have a need to discuss <u>any</u> matter, I am always available to schedule an office-hour appointment, as per the directions above. Please do not hesitate to request time if you would find it helpful to maximize your benefit from this class. You and I both have a mutual interest in you getting the most you can from this course and your USC education!**

<u>PLEASE NOTE:</u>
Throughout this Syllabus there are important details that are written in Bold RED. These details are <u>important so please make note of them.</u>

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

I. COURSE PREREQUISITES

SOWK 505

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

This 3-unit course builds on the content from the human behavior courses from the 1st year including social learning, psychodynamic, trauma, stress & coping, & neurobiology to help explain the health & functioning of individuals seen in the mental health service system. Explanatory theories are expanded & deepened with a particular emphasis on the problems encountered in multicultural environments.

IV. COURSE OBJECTIVES

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

Objective No.	Objectives
1	Present the major theories of human behavior that explain particular syndromes and psychopathology most commonly seen in mental health settings
2	Teach the impact of demographic factors such as age, gender, ethnicity/race, sexual orientation, socioeconomic status, and religious preference on mental health functioning; how they may assert risk or protective influence against mental health problems
3	Provide opportunities to understand the interrelationship between oppression, disempowerment, and mental health problems
4	Describe recent research and landmark studies of mental health for critical evaluation
5	Teach aspects of neurobiology as they relate to mental health

V. COURSE FORMAT/INSTRUCTIONAL METHODS

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

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following 10 social work core competencies:

	Social Work Core Competencies	SOWK 605	Course Objective
1	Professional Identity		
2	Ethical Practice		
3	Critical Thinking		
4	Diversity in Practice	*	2 & 3
5	Human Rights and Justice		
6	Research-Based Practice		
7	Human Behavior	*	1 & 4
8	Policy Practice		
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate		

* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation ▪ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim	1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	Class discussions and exercises Assignments 1–3
	2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	Class discussions and exercises Assignments 1 and 3
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	3. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	Class discussions and exercises Assignments 1–3
	4. Critique and apply knowledge to understand person and environment	

VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Paper	Midnight of class Week 6	20%
Assignment 2: Quiz	Midnight before class in Week 11	20%
Assignment 3: Paper	Noon PST on Dec. 14	50%
Class Participation and Classroom Exercises	Ongoing	10%

Assignment 1: Paper (20% of grade)

The first assignment is a paper that is a clinical application of theory. The student is asked to apply **_Modern Attachment Theory_** and **_Self Psychology_** to a client they currently see in treatment or saw in first-year placement. This will be a scholarly paper, drawing on the relevant literature. Diversity issues must be addressed. **Length: 6–10 pages**. Other details and rubrics can be found at the end of this course syllabus.

 Due: Day of Class Week 6 (October 8, 2015 MIDNIGHT (_PACIFIC STANDARD TIME)_

This assignment relates to student learning outcomes 1–5.

Assignment 2: Take Home Quiz (20% of grade)

• **Please read the instructions below carefully, making note of the dates and process.**

The second assignment is a take-home essay, covering units 6-9 integrating both class lectures and assigned readings. The student is asked to respond to three essay questions that will be given out in class two weeks prior to the due date. Other details can be found at the end of the syllabus.

Due: Midnight before Day of Class Week 11 (November 12, 2015)

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

Assignment 3: Final Paper (50 % of class grade)

The final assignment is a paper. The student is asked to apply two theories that best explain a mental disorder (e.g., PTSD), symptom (e.g., depression), or problem (e.g., Intimate Partner Violence). This is a scholarly paper, drawing upon empirical research and relevant literature. Neurobiological issues and Diversity issues must be addressed. **Length: 15–18 pages**. A more detailed description of the assignment, and rubrics, will be discussed during the live session. **Due: 1st day of Finals Week** December 14, 2015 12:00 Noon (PST)

This assignment relates to student learning outcomes 1–5.

Assignment 4: Class Participation (10% of Course Grade)

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

1. **Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished. Attendance is factored in. (90% to 100% points)

2. **Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, are fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Attendance is factored in. (80% or 90% points)

3. **Nonparticipant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Attendance is factored in. (40% to 80% points).

4. **Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights, and never provide a constructive direction for the class. Integrative comments and effective challenges are absent. (0% to 40% points)

Note: Students who use their cellphones during class time, or use their computers for anything unrelated to the class, will be heavily penalized in the class participation grade. This is a VAC policy to enhance your learning and the learning of others, so please be considerate and ethical in your attention during class.

Class grades will be based on the following:

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

SCHOOL OF SOCIAL WORK GRADING POLICY

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

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

2) A grade of B+ will be given to work that is judged to be very good. This grade denotes that the student has demonstrated a more-than-competent understanding of the material.

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

4) A grade of B- denotes that a student's performance was less than adequate on the assignment, reflecting only moderate grasp of content or expectations.

5) A grade of C reflects minimal grasp of the assignment, poor organization of ideas, and/or several significant areas requiring improvement.

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

CAUTIONARY NOTE TO STUDENTS ON PLAGIARISM

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

The following resources, as well as our writing support center, are provided for your support.
https://owl.english.purdue.edu/owl/resource/589/02/

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

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

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

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

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

11.00 Behavior Violating University Standards and Appropriate Sanctions
General principles of academic integrity include and incorporate the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. Faculty members may include additional classroom and assignment policies, as articulated on their syllabus.

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

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

Required Textbooks

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

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

Recommended Textbook (Good books, but readings will be available through ARES)

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

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

On Reserve

All required articles, chapters in non-required books, and some recommended reading can be accessed through ARES. . Books have been placed on reserve in Leavey Library. The readings and books should be available by using the name of the 605 Lead Instructor, who is Doni Whitsett.

Additional NOTES from the Instructor to help you prepare for class

- This course is rich with materials and concepts, and a social worker graduating from USC School of Social Work in the Mental Health Concentration is presumed to have an education that includes the concepts covered in this course.

- If you intend to practice in mental health, then **all of the topics** in this course are important to **ensure you are prepared for your social work practice**. In addition, being knowledgeable of these concepts forms the cornerstone of **ethical** social work practice in mental health. *(See the clause from the Social Work Code of Ethics below. [1])*

- To truly use the class sessions effectively you will **need to be prepared before class**. As an instructor **I will post some materials for you prior to class**. The materials are to serve as a review of concepts from the readings and asynchronous sessions, and sometimes to add additional concepts and references. Ideally you can use these materials to reinforce the concepts you have learned in your own learning activities. However, if it appears that students are not coming to class prepared for discussions by the reading and asynchronous materials, then we need to work together to ensure your learning. You may suggest your needs in class, emails, or office hours. Otherwise there may be a need to institute some additional research-formulated activity to encourage

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

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

preparation. (Note: Research shows that frequent quizzes are the best way to encourage preparation and learning! (*See NY Times article at the link below, and/or do your own research.*) [2]

Course Schedule

Unit 1: Biological Perspectives	September 3, 2015

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

This unit relates to course objectives 1 and 4.

Required Reading

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

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

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

Recommended Reading

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

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

Unit 2: Modern Attachment Theory	September 10, 2015

Topic
- Attachment theory and neurobiology

This unit relates to course objectives 1 and 4.

Required Reading

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

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

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

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

Recommended Reading

Amini, F., Lewis, T., Lannon, R., Louie, A., Baumbacher, G., McGuinness, T., & Schiff, E. Z. (1996). Affect, attachment, memory: Contributions toward psychobiologic integration. *Psychiatry, 59*, 213–239.

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

Applegate, J., & Shapiro, J. (2005). Early affect regulation: Prelude to attachment. In *Neurobiology for clinical social work: Theory and practice* (pp. 40–57). New York, NY: W.W. Norton.

Applegate, J., & Shapiro, J. (2005). Attachment: The relational base of affect regulation. In *Neurobiology for clinical social work: Theory and practice.* (pp. 58–81). New York, NY: W.W. Norton.

Brisch, K. H. (2011). *Treating attachment disorders: From theory to therapy* (2nd ed., pp. 7–82). New York, NY: Guilford Press.

Cicchetti, D., & Toth S. (1995). A developmental psychopathology perspective on child abuse and neglect. *Journal of the American Academy of Child and Adolescent Psychiatry, 34*, 541–565.

Cozolino, L. (2010). Multiple memory systems in psychotherapy. In *The neuroscience of psychotherapy* (2nd ed., pp. 73–92). New York, NY: W.W. Norton.

Glaser, D. (2000). Child abuse and neglect and the brain—A review. *Journal of Child Psychology and Psychiatry, 41*(1), 97–116. (Instructor note: Great review of the literature up to this date.)

Karr-Morse, R., & Wiley, M. (1997). *Ghosts from the nursery: Tracing the roots of violence.* New York, NY: Atlantic Monthly Press. (Instructor note: Classic)

Lyons-Ruth, K., & Block, D. (1996). The disturbed caregiving system: Relations among childhood trauma, maternal caregiving, and infant affect and attachment. *Infant Mental Health, 17*(3), 257–275.

Siegel, D. (2012). Mind, brain, and relationships. In *The developing mind* (2nd ed., pp. 1–45). New York, NY: Guilford Press.

Unit 3:	Theories of Stress	September 17, 2015

Topics

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

This unit relates to course objectives 1 and 4.

Required Reading

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

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

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

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

Recommended Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sontag, L., Graber, J., Brooks-Gunn, J., & Warren, M. (2008). Coping with social stress: Implications for psychopathology in young adolescent girls. *Journal of Abnormal Child Psychology, 36*, 1159–1174.

Szalavitz, M., & Perry, B. (2010). The intense world. In *Born for love* (pp. 72–95). New York, NY: Harper Collins. (Instructor note: On autism)

Waldinger, R., & Toth, S. (2001). Maltreatment and internal representations of relationships: Core relationship themes in the narratives of abused and neglected preschoolers. *Social Development, 10*(1), 41–58. (Instructor note: Empirical article supporting object relations theory)

Whitsett, D. (2006). The psychobiology of trauma and child maltreatment. *Cultic Studies Journal, 5*(3), 351–373.

<div style="background:#B00; color:white; padding:6px;">Unit 4:   Current Psychodynamic Theories   September 24</div>

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

This unit relates to course objectives 1–4.

Required Reading

Carr, E., & Cortina, M. (2011). Heinz Kohut and John Bowlby: The men and their ideas. *Psychoanalytic Inquiry: A topical journal for mental health professionals, 3,* 42–57.

Flanagan, L. M. (2011). Object relations theory. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in (*3rd ed.*, pp. 118–157). Lanham, MD: Rowman & Littlefield. (Review from 503)

Flanagan, L. M. (2011). The theory of self psychology. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in (*3rd ed., pp. 158–185). Lanham, MD: Rowman & Littlefield.

Kohut, H., & Wolf, E. (1978). Disorders of the self and their treatment: An outline. *International Journal of Psychoanalysis, 59*, 413–425 (Instructor note: Landmark article)

Recommended Reading

Banai, E., Shaver, P., & Mikulincer, M. (2005). "Selfobject" needs in Kohut's self psychology. *Psychoanalytic Psychology, 22*(2), 224–259.

Review: Berzoff, J. (2011). Freud's psychoanalytic concepts. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in (*3rd ed., pp. 18–47). Lanham, MD: Rowman & Littlefield.

Cozolino, L. (2010). Neural integration in different models of psychotherapy. In *The neuroscience of psychotherapy* (2nd ed., pp. 22–35)*.* New York, NY: W.W. Norton.

Schore, J., & Schore, A. (2010). Clinical social work and regulation theory: Implications of neurobiological models of attachment. In S. Bennet & J. Nelson (Eds.), *Essential clinical social work series* (pp. 57–75). New York, NY: Springer.

Shamess, G., & Shilkret, R. (2011). Ego psychology. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 62–96). Lanham, MD: Rowman & Littlefield.

Shamess, G. (2011). Structural theory. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 48–61). Lanham, MD: Rowman & Littlefield.

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

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

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

Unit 5: Psychosocial Perspectives	October 1, 2015

Topic

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

This unit relates to course objectives 1–4.

Required Reading

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

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

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

Recommended Reading

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

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

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

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

Lee, R., & Balick, M. (2003). Stealing the soul, soumwahu en naniak, and susto: Understanding culturally specific illnesses, their origins and treatment. *Alternative Therapies in Health and Medicine, 9*(1), 106–111.

Link, B., & Phelen, J. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior,* Extra issue, 80–94.

Mather, C. (2005). Accusations of genital theft: A case from northern Ghana. *Culture, Medicine, & Psychiatry*, *29*, 33–52.

Mays, V., & Cochran, S. (2001). Mental health correlates of perceived discrimination among lesbian, gay, and bisexual adults in the United States. *American Journal of Public Health, 91*(11), 1869–1876.

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

Phillips, M. (1998). The transformation of China's mental health services. *The China Journal, 19*(39), 1–36. (Instructor note: Essential for international social work in China)

Ranjith, G., & Mohan, R. (2006). Dhat syndrome as a functional somatic syndrome: Developing a sociosomatic model. *Psychiatry, 69*(2), 142–150.

Sianko, N. (2011). Gender equality and women's mental health: What's on the agenda? *American Orthopsychiatric Association, 81*(2), 167–171.

Siegel, D. (2012). *The developing mind* (2nd ed.). New York, NY: Guilford Press.

Viladrich, A., & Abraı´do-Lanza, A. F. (2009). Religion and mental health among minorities and immigrants in the U.S. In S. Loue & M. Sajatovic (Eds.), *Determinants of minority mental health and wellness (*pp. 149–174). New York, NY: Springer.

Whitsett, D., & Whitsett, D. (1996). Anti-Black racism and its consequences: A self psychology/object relations perspective. *Journal of Analytic Social Work, 3*(4), 61–81.

Yakushko, O., Watson, M., & Thompson, S. (2008). Stress and coping in the lives of recent immigrants and refugees: Considerations for counseling. *International Journal for Advanced Counseling, 30*, 167–178.

Yeh, C. J. (2003). Age, acculturation, cultural adjustment, and mental health symptoms of Chinese, Korean, and Japanese immigrant youths. *Cultural Diversity and Ethnic Minority Psychology*, *9*(1), 34–48.

Unit 6:	Anxiety and Obsessive-Compulsive Disorders	October 8, 2015 FIRST ASSIGNMENT Due Midnight PST!

Topics

- Anxiety disorders from childhood to adulthood

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

Required Reading

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

Borden, W. (2009). Psychoanalysis in Great Britain: Melanie Klein and beyond. *Contemporary psychodynamic theory and practice* (pp. 63–74)*.* Chicago, IL: Lyceum Books.

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

Cozolino, L. (2010). The anxious and fearful brain. In *The neuroscience of psychotherapy* (2nd ed., pp. 239–261). New York, NY: W.W. Norton.

Recommended Reading

Brisch, K. H. (2011). Attachment disorders in adults. *Treating attachment disorders: From theory to therapy* (pp. 219–255). New York, NY: Guilford Press.

Drake, K., & Ginsburg, G. (2012). Family factors in the development, treatment, and prevention of childhood anxiety disorders. *Clinical Child and Family Psychological Review,15,* 144–162.

Mahoney, D. (2000). Panic disorder and self states. *Clinical Social Work Journal, 28*(2), 197–212.

O'Connor, J. J. (2008) A flaw in the fabric: Toward an interpersonal psychoanalytic understanding of obsessive-compulsive disorder. *Journal of Contemporary Psychotherapy, 38*(1), 87–96.Pennington, B. (2002). Disorders of action regulation. In *The development of psychopathology: Nature and Nurture* (pp. 194–207). New York, NY: Guildford Press.

<table>
<tr><td>**Unit 7: Trauma and Stressor-Related Disorders**</td><td>**October 15, 2015**</td></tr>
</table>

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

This unit relates to course objectives 1–4.

Required Reading

Basham, K. (2011). Trauma theories and disorders. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 440–474). Lanham, MD: Rowman & Littlefield.

Charuvastra, A., & Cloitre, M. (2008). Social bonds and posttraumatic stress disorder. *Annual Review of Psychology, 59*, 301–328.

Levendosky, A. A., Lannert, B., & Yalch, M. (2012). The effects of intimate partner violence on women and child survivors: An attachment perspective. *Psychodynamic Psychiatry, 40*(3), 397–433.

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

Satcher, D., Tepper, M.S., Thrashwer, C., & Rachel, S. (2012). Breaking the silence: Supporting intimate relationships for our wounded troops and their partners: A call to action. *International Journal of Sexual Health, 24.* 6-13.

Van der Kolk, B. (2014). Developmental trauma: The hidden epidemic. *The body keeps the score.* (pp.149-168). New York, NY: Viking Publishing Co

Recommended Reading

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

Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., . . . van der Kolk, B. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, *35*(5), 390–398.

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

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

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

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

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

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

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

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

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

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

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

Unit 8: Dissociative Phenomena	October 22, 2015

Topics
- Dissociation
- W.D.R. Fairbairn

This unit relates to course objectives 1–4.

Required Reading

Borden, W. (2009). W.R.D. Fairbairn: Inner experience and outer reality. *Contemporary psychodynamic theory and practice* (pp. 75–88)*.* Chicago, IL: Lyceum Books.

Cozolino, L. (2010). Trauma and neural network dissociation. In *The neuroscience of psychotherapy* (2nd ed., pp. 262–285). New York, NY: W.W. Norton.

Gill, S. (2010). The therapist as psychobiological regulator: Dissociation, affect attunement and clinical process. *Clinical Social Work Journal, 38*(1), 260–268.

Van der Kolk, B. (2014). The unbearable heaviness of remembering. *The body keeps the score.* New York, NY: Viking Publishing Co. 184-199.

Recommended Reading

Alim, T., Charney, D., & Mellman, T. (2005). An overview of posttraumatic stress disorder in African Americans. *Journal of Clinical Psychology, 62*(7), 801–813.

Cozolino, L. (2010). Laterality: One brain or two? In *The neuroscience of psychotherapy* (2nd ed., pp. 93–111). New York, NY: W.W. Norton.

Kisiel, C., & Lyons, J. (2001). Dissociation as a mediator of psychopathology among sexually abused children and adolescents. *American Journal of Psychiatry, 158*, 1034–1039.

Units 9 and 10: Depression and Bipolar Disorders	**October 29 and November 5, 2015**
Note: Take Home Questions will be available following Week 9's (October 29/31) class. Three must be selected from the list and the paper completed by midnight the night before Week 11 (e. g. November 11/13).	

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

This unit relates to course objectives 1–4.

Required Reading

Almeida, J., Johnson, R., Corliss, H., Molnar, B., & Azrael, D. (2009). Emotional distress among LGBT youth: The influence of perceived discrimination based on sexual orientation. *Journal of Youth Adolescence*, *38*, 1001–1014.

Beck, A. (2008). The evolution of the cognitive model of depression and its neurobiological correlates. *American Journal of Psychiatry*, *165*(8), 969–977.

Berzoff, J., & Mendez, T. (2011). Mood disorders, with a special emphasis on depression and bipolar disorder. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 372–415). Lanham, MD: Rowman & Littlefield.

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

Recommended Reading

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

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

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

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

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

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

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

Nuttbrock, L., Hwahng, S., Bockting, W., Rosenblum, A., Mason, M., Macri, M., & Becker, J. (2010). Psychiatric impact of gender-related abuse across the life course of male-to-female transgender persons. *Journal of Sex Research, 47*(1), 12–23.

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

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

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

<table>
<tr><td>Unit 11:</td><td>Personality Disorders: Narcissistic Personality Disorder</td><td>November 12, 2015</td></tr>
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Unit 11: **Personality Disorders: Narcissistic Personality Disorder**   **November 12, 2015**

Note: Assignment 2 TAKE HOME QUIZ must be completed by Midnight <u>of the day before</u> your class (November 11/13.

Topic

- Focus on Narcissistic Personality Disorder

This unit relates to course objectives 1–4.

Required Reading

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

Hertz, P. (2011). Personality disorders with a special emphasis on borderline and narcissistic syndromes. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 325–371). Lanham, MD: Rowman & Littlefield.

Samuel, D., & Widiger, T. (2009). Comparative gender biases in models of personality disorder. *Personality and Mental Health, 3*(1), 12–25.

Recommended Reading

Borden, W. (2009). W.R.D. Fairbairn: Inner experience and outer realities. *Contemporary psychodynamic theory and practice.* (pp.75-88). Chicago, IL.: Lyceum Books.

Miller, A. (1986). Depression and grandiosity as related forms of narcissistic disturbance. In A. Morrison (Ed.), *Essential papers on narcissism* (pp. 323–347). New York, NY: New York University Press. (Instructor note: Classic)

Schore, A. (1994). Developmental psychopathology of personality disorders. In *Affect regulation and the origin of the self* (pp. 415–430)*. Hillsdale, NJ: Lawrence Erlbaum Publishing.

St. Clair, M. (2004). Heinz Kohut: Self psychology and narcissism. In *Object relations and self psychology: An introduction* (4th ed., pp. 145–168). Ontario, Canada: Thomson: Brooks/Cole.

Unit 12:	Personality Disorders: Borderline Personality Disorder	November 19, 2015

Topic
- Focus on Borderline Personality Disorder

This unit relates to course objectives 1–4.

Required Reading

Cozolino, L. (2014). Borderliine personality disorder: When attachment fails. *The neuroscience of human relationships: Attachment and the developing social brain (*2nd ed., 319–337). New York, NY: W.W. Norton.

Fonagy, P., Luyten, P., & Strathearn, L. (2011). Borderline personality disorder, mentalization, and the neurobiology of attachment. *Infant Mental Health. 32*(1), 47–69.

Lawson, C. (2000). Make-believe mothers. In *Understanding the borderline mother* (pp. 3–30). NY: Rowman & Littlefield.

Palombo, J., Bendicsen, H., & Koch, B. (2010). Otto F. Kernberg (1928–). *Guide to psychoanalytic developmental theories* (pp. 181–196). New York, NY: Springer Publishers.

Unit 13:   The Schizophrenia Spectrum   November 26, 2015
Thanksgiving:
NO CLASS
Material covered
Week 14

Topics

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

This unit relates to course objectives 1–4.

Required Reading

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

Recommended Reading

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

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

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

Unit 14: Eating Disorders (and Schizophrenia)   December 3, 2015

Topic

- Focus on anorexia nervosa and bulimia

This unit relates to course objectives 1–4.

Required Reading

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

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

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

Recommended Reading

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

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

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

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

Unit 15: Substance-Related and Addictive Disorders	December 10, 2015 **LAST DAY OF CLASS**

Topic

- Focus on alcohol and drug abuse

This unit relates to course objectives 1–4.

Required Reading

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

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

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

University Policies and Guidelines

VIII. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by e-mail of any anticipated absence or reason for tardiness.

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

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

IX. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review should there be any suspicion of academic dishonesty. The review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

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

X. STATEMENT FOR STUDENTS WITH DISABILITIES

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

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

XI. EMERGENCY RESPONSE INFORMATION

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

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

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

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

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

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

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

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th & Olive)	**Orange County**	Faculty Parking Lot
MRF	Leavey Lawn	**San Diego**	Building Parking Lot
SWC	Leavey Lawn	**Skirball**	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

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

XII.   STATEMENT ABOUT INCOMPLETES

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

XIII.   POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

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

Preamble

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

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

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

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

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

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

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you 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.

XV111. Title IX: Harassment: Know your rights!

Title IX refers to the following federal regulation:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.20 U.S.C. § 1681, et seq.

Title IX applies to all aspects of education programs or activities operated by recipients of federal financial assistance, as related to both education and employment.

Jody Shipper, Executive Director of the Office of Equity and Diversity, is the university's Title IX Coordinator

- Filing a complaint
- Title IX Complaint Form
  Letter to USC Community from Vice Provost for Student Affairs Dr. Ainsley Carry

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

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

Don't procrastinate or postpone working on assignments.

CLASS ASSIGNMENT DESCRIPTIONS

Assignment 1: Clinical Application of Explanatory Theory
Due the 6th week of class on October 8, 2015

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

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

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

This is a scholarly paper; at least 10 references are required, 6 of which must be from the syllabus. Power Point slides and class lectures may not be counted among these references, scholarly references only. The paper should be 8-10 pages in APA style, using 12 pt. font, double-spaced. There is a lot to get into these pages so make every sentence count. Be succinct, no fluff! There will be no "do overs." Paper is worth 20% of the final grade. This assignment is due in Week 6 by midnight PT. Please submit an electronic copy through the VAC platform. Paper automatically be reviewed for similarity by Turnitin.com.

Rubric
Theoretical Perspective = 75%
Papers will be graded on accuracy, comprehension, and depth of understanding. You do not need to use readings other than those on the syllabus. Because you have a limited number of pages, you will need to be succinct and make every sentence count.

Writing style = 25%
Writing style includes good English grammar, syntax, sentence structure, and spelling. It also includes clarity of concepts and ideas (articulation). Please proof your paper before submitting it!

Assignment #2: TAKE HOME ESSAY

This 2nd assignment consists of three short essays. Please answer each of the questions in 1-2 pages (total for the quiz= 3-6 pages). References are required and you must have a reference page. There is no required number of references for this assignment.

Your answers to the questions should be based upon scholarly sources and we strongly encourage use of the readings from the syllabus. Power point slides and class handouts are not considered scholarly. You need to track down your own sources. Please include diversity issues wherever applicable.

This assignment is worth 20% of the final grade. This assignment is d**ue Midnight PST the day before Class 11 (e.g. Midnight of November 11 before Class 11 on November 12).**

Questions will be handed out two weeks before the assignment is due (e.g. Week 9)

Final Assignment: Due First Day of Finals Week Monday Dec. 14 at 12:00 NOON)

COMPONENTS OF THE PAPER

Theory:
Choose a symptom (e.g. depression), disorder (e.g. personality disorder), or problem (e.g. family violence) in which you are interested and discuss it from one of the following theoretical perspectives.

- Object Relations theory – an integration of at least two theorists; not Bowlby or
- Mahler: (e.g. Bion, Klein, Rank, Sandler, Guntrip, Greenberg and Mitchell,
- Stolorow [intersubjectivity]).
- Mentalization theory (Fonagy)
- Kernberg
- Masterson
- Fairbairn
- Contemporary Cognitive Behavioral theory (includes neurobiology)
- Trauma theories (integration of psychological and biological theory, includes dissociation)
- Social Learning theory (at a more advanced level than 1st year)

Theories you may <u>not</u> use are the following: Ecological, Systems, Erikson, Freud, and any others emphasized in HBSE 1st year. It is strongly suggested that you run the theory by the instructor to make sure it meets the requirements of the assignment. We are going for depth rather than breadth in this section. Please note **the theoretical section is worth 55%** of the final assignment grade.

Neurobiology:
A section on neurobiology is required.

Diversity:
Diversity issues must also be included. You don't have to cover them all, but you need to demonstrate an awareness of how these factors (class, gender, culture, race, sexual orientation) may impact upon your subject (e.g. women who have been incested and the relationship to borderline personality disorder development).

Treatment:

> A small treatment section (2-3 pages) is also required. Be sure the treatment flows from your theoretical perspective.

ADDITIONAL INSTRUCTIONS: Please read carefully

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

An "A" paper demonstrates an integration of assigned readings, class lectures, and your own research. Internet resources should be limited to 3 sites and the websites clearly identifying the subject. Please be sure these are reputable sites (e.g. Cochrane or Campbell Collaborations, Medscape) and preferably peer reviewed. While Wikipedia may be a starting point for some research, the information it contains should be verified through other sources. Please demonstrate original thinking wherever possible. You may use a case or small vignettes to illustrate the concepts but please remember this is not a practice paper so a vignette should be no more than one page.

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

FORMAT

> 12-15 pages; double spaced
> Use normal fonts (nothing smaller than the type on this sheet, please!) and normal margins. APA style is required (which includes headings).
> At least 12 references are required with 8 coming from the syllabus. Class lectures and Power Points may not count among them.

Due date/times and delivery methods: Papers are due during finals week. Extensions will be given only in rare cases and under extenuating circumstance. Papers submitted late without permission of the instructor will be penalized 3 points per day.

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

GRADING GUIDELINES

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

Content:	**75%**
Process:	**25%**
	100% Total
Content	
Introduction	5%
Theoretical perspectives*	55%
Neurobiology	5%
Diversity	5%
Treatment section	5%
	75%

Process

Writing style**	20%
Critical thinking	<u>5%</u>
	25%

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

**<u>Writing style</u> includes good English grammar, syntax, sentence structure, and spelling. It also includes clarity of concepts and ideas (articulation). An "A" paper demonstrates mastery of the topic as well as understanding of the complex nature of the subject. (See student handbook for further elaboration).