



# USC | School of Social Work

## Social Work 503

### Section #

### Human Behavior and the Social Environment I

### 3 Units

### VAC

Summer 2016

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**Set Appointments as needed**

**67004: Monday, 4:45pm-6:00pm (PST)**  
**67005: Monday, 6:30pm-7:45pm (PST)**  
**67022: Friday, 9:30am-10:45am (PST)**  
**67023: Friday, 11:15am-12:30pm (PST)**

#### I. COURSE PREREQUISITES

None

#### II. CATALOGUE DESCRIPTION

The ecological systems paradigm is the lens through which theories of personality, family, group, organization, community and culture and the interaction among these systems are explored.

#### III. COURSE DESCRIPTION

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 birth to pre-adolescence. 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.

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 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 503) will:

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

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

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

The online teaching and learning environment provided by the University’s Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication.

**VI. STUDENT LEARNING OUTCOMES**

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

	Social Work Core Competencies	SOWK 503	Course Objective
1	<b>Demonstrate Ethical and Professional Behavior</b>	*	<b>1</b>
2	<b>Engage in Diversity and Difference in Practice</b>	*	<b>2, 3</b>
3	<b>Advance Human Rights and Social, Economic, and Environmental Justice</b>		

4	<b>Engage in Practice-informed Research and Research-informed Practice</b>		
5	<b>Engage in Policy Practice</b>		
6	<b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
7	<b>Assess Individuals, Families, Groups, Organizations, and Communities</b>	*	1, 2, 3, 4, 5
8	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
9	<b>Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</b>		

\* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<b>Demonstrate Ethical and Professional Behavior:</b> <ul style="list-style-type: none"> <li>Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels</li> <li>Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas</li> <li>Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior</li> <li>Understand the profession's history, its mission, and the roles and responsibilities of the profession</li> <li>Understand the role of other professions when engaged in inter-professional teams</li> <li>Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective</li> <li>Understand emerging forms of technology and the ethical use of technology in social work practice</li> </ul>	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	Assignment 1, Quizzes, Assignment 3, Class Participation
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	Assignment 1, Quizzes, Assignment 3, Class Participation
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	Assignment 1, Quizzes, Assignment 3, Class Participation
	Use technology ethically and appropriately to facilitate practice outcomes;	Assignment 1, Quizzes, Assignment 3, Class Participation
	Use supervision and consultation to guide professional judgment and behavior.	Assignment 1, Quizzes, Assignment 3, Class Participation

<p><b>Engage in Diversity and Difference in Practice:</b></p> <ul style="list-style-type: none"> <li>Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.</li> <li>Understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> <li>Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</li> </ul>	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Assignment 1, Quizzes, Assignment 3, Class Participation</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Assignment 1, Quizzes, Assignment 3, Class Participation</p>

<p><b>Assess Individuals, Families, Groups, Organizations, and Communities:</b></p> <ul style="list-style-type: none"> <li>▪ Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.</li> <li>▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.</li> <li>▪ Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.</li> <li>▪ Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.</li> <li>▪ Understand how their personal experiences and affective reactions may affect their assessment and decision-making.</li> </ul>	<p>Collect and organize data, and apply critical thinking to interpret information from clients and constituencies</p>	<p>Assignment 1, Quizzes, Class Participation</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.</p>	<p>Assignment 1, Quizzes, Assignment 3, Class Participation</p>
	<p>Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.</p>	
	<p>Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Dates	% of Final Grade
<b>Assignment 1: Application of Theories to Case Vignette</b>	Unit 5	15%
<b>Assignment 2: Quizzes</b>	Units 9 and 12	50%
<b>Assignment 3: Group Project</b>	Units 7, 15	25%
<b>Class Participation</b>	Ongoing	10%

Each of the major assignments is described below.

**Assignment 1: Application of Theories to Case Vignette (15% of course grade)**

Using systems theory, the ecological perspective, and concepts from neurobiology, the student will analyze a case vignette provided by the instructor. Specific guidelines will be distributed in class.

**Due: Unit 5**

*This assignment relates to student learning outcomes 1, 2, 7.*

**Assignment 2: Two Quizzes (50% of course grade; each quiz worth 25%)**

Students will be given two (2) short-answer, take home quizzes to complete the weekends (ie, Friday to Sunday; exact days/times will be posted) of Units 9 and 12; quizzes will automatically post to the platform when the testing period begins and will automatically close when the testing period ends. Quiz 1 will be based on content material from Units 5 - 8. Quiz 2 will be based on content material from Units 9-11.

**Due: Units 9 and 12**

*This assignment relates to student learning outcomes 1, 2, 7.*

**Assignment 3: Group Project (25% of course grade; 3 separate components)**

Students will work in groups (no more than 3 people per group) on a selected issue in human behavior, and develop: **1) a group work plan** (5% of course grade; due Unit 7), **2) group presentation** (15% of course grade: 10% for overall group effort, 5% for individual contributions; due Unit 15), **and 3) peer evaluation** (5% of course grade; due Unit 15) using theories of human development and behavior and a bio-psycho-social perspective to critically examine the selected topic. Specific guidelines will be distributed in class.

**Due: Unit 7, Unit 15**

*This assignment relates to student learning outcomes 1, 2, 7*

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

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

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+

Class Grades		Final Grade	
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

WITHIN THE SCHOOL OF SOCIAL WORK, GRADES ARE DETERMINED IN EACH CLASS BASED ON THE FOLLOWING STANDARDS WHICH HAVE BEEN ESTABLISHED BY THE FACULTY OF THE SCHOOL: (1) 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. (2) A 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 TESTED IN THE ASSIGNMENT. (3) A 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. (4) A 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. (5) A GRADE OF C WOULD REFLECT A MINIMAL GRASP OF THE ASSIGNMENTS, POOR ORGANIZATION OF IDEAS AND/OR SEVERAL SIGNIFICANT AREAS REQUIRING IMPROVEMENT. (6) 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.

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

**Required Textbooks**

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.

*\*\* The 4<sup>th</sup> edition of Berzoff et al is supposed to be available January 2016. The reading assignments posted herein are based on the 3<sup>rd</sup> edition, since the 4<sup>th</sup> was not yet published at the time this syllabus was created. Readings from Berzoff et al are not assigned until Week/Unit 5, so students may choose to wait to purchase the new book. Page numbers for assigned content may vary between editions.*

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

**The Required non-text course readings will be available on ARES**, the University’s online reserves system. ARES can be accessed with a USC email and password at: <https://libraries.usc.edu> Scroll to the bottom of the Library webpage to the “Library Services” section and click on the “Course Reserves” icon”. Once logged into ARES, you can search by course or instructor.

**Recommended Textbook**

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course*. Thousand Oaks, CA: Sage.

**Recommended Guidebook for APA Style Formatting**

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

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

**Recommended Websites**

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

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

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

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

**Course Overview**

Unit	Topics	Assignments Due
1	<ul style="list-style-type: none"> <li>■ Introduction to Course: Understanding Human Behavior and the Social Environment                             <ul style="list-style-type: none"> <li>▼ Welcome</li> <li>▼ Overview of Learning Contract/Syllabus</li> <li>▼ Theoretical Perspectives: Social construction, eclecticism, person-in-environment, biopsychosocial perspective</li> <li>▼ Neurobiology and Social Work</li> <li>▼ NASW Code of Ethics</li> </ul> </li> </ul>	
2	<ul style="list-style-type: none"> <li>■ Systems Theory and Family                             <ul style="list-style-type: none"> <li>▼ Systems: Individual, Family, Community, Organizations, Macro</li> <li>▼ Strengths Perspective</li> <li>▼ Family Resilience</li> <li>▼ Video Case Study: Abby (at 33)</li> </ul> </li> </ul>	
3	<ul style="list-style-type: none"> <li>■ Ecological Perspective                             <ul style="list-style-type: none"> <li>▼ Overview of Theory</li> <li>▼ Application of Theory</li> <li>▼ Stress</li> </ul> </li> </ul>	



Unit	Topics	Assignments Due
4	<ul style="list-style-type: none"> <li>■ Development in Infancy and Early Childhood                             <ul style="list-style-type: none"> <li>▼ Biopsychosocial developmental milestones</li> <li>▼ Pregnancy</li> <li>▼ The context of family and siblings on early childhood development</li> <li>▼ Early neurobiological development</li> <li>▼ Infant and early childhood (0-5) milestones</li> <li>▼ Video: Abby 33: Developmental Milestones</li> </ul> </li> </ul>	
5	<ul style="list-style-type: none"> <li>■ Psychoanalytic theory                             <ul style="list-style-type: none"> <li>▼ Topographical Theory: The conscious, preconscious and unconscious</li> <li>▼ Structural theory: Id, ego and superego</li> <li>▼ Stages of development</li> <li>▼ The influence of early childhood experiences in personality development</li> <li>▼ Theoretical Pluralism</li> <li>▼ Modern Psychodynamic Theories</li> <li>▼ Abby 33: Psychoanalytic Theory</li> </ul> </li> </ul>	<b>Assignment 1</b>
6	<ul style="list-style-type: none"> <li>■ Ego Psychology                             <ul style="list-style-type: none"> <li>▼ Theory and evolution of ego psychology</li> <li>▼ Ego development</li> <li>▼ Ego functions and strengths</li> <li>▼ Defense mechanisms</li> <li>▼ Erik Erikson</li> <li>▼ Heinz Hartmann</li> <li>▼ Anna Freud</li> </ul> </li> </ul>	
7	<ul style="list-style-type: none"> <li>■ Object Relations Theory                             <ul style="list-style-type: none"> <li>▼ Object Relations Theory</li> <li>▼ Mahler's theory of separation</li> <li>▼ Winnicott's nature and quality of attachment</li> <li>▼ Abby 33: Object Relations Theory</li> </ul> </li> </ul>	<b>Group Work Plan</b>
8	<p>Attachment Theory, Affect Regulation, and Neurobiology</p> <p>Bowlby &amp; Ainsworth</p> <ul style="list-style-type: none"> <li>▼ Emotional Development, Affect Regulation and Neurobiology</li> <li>▼ Schore and Sroufe</li> </ul>	
9	<ul style="list-style-type: none"> <li>■ Development of School Age Children                             <ul style="list-style-type: none"> <li>▼ Biopsychosocial developmental milestones</li> <li>▼ School age children 6-12</li> <li>▼ Violence, aggression, and schools</li> <li>▼ Child Maltreatment</li> </ul> </li> </ul>	<b>Quiz 1</b>
10	<ul style="list-style-type: none"> <li>■ Cognitive and Moral Development Theories                             <ul style="list-style-type: none"> <li>▼ Piaget and stages of cognitive development</li> <li>▼ Moral development</li> </ul> </li> </ul>	

Unit	Topics	Assignments Due
11	<ul style="list-style-type: none"> <li>■ Behavioral and Social Cognitive (Social Learning) Theories                             <ul style="list-style-type: none"> <li>▼ Behaviorism (Learning) Theories: Classical and operant conditioning</li> <li>▼ Social learning theory</li> <li>▼ Bandura: Social cognitive theory &amp; self efficacy</li> <li>▼ Peer and media influence</li> </ul> </li> </ul>	
12	<ul style="list-style-type: none"> <li>■ Empowerment Theory                             <ul style="list-style-type: none"> <li>▼ Introduction to alternative theories</li> <li>▼ Empowerment theory</li> </ul> </li> </ul>	<b>Quiz 2</b>
13	<ul style="list-style-type: none"> <li>■ Conflict Theory                             <ul style="list-style-type: none"> <li>▼ Conflict theory</li> <li>▼ Social dominance theory</li> <li>▼ Classism</li> <li>▼ Globalization</li> </ul> </li> </ul>	
14	<ul style="list-style-type: none"> <li>■ Culture, Race, &amp; Ethnicity                             <ul style="list-style-type: none"> <li>▼ Social construction of race</li> <li>▼ Ethnocentrism</li> <li>▼ Racism</li> <li>▼ Abby 33: Critical Race Theory</li> </ul> </li> </ul>	
15	<ul style="list-style-type: none"> <li>■ Final Project Presentations and Course Wrap Up</li> </ul>	<b>Group Presentations Peer Reviews</b>

## Course Schedule—Detailed Description

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

#### Topics

- Introduction to Course: Understanding Human Behavior and the Social Environment
- Welcome
- Overview of Learning Contract/Syllabus
- Theoretical Perspectives: Social construction, eclecticism, person-in-environment, biopsychosocial perspective
- Critical Analysis
- Neurobiology and Social Work
- NASW Code of Ethics

*This Unit relates to course objectives 1-5.*

#### Required Readings

Cozolino, L. (2014). The developing brain. In *The neuroscience of human relationships: Attachment and the developing social brain* (2<sup>nd</sup> ed., pp. 27-40). New York, NY: W.W. Norton.

Cozolino, L. (2014). The social brain: A thumbnail sketch. In *The neuroscience of human relationships: Attachment and the developing social brain* (2<sup>nd</sup> ed., pp. 41-58). New York, NY: W.W. Norton.

Hudson, C. (2010). The assessment of complex adaptive systems. In *Complex systems and human behavior* (pp. 3-45). Chicago, IL: Lyceum Books.

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

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Chapter 1: The nature of theories. (pp. 10, 14-23). Boston, MA: Allyn & Bacon.

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

#### Recommended Readings

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

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 23-33; 75-107; 383-388). Thousand Oaks, CA: Sage.

### Unit 2: Systems Theory and Family

#### Topics

- Systems Theory: Individual, Family, Community, Organizations, Macro Systems
- Strengths Perspective
- Family Resilience
- Video Case Study: Abby at 33

*This Unit relates to course objectives 1-3.*

**Required Readings.**

- Gray, M. (2011). Back to basics: A critique of the strengths perspective in social work. *Families in Society: The Journal of Contemporary Social Services*, 92(1), 5-11.  
doi: 10.1606/1044-3894.4054
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work. Chapter 2 - Systems Theory (pp. 25-28, 35-43, and 49-58, as relevant to dynamic systems theory)*. Boston, MA: Allyn & Bacon.
- Walsh, F. (2011). Foundations of a family resilience approach. In *Strengthening family resilience* (2<sup>nd</sup> ed., pp. 3-26). New York, NY: Guilford Press.

**Recommended Reading**

- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 39-43; 301-306; 341-370). Thousand Oaks, CA: Sage.

**Unit 3: Ecological Perspective****Topics**

- Ecological Perspective
- Overview of Theory
- Application of Theory
- Stress

*This Unit relates to course objectives 1-3*

**Required Readings**

- Greene, R. (2008). Ecological perspective: An eclectic theoretical framework for social work practice. In R. Greene (Ed.), *Human behavior theory and social work practice* (3<sup>rd</sup> ed., pp. 260-299). New York, NY: Aldine Transaction.
- Gunnar, M.R., & Loman, M.M. (2011). Early experience and stress regulation in human development. In D.P. Keating (Ed.), *Nature and nurture in early child development* (pp. 97-113). New York, NY: Cambridge University Press.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Systems theory. In *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed., pp. 32-35; and 49-58, as relevant to ecological perspective). Boston, MA: Allyn & Bacon.
- Ungar, M. (2010). Families as navigators and negotiators: Facilitating culturally and contextually specific expressions of resilience. *Family Process*, 49(3), 421-435.

**Recommended Readings**

- Hong, J.S., Cho, H. Allen-Meares, P., & Espelage, D.L. (2011). The social ecology of the Columbine High School shootings. *Children and Youth Services Review*, 22, 861-868.

**Unit 4: Development in Infancy and Early Childhood****Topics**

- Biopsychosocial Developmental Milestones
- Pregnancy
- Infant and Early Childhood (0-5) Milestones
- The Context of Family and Siblings on Early Childhood Development
- Early Neurobiological Development
- Video: Abby 33: Developmental Milestones

*This unit relates to course objectives 4 and 5.*

**Required Readings**

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

Nelson, C.A. (2011). Neural development and lifelong plasticity. In D.P. Keating (Ed.), *Nature and nurture in early child development* (pp. 45-69). New York, NY: Cambridge University Press.

Parker Dominguez, T. (2010). Adverse birth outcomes in African American women: The social context of persistent reproductive disadvantage. *Social Work in Public Health, 26*(1), 3-16.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed., pp. 201-213, infant to early childhood content). Boston, MA: Allyn & Bacon.

**Recommended Readings**

Conger, K.J., & Kramer, L. (2010). Introduction to the special section: Perspectives on sibling relationships: Advancing child development research. *Child Development Perspectives, 4*(2) (69-71).

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 388-441; 445-459; 461-470; 476-486). Thousand Oaks, CA: Sage.

Reid, V. D., Dtahl, D., Striano, T. (2010). The presence or absence of older siblings and variation in infant goal-directed motor development. *International Journal of Behavioral Development, 34*, 325-329. doi:10.1177/0165025409337570.

Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2009). *The development of the person*. Chapter 6: Adaptation in the toddler period: Guided self-regulation (pp. 106-120). New York, NY: Guilford.

**Unit 5: Psychoanalytic Theory****Topics**

- Psychoanalytic Theory: Classical and Modern
- Theoretical Pluralism
- Topographical Theory: The conscious, preconscious and unconscious
- Structural theory: Id, ego and superego
- Stages of development
- The influence of early childhood experiences in personality development
- Abby 33: Psychoanalytic Theory

*This Unit relates to course objectives 2, 4, and 5*

**\*ASSIGNMENT 1 DUE****Required Readings**

Berzoff, J. (2011). Freud's psychoanalytic concepts. In J. Berzoff, L. M. Flanagan, & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3<sup>rd</sup> ed., pp. 18-47). Lanham, MD: Jason Aronson.

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

Shames, G. (2011). Structural theory. In J. Berzoff, L. M. Flanagan, & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3<sup>rd</sup> ed., pp. 48-61). Lanham, MD: Jason Aronson.

**Recommended Reading**

Danto, E. A. (1998). The ambulatorium: Freud's free clinic in Vienna. *International Journal of Psychoanalysis*, 79, 287-288.

Grimberg, S. (2008). Psychological assessment. *Frieda Kahlo: Song of herself* (pp. 127-150). San Francisco, CA: Merrell Publishers.

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

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Psychodynamic theory. In *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed., pp.169-176, 191-200 as relevant to psychoanalytic theory). Boston, MA: Allyn & Bacon.

Smith, W. B. (2007). Karen Horney and psychotherapy in the 21st century. *Clinical Social Work Journal*, 35, 57-66. doi:10.1007/s10615-006-0060-6

**Unit 6: Ego Psychology****Topics**

- Theory and evolution of ego psychology
- Ego development
- Ego functions, strengths, and adaptation
- Defense mechanisms
- Erik Erikson
- Heinz Hartmann
- Anna Freud
- Abby 33: Ego Psychology

*This Unit relates to course objectives 2, 4, and 5.*

**Required Readings**

- Berzoff, J. (2011). Psychosocial ego development: The theory of Erik Erikson. In J. Berzoff, L. M. Flanagan, & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3<sup>rd</sup> ed., pp. 97-117). Lanham, MD: Jason Aronson.
- Edgumbe, R. (2000). Observation. In *Anna Freud: A view of development, disturbance, and therapeutic techniques* (pp.21-54). Hove, East Sussex, UK: Routledge.
- Schamess, G., & Shilkret, R. (2011). Ego psychology. In J. Berzoff, L. M. Flanagan, & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3<sup>rd</sup> ed., pp. 62-96). Lanham, MD: Jason Aronson.
- Silverstein, R. (1996). Combat-related trauma as measured by ego developmental indices of defense and identity achievement. *The Journal of Genetic Psychology*, 157(2), 169-179.

**Recommended Reading**

- Goldstein, E. G. (1995). Ego mastery and the processes of coping and adaptation. In *Ego psychology and social work practice* (2<sup>nd</sup> ed., pp. 86-112). New York, NY: The Free Press.
- Goldstein, E. G. (1995). The ego and its defenses. In *Ego psychology and social work practice* (2<sup>nd</sup> ed., pp. 53-85). New York, NY: The Free Press.
- Manning, M.C., Cornelius, L.J. & Okundaye, J.N. (2004). Empowering African Americans through social work practice: Integrating an Afrocentric perspective, ego psychology, and spirituality. *Families in Society*, 85(2), 229-235.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Theories of life span development: Erik Erikson In *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed., pp. 213-218). Boston, MA: Allyn & Bacon.

**Unit 7: Object Relations Theory****Topics**

- Object Relations Theory
- Mahler's theory of separation
- Winnicott's nature and quality of attachment
- Abby 33: Object Relations Theory

*This Unit relates to course objectives 2, 4, and 5*

**\*GROUP WORK PLAN IS DUE****Required Readings**

Applegate, J. S. (1990). Theory, culture, and behavior: Object relations in context. *Child and Adolescent Social Work, 7*, 85-100. (Instructor note: Classic article)

Borden, W. (2009). D. W. Winnicott and the facilitating environment. In *Contemporary psychodynamic theory and practice* (pp. 89-106). Chicago, IL: Lyceum Books.

Flanagan, L.M. (2011). Object relations theory. In J. Berzoff, L. M. Flanagan, & P. Hertz. *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (3<sup>rd</sup> ed., pp.118-157). Lanham, MD: Jason Aronson.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Psychodynamic Theory. In *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed., pp.181-185, section on Object Relations- Mahler). Boston, MA: Allyn & Bacon.

Winnicott, D.W. (1953). Transitional objects and transitional phenomena. *The International Journal of Psycho-Analysis, 34*, 89-97. (Instructor note: Classic article)

**Recommended Readings**

Coates, S.W. (2004). John Bowlby and Margaret S. Mahler: Their lives and theories. *Journal of American Psychoanalytic Association, 52*, 571-603. doi: 10.1177/00030651040520020601

Jones, K. (2005). The role of the father in psychoanalytic theory. *Smith College Studies in Social Work, 75*(1), 7-28.

**Unit 8: Attachment, Affect Regulation and Neurobiology****Topics**

- Attachment Theory
- Bowlby & Ainsworth
- Emotional Development, Affect Regulation and Neurobiology
- Schore and Sroufe
- Abby 33: Attachment Theory

*This Unit relates to course objectives 1-5.*

**Required Reading**

Brandell, J.R., & Ringel, S. (2007). Bowlby's theory of attachment. In *Attachment & dynamic practice* (pp. 29-52). New York, NY: Columbia University Press.



Brandell, J.R., & Ringel, S. (2007). Research on attachment . In *Attachment & dynamic practice* (pp. 79-104). New York, NY: Columbia University Press.

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. 27-51). New York, NY: W.W. Norton.

Siegel, D. (2012). Self-regulation. In *The developing mind* (2<sup>nd</sup> ed., pp. 267-306). New York, NY: Guilford Press.

### Recommended Reading

Bowlby, J. (1979). *The making and breaking of affectional bonds* (Lecture 7, pp. 126-160). London, UK: Tavistock.

Penza, K. M., Heim, C., & Nemeroff, C. B. (2003). Neurobiological effects of child abuse: Implications for the pathophysiology of depression and anxiety. *Archives of Women's Mental Health*, 6, 15-22.

Sroufe, L. A., Egeland, B., Carlson, E. A., & Collins, W. A. (2009). *The development of the person*. Chapter 5: Adaptation in infancy (pp. 87-105). New York, NY: Guilford.

## Unit 9: Development of School Age Children

### Topics

- Biopsychosocial Developmental Milestones
- School Age Children 6-12
- Child Maltreatment
- Violence, aggression and schools

*This Unit relates to course objectives 2, 4, and 5.*

### \*QUIZ 1

### Required Readings

DePedro, K.M., Astor, R.A., Benbenishty, R., Estrada, J., Dejoie Smith, G.R., & Esqueda, C. (2011). The children of military service members: Challenges, supports, and future educational research. *Review of Educational Research*, 81, 566-618.

Cozolino, L. (2014). Sociostasis: How relationships regulate our brains. In *The neuroscience of human relationships: Attachment and the developing social brain* (2<sup>nd</sup> ed., pp. 243-257). New York, NY: W.W. Norton.

Hoffman, J. (2014, June 23). Cool at 13, adrift at 23. *New York Times*.

McCroskey, J., Pecora, P., Franke, T., Christie, C., & Lorthridge, J. (2012). Can public child welfare help to prevent child maltreatment? Promising findings from Los Angeles. *Journal of Family Strengths*, 12(1), 1-24.

Rose, A., & Rudolph, K. (2006). A review of sex differences in peer relationships processes: Potential trade-offs for the emotional and behavioral development of girls and boys. *Psychological Bulletin*, 132(1), 98-131.

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

**Recommended Readings**

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 501-544). Thousand Oaks, CA: Sage.

**Unit 10: Cognitive and Moral Development Theories****Topics**

- Piaget and stages of cognitive development
- Moral development

*This Unit relates to course objectives 2, 4, and 5..*

**Required Readings**

Costa, A., Foucart, A., Hayakawa, S., Aparici, M., Apesteguia, J., Heafner, J., & Keysar, B. (2014). Your morals depend on language. *PloS One*, 9(4), e94842.

Hackman, D.A., Farah, M.J. & Meaney, M.J. (2010). Socioeconomic status and the brain: Mechanistic insights from human and animal research. *Neuroscience*, 11, 651-659.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Theories of cognitive and moral development. In *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed., pp. 260-296, skipping Fowler's faith theory; pp. 282-285). Boston, MA: Allyn & Bacon.

Vourlekis, B. S. (2009). Cognitive theory for social work practice. In R. Greene (Ed.), *Human behavior theory and social work practice* (3<sup>rd</sup> ed., pp. 133-163). New York: Aldine De Gruyter.

**Recommended Readings**

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 113-120; 468-473). Thousand Oaks, CA: Sage.

Kristjansson, K. (2004). Empathy, sympathy, justice and the child. *Journal of Moral Education*, 33(3), 291-305.

Smith, T.J. & Wallace, S. (2011). Social skills of children in the U.S. with comorbid learning disabilities and AD/HD. *International Journal of Special Education*, 26(3), 238-246.

**Unit 11: Behavioral and Social Cognitive (Social Learning) Theories****Topics**

- Behaviorism (Learning) Theories: Classical and operant conditioning
- Social learning theory
- Bandura: Social cognitive theory and self efficacy
- Peer and media influence
- Abby 33: Social Learning & Cognitive Behavioral Theories

*This Unit relates to course objectives 2, 4, and 5*

**Required Readings**

- Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-83). New York, NY: Academic Press. (Instructor note: Classic article)
- Bandura, A. (1999). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.) *Self-efficacy in changing societies* (pp. 1-45). Cambirdge, UK: Cambridge University Press.
- Chavis, A. M. (2012). Social learning theory and behavioral therapy: Considering human behaviors within the social and cultural context of individuals and families. *Journal of Human Behavior in the Social Environment*, 22, 54-64. doi: 10.1090/10911359.2011.598828.
- Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). *Contemporary human behavior theory: A critical perspective for social work*. Behaviorism, social learning, and exchange theory, (pp. 345-358, skip exchange theory, pp. 364-376). Boston, MA: Allyn & Bacon.

**Recommended Readings**

- Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 63-65; 113-120; 471). Thousand Oaks, CA: Sage.
- Long, M., Steinke, J., Applegate, B., Lapinski, M.K., Johnson, J.J. & Ghosh, S. (2010). Portrayals of male and female scientists in Television programs popular among middle school-age children. *Science Communication*, 32(3), 356-382.
- Usher, E.L. & Pajares, F. (2008). Sources of self-efficacy in school: Critical review of the literature and future directions. *Review of Educational Research*, 78(4),751-796.(Note: Read pp. 751-755, and *Synthesis* on pp.780-791).

**Unit 12: Empowerment Theory****Topics**

- Introduction to alternative theories
- Empowerment theory

*This Unit relates to course objectives 1, 2, and 5.*

**\*QUIZ 2****Required Readings**

- Guo, W. & Tsui, M. (2010). From resilience to resistance: A reconstruction of the strengths perspective in social work practice. *International Social Work*, 53(2), 233-245. doi: 10.1177/0020872809355391
- Hur, M.H. (2006). Empowerment in terms of theoretical perspectives: Exploring a typology of the process and components across disciplines. *Journal of Community Psychology*, 34(5), 523-540.
- Kaplan, E.B. (2013). The photovoice methodology “*We live in the shadow*” *Inner-city kids tell their stories through photographs* (pp. 17-25). Philadelphia, PA: Temple University Press.
- Kaplan, E.B. (2013). To hope for something “*We live in the shadow*” *Inner-city kids tell their stories through photographs* (pp. 151-165). Philadelphia, PA: Temple University Press.
- Payne, M. (2014). Empowerment and advocacy. In *Modern social work theory* (4<sup>th</sup> ed., pp. 294-318). Chicago, IL: Lyceum.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Theories of empowerment. In *Contemporary human behavior theory: A critical perspective for social work* (pp. 85-106). Boston, MA: Allyn & Bacon.

Simon, B. (1990). Rethinking empowerment. *Journal of Progressive Human Services, 1*(1), 27-39.

### Recommended Readings

Sellick, M., Delaney, R., & Brownlee, K. (2002). The deconstruction of professional knowledge: Authority without accountability. *Families in Society: The Journal of Contemporary Human Services, 83*, 493-498.

Yoshikawa, H., Aber, J.L., & Beardslee, W.R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth: Implications for prevention. *American Psychologist, 67*(4), 272-284. doi: 10.1037/a0028015.

## Unit 13: Conflict Theory and Globalization

### Topics

- Conflict theory
- Social dominance theory
- Classism
- Globalization

*This Unit relates to course objectives 1, 2, and 5*

### Required Readings

Dominelli, L. (2001, September 10). Globalization, contemporary challenges and social work practice. *International Social Work, 53*, 599-612.

Law, K., & Lee, K. (2014). Importing Western values versus indigenization: Social work practice with ethnic minorities in Hong Kong. *International Social Work Journal, 1*-14. Retrieved from <http://isw.sagepub.com/content/early/2014/01/27/0020872813500804>

Payne, M. (2014). Critical practice. In *Modern social work theory* (4<sup>th</sup> ed., pp. 319-347). Chicago, IL: Lyceum.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2011). Conflict theory. In *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed., pp. 59-84, skip pp. 67-74). Boston, MA: Allyn & Bacon.

Sidanius, J., Pratto, F., van Laar, C., & Levin, S. (2004). Social dominance theory: Its agenda and method. *International Society of Political Psychology, 25*(6), 845-880.

### Recommended Readings

Guillen, M. (2001). Is globalization civilizing, destructive, or feeble? A critique of five key debates in the social science literature. *Annual Review of Sociology, 27*, 235-260.

Shapiro, T. M., Meschede, T., & Sullivan, L. (Ed.). (2010). The racial wealth gap increases fourfold. *Research and Policy Brief, May*. Waltham, MA: Institute on Assets and Social Policy, 1-4.

**Unit 14: Culture, Race and Ethnicity****Topics**

- Critical Race Theory
- Social construction of race
- Ethnocentrism
- Racism
- Abby 33: Critical Race Theory

*This Unit relates to course objectives 1, 2, and 5*

**Required Readings**

Delgado, R., & Stefancic, J. (2012). Introduction. In *Critical race theory: An introduction* (2<sup>nd</sup> ed., pp. 1-14). New York, NY: New York University Press.

Delgado, R., & Stefancic, J. (2012). Power and the shape of knowledge. In *Critical race theory: An introduction* (2<sup>nd</sup> ed., pp. 67-86). New York, NY: New York University Press.

Human Impact Partners (2013). *Family unity, family health: How family-focused immigration reform will mean better health for children and families: Executive summary*. Retrieved from: <http://www.familyunityfamilyhealth.org>.

Ortiz, L. & Jani, J. (2010). Critical race theory: A transformational model for teaching diversity. *Journal of Social Work Education*, 46 (2), 175-193.

Sue, D.W., Capodilupo, C. M., Torino, G.C., Bucceri, J.M., Holder, A.M.B., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 64(4), 271-286.

**Recommended Readings**

Crul, M., Schneider, J., & Lelie, F. (2013). *Super diversity: A new perspective on integration*. Amsterdam, Netherlands: VU University Press.

Hutchison, E.D. (2013). *Essentials of human behavior: Integrating person, environment, and the life course* (pp. 18-23; 207-217). Thousand Oaks, CA: Sage.

**Unit 15: Presentations of Final Projects & Course Wrap Up**

*This Unit relates to course objectives 1-5. Course wrap up*

- Discussion of lessons learned from the Final Project

**GROUP PRESENTATIONS AND PEER REVIEWS ARE DUE**

**End of instruction: No live sessions after Unit 15**

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

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

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

### X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

### 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 (OPTIONAL)**

*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.



**XVI. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

**XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)**

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

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

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