I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

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

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

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; and 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 for on-ground students, whereas, the Virtual Academic Center (VAC) platform will be utilized for MSW@USC students.
VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate Ethical and Professional Behavior *</td>
</tr>
<tr>
<td>2. Engage in Diversity and Difference in Practice *</td>
</tr>
<tr>
<td>3. Advance Human Rights and Social, Economic, and Environmental Justice</td>
</tr>
<tr>
<td>4. Engage in Practice-informed Research and Research-informed Practice</td>
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<tr>
<td>5. Engage in Policy Practice</td>
</tr>
<tr>
<td>6. Engage with Individuals, Families, Groups, Organizations, and Communities</td>
</tr>
<tr>
<td>7. Assess Individuals, Families, Groups, Organizations, and Communities *</td>
</tr>
<tr>
<td>8. Intervene with Individuals, Families, Groups, Organizations, and Communities</td>
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<tr>
<td>9. Evaluate Practice with Individuals, Families, Groups, Organizations and Communities</td>
</tr>
</tbody>
</table>

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 1: Demonstrate Ethical and Professional Behavior</td>
<td>1. Teach the values and ethical standards of social work, as well as the profession’s person-in-environment, biopsychosocial framework for understanding human behavior in the social environment. Provide an environment that encourages students to explore how their gender, age, religion, ethnicity, social class, and sexual orientation influence their personal ethics and how these variables may affect their ethical decision-making in professional practice.</td>
<td>1a. Makes 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.</td>
<td>Values, Skills</td>
<td>Course Overview/The Nature of Theories</td>
</tr>
</tbody>
</table>

Assignment 1: Personal Reflection
Assignment 3: Life History Interview and Oral Presentation
Class Participation
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competency 2: Engage Diversity and Difference in Practice</td>
<td>1. Teach the values and ethical standards of social work, as well as the profession’s person-in-environment, biopsychosocial framework for understanding human behavior in the social environment. Provide an environment that encourages students to explore how their gender, age, religion, ethnicity, social class, and sexual orientation influence their personal ethics and how these variables may affect their ethical decision-making in professional practice.</td>
<td>2a. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
<td>Knowledge, Skills</td>
<td>Assignment 2: Part 1 Multiple Choice Midterm Exam and Part 2 Take-home Midterm</td>
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<td></td>
<td>Assignment 3: Life History Interview and Oral Presentation</td>
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<td>Class Participation</td>
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<td>2c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</td>
<td>Cognitive and Affective Processes</td>
<td>Assignment 1: Personal Reflection</td>
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<td></td>
<td>Unit 1: Course Overview/The Nature of Theories</td>
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<td>Unit 2: Systems and Ecological Theories</td>
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<td>Unit 3 &amp; 4: Theories of Social Conflict and Social Change</td>
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<td>Unit 5: Theories of Social Stress &amp; Adaptation</td>
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<td>Units 8 &amp; 9: Theories of Personality: Psychodynamic Theories</td>
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<td>Units 10-11: Learning Theories</td>
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<td>Unit 13: Theories of Social Identity Development</td>
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</tbody>
</table>
### Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers 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. Social workers 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. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</td>
<td>3. Foster students’ critical analysis of theories and their relation to the social work profession in order to provide students with analytical skills necessary to integrate and apply multiple (sometimes competing) perspectives, using varying learning formats through both oral and written assignments and case study analysis.</td>
<td>7b. Applies 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</td>
<td>Knowledge, Skill, Cognitive and Affective Processes</td>
<td>Assignment 1: Personal Reflection</td>
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<td></td>
<td>4. Present foundation materials on the complex nature and scope of human behavior and the social environment and how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base, as well as the relative gap in evidence across theories and populations.</td>
<td>7c. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</td>
<td>Assignment 2: Part 1 Multiple choice Midterm Exam and Part 2 Take Home Midterm</td>
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<tr>
<td></td>
<td>1. Provide the theoretical foundation needed for students to develop core knowledge of human behavior and the social environment. Demonstrate an in-depth understanding of four major domains of knowledge (neurobiology, psychodynamic theory, behaviorism/social cognitive theory, and social network theory) considered foundational to 21st-century social work practice.</td>
<td></td>
<td>Assignment 3: Life History Interview and Oral Presentation</td>
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<td>Class Participation</td>
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<td>Unit 2: Systems and Ecological Theories</td>
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<td>Unit 3 &amp; 4: Theories of Social Conflict and Social Change</td>
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<td>Unit 5: Theories of Social Stress &amp; Adaptation</td>
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<td>Unit 6: Theories of the Family Environment</td>
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<td>Unit 7: Biopsychosocial Development in Early and Middle Childhood</td>
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<td>Unit 10 &amp; 11: Learning Theories</td>
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<td>Unit 12: Biopsychosocial Development in Adolescence and Early Adulthood</td>
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<td>Unit 13: Theories of Social Identity Development</td>
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<td></td>
<td>Unit 14: Biopsychosocial Development in Middle and Older Adulthood</td>
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</tbody>
</table>
VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Personal Reflection</td>
<td>Unit 2</td>
<td>15%</td>
</tr>
<tr>
<td>2) Midterm Exam</td>
<td>Unit 8</td>
<td>35%</td>
</tr>
<tr>
<td>3) Life History Interview and Oral Presentation</td>
<td>Units 14, 15,</td>
<td>40%</td>
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<tr>
<td></td>
<td>Finals Week</td>
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<tr>
<td>4) Class Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
</tbody>
</table>

Each of the major assignments is described briefly below. Detailed guidelines for each assignment will be distributed in class.

1) Personal Reflection (15% of course grade)
Students will complete a written reflection about key concepts related to the social work practice paradigm and code of ethics introduced in Unit 1.
**Due: Unit 2**
This assignment relates to student learning outcomes 1, 2, 7.

2) Midterm Exam (35% of course grade)
Students will complete a 2-part midterm exam covering content from Units 2-7. Part 1 will assess students’ objective knowledge of core concepts (multiple choice, fill-in-the-blank, etc) and will be completed in class (campus-based students) or online (VAC students) during the designated exam period. Part 2 will assess students’ ability to apply theoretical concepts to case material through short-answer essay items; Part 2 will be completed as a written take-home assignment. Both components of the exam are due by Unit 8.
**Due: Unit 8**
This assignment relates to student learning outcomes 1, 2, 7.

3) Life History Interview and Oral Presentation (40% of course grade)
Students will integrate their learning across the semester by conducting a life history interview with an older adult (age 70 or older) and writing a theoretical analysis of the person’s development and behavior across the life course. Students also will present their work in Units 14 and 15. The written analysis will be due during finals week.
**Due: Units 14, 15, Finals Week**
This assignment relates to student learning outcomes 1, 2, 7.

4) Class Participation (10% of course grade)
Students’ active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected.

Class participation will be assessed according to the following criteria:

“**A**” range: Very Good to Outstanding: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.
“B” range: Good: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“C” range: Adequate: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

“C-“ or “D” range: Inadequate: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

“F”: Nonparticipant/Unsatisfactory: Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Class grades will be based on the following letter grade distribution:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Point Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
</tr>
<tr>
<td>90–92</td>
<td>A–</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
</tr>
<tr>
<td>80–82</td>
<td>B–</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
</tr>
<tr>
<td>70–72</td>
<td>C–</td>
</tr>
</tbody>
</table>

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 that not only demonstrates very good mastery of content but that 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 the student has demonstrated these skills. (2) A grade of B+ will be given to work that 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 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– 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 AND RESOURCES

Required Textbook

Recommended Textbook

The required non-text readings will be available on ARES. Access USC Library’s online reserves system, ARES, to view the required readings for 506 that are not included in the textbook. You will need your student email address and password to access the system: https://usc.ares.atlas-sys.com/

Recommended Guidebook for APA Style Formatting


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

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT (Units 1–3)</td>
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<tr>
<td></td>
<td><strong>Introduction to HBSE: A Social Work Perspective</strong></td>
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<td></td>
<td>› Course and syllabus overview</td>
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<tr>
<td></td>
<td>› Social work values and ethics</td>
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<td></td>
<td>› Social work practice paradigm</td>
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<tr>
<td></td>
<td>› The nature of theories</td>
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<tr>
<td></td>
<td>› Diversity spotlight</td>
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<tr>
<td>2</td>
<td>Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories</td>
<td>Personal Reflection due</td>
</tr>
<tr>
<td></td>
<td>› General Systems theory</td>
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<td>› Dynamic Systems theory</td>
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<td>› Bronfenbrenner’s Ecological Theory</td>
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<td>› Germain &amp; Gitterman’s Life Model</td>
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<td></td>
<td>› Social determinants of health</td>
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<td></td>
<td>› Groups, communities, organizations, institutions, culture</td>
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<tr>
<td></td>
<td>› Diversity spotlight</td>
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<tr>
<td>3 and 4</td>
<td>Theories of Social Conflict and Social Change</td>
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<td></td>
<td>› Classism/Conflict Theory</td>
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<td>› Racism/Critical Race Theory</td>
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<td>› Sexism/Feminist Theory</td>
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<td>› Implicit bias</td>
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<td>› Neurobiology of prejudice, politics, culture</td>
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<td>5</td>
<td>Theories of Social Stress and Adaptation</td>
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<td></td>
<td>› Theories of social stress</td>
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<td>› Life Course Theory</td>
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<td></td>
<td>› Allostasis/allostatic load, epigenetics</td>
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<td></td>
<td>› Social networks, social support</td>
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<td></td>
<td>› Coping, resilience, empowerment</td>
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<td>› Diversity spotlight</td>
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<tr>
<td>6</td>
<td>Theories of the Family Environment</td>
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<td></td>
<td>› Individuals in the context of families</td>
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<td>› Families in the context of society</td>
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<td>› Classic theories of the family</td>
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<td>› Contemporary theories of the family</td>
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<td>› Diversity spotlight</td>
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</tbody>
</table>
## Unit 7
### THEORIES OF DEVELOPMENT, PERSONALITY, & IDENTITY

**Biopsychosocial Development in Early and Middle Childhood**
- Developmental milestones 0–12
  - Bio-psycho-social factors
  - Peer acceptance, self-concept
- Neurobiology and developmental implications of early life stress
- Adverse childhood experiences
- Diversity spotlight

### Topics
- **Unit 8 and 9** Theories of Personality: Psychodynamic Theories
  - Classic psychoanalytic theory
  - Ego psychology
  - Object Relations
  - Classic and contemporary attachment
    - Affect regulation
    - Neurobiology of attachment
  - Diversity spotlight

### Assignments
- Midterm Exam due Week 8

### Unit 10 and 11
### Learning Theories
- Classical conditioning
- Operant conditioning
- Cognitive & moral development
- Social cognitive theory
  - Social learning
  - Self-efficacy
- Diversity spotlight

### Unit 12
### Biopsychosocial Development in Adolescence and Early Adulthood
- Biopsychosocial developmental milestones
- Neurobiology of adolescent behavior
- Models of early adult development
- Gender differences
- Neurobiology of subjective well-being, romantic love, and monogamy

### Unit 13
### Theories of Social Identity Development
- Ethnic identity
- Gender identity
- Sexual identity
- Faith/Spirituality development
- Intersectionality
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td><strong>Biopsychosocial Development in Middle and Older Adulthood</strong></td>
<td>Oral presentations</td>
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<tr>
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<td>Biopsychosocial developmental milestones</td>
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<td>Stereotypes about aging</td>
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<td>Attachment in adults</td>
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<td>Stress and memory</td>
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<td>Theories of grief and loss: stage models, cultural considerations</td>
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<td></td>
<td>Diversity Spotlight</td>
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<tr>
<td>15</td>
<td><strong>COURSE WRAP-UP</strong></td>
<td>Oral presentations, cont’d</td>
</tr>
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</table>

**STUDY DAYS/NO CLASSES**

**FINAL EXAMINATIONS**

*Life History Interview paper* due during Final Week, Date/Time: TBA
Course Schedule—Detailed Description

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

Unit 1: Course Overview: The Nature of Theories

Topics of Focus
- Course and syllabus overview
- Social work values and ethics
- Social work practice paradigm: biopsychosocial/person-in-the-environment
- The nature of theories
- Diversity spotlight: human behavior theory and the African American experience

This unit relates to course objectives 1, 4, and 5.

Required Reading:


Recommended Reading:

Unit 2: Integrating the Biopsychosocial Dimensions of Human Behavior: Systems and Ecological Theories

Topics of Focus
- General and dynamic systems theory
- Ecological perspective
- Diversity spotlight

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:


Recommended Readings:


Units 3 and 4: Theories of Social Conflict and Social Inequality

Topics of Focus
- Classicism/Conflict theory
- Racism/Critical race theory
- Sexism/Feminist Theory – add readings
- Theories of empowerment
- Implicit bias
- Neurobiology of culture, prejudice

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:


**Recommended Readings:**


Unit 5: Theories of Social Stress and Adaptation

Topics of Focus
- Theories of social stress
  - Allostasis/allostatic load
- Life Course Theory
- Coping, resilience
- Social networks and social support
- Diversity Spotlight

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:


Recommended Readings:


### Units 6: Theories of the Family Environment

#### Topics of Focus
- The individual in the context of family
- Family in the context of society
- Classic and contemporary theories of the family
- Diversity in family systems

This unit relates to course objectives 3, 4, and 5.

#### Required Readings:


#### Recommended Reading:

THEORIES OF BIOPSYCHOSOCIAL DEVELOPMENT, BEHAVIOR & IDENTITY IN CHILDHOOD, ADOLESCENCE, AND ADULTHOOD

Unit 7: Biopsychosocial Development in Early & Middle Childhood

Topics of Focus
- Biopsychosocial milestones 0-12
- Peer relations
- Self-concept
- Early life stress and implications throughout the life span
- Diversity spotlight: racial differences in stress and birth outcomes

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:


Recommended Readings:


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**Unit 8: Personality Theories: Psychodynamic Theories**

**Topics of Focus**
- Classic psychodynamic theories – psychoanalytic theory, ego psychology
- Diversity spotlight: race/ethnicity and psychodynamic theory

This unit relates to course objectives 2, 3, 4, and 5.

**Required Readings:**


**Recommended Readings:**


**Unit 9: Personality Theories, Continued: Object Relations and Attachment Theories**

**Topics of Focus**

- Object Relations theory
- Classic and Contemporary Attachment theory
- Attachment and affect regulation, neurobiology

This unit relates to course objectives 3, 4, and 5.

**Required Readings:**


**Recommended Readings:**


**Unit 10: Learning Theories: Behaviorism**

**Topics of Focus**
- Classical conditioning
- Operant conditioning

This unit relates to course objectives 3, 4, and 5.
Required Readings:


Recommended Readings:


Topics of Focus

- Cognitive and moral development
  - Kohlberg, Gilligan
- Social cognitive theory
  - Social learning
  - Self- and collective efficacy
- Diversity spotlight: cultural context of learned behavior

This unit relates to course objectives 2, 3, 4, and 5.
Required Readings:


Recommended Readings:


Unit 12: Biopsychosocial Development in Adolescence and Early Adulthood

Topics of Focus:

› Bio-psycho-social milestones
› Neurobiology of adolescent behavior, romantic love
› Stages of early adulthood
› Diversity spotlight: women’s development

This unit relates to course objectives 2, 3, 4, and 5.

Required Readings:


Recommended Readings:


Unit 13: Theories of Social Identity

Topics of Focus

› Ethnic identity
› Gender identity
Sexual identity
Faith/Spirituality
Intersectionality

This unit relates to course objectives 2, 3, 4, and 5.

**Required Readings:**


**Recommended Readings:**


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

**Topics of Focus**

- Bio-psycho-social milestones
- Models of adult development
- Stereotypes about aging
This unit relates to course objectives 2, 3, 4, and 5.

**Required Readings:**


**Recommended Readings:**


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

**Topic of Focus**
- Social work ethics and theories: A review

This unit relates to course objectives 1–5.

**Required Reading:**
University Policies and Guidelines

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) 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 Part B, Section 11, “Behavior Violating University Standards” https://policy.usc.edu/scampus-part-b/. 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.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu
USC Support and Advocacy (USCSA) – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu

XII. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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

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

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

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

XVII. Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. 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 Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XIX. 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.

Don’t procrastinate or postpone working on assignments.