USC Suzanne Dworak-Peck
School of Social Work

Social Work 506

Human Behavior in the Social Environment

Section 061

3 Units

Fall 2019

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Office Hours: By appointment

Course Day: Tuesday
Course Time: 4:10-7:00pm
Course Location: SWC106

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

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

V. COURSE FORMAT/INSTRUCTIONAL METHODS

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

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

* 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.

Competency	Objectives	Behaviors	Dimensions	Content
Competency 1: **Demonstrate Ethical and Professional Behavior** Social workers 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.	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.	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.	Values, Skills	Course Overview/The Nature of Theories Assignment 1: Personal Reflection Assignment 3: Life History Interview and Oral Presentation Class Participation

Competency	Objectives	Behaviors	Dimensions	Content
Competency 2: **Engage Diversity and Difference in Practice** Social workers 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. Social workers 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. Social workers also 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.	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.	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.	Knowledge, Skills	Assignment 2: Part 1 Multiple Choice Midterm Exam and Part 2 Take-home Midterm Assignment 3: Life History Interview and Oral Presentation Class Participation
		2c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Cognitive and Affective Processes	Assignment 1: Personal Reflection Unit 1: Course Overview/The Nature of Theories Unit 2: Systems and Ecological Theories Unit 3 & 4: Theories of Social Conflict and Social Change Unit 5:Theories of Social Stress & Adaptation Units 8 & 9: Theories of Personality: Psychodynamic Theories Units 10-11: Learning Theories Unit 13: Theories of Social Identity Development

Competency	Objectives	Behaviors	Dimensions	Content
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.	3. Foster students' critical analysis of theories and their relation to the social work profession in order to provide students with analytical skills necessary to integrate and apply multiple (sometimes competing) perspectives, using varying learning formats through both oral and written assignments and case study analysis. 4. Present foundation materials on the complex nature and scope of human behavior and the social environment and how understanding of behavior theories assist social workers in becoming effective change agents in micro, mezzo, and macro contexts. Emphasis will also be placed on the role of research in generating, supporting, and revising the knowledge base, as well as the relative gap in evidence across theories and populations. 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.	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 7c. Develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	Knowledge, Skill, Cognitive and Affective Processes	Assignment 1: Personal Reflection Assignment 2: Part 1 Multiple choice Midterm Exam and Part 2 Take Home Midterm Assignment 3: Life History Interview and Oral Presentation Class Participation Unit 2: Systems and Ecological Theories Unit 3 & 4: Theories of Social Conflict and Social Change Unit 5: Theories of Social Stress & Adaptation Unit 6: Theories of the Family Environment Unit 7. Biopsychosocial Development in Early and Middle Childhood Units 10 & 11: Learning Theories Unit 12: Biopsychosocial Development in Adolescence and Early Adulthood Unit 13: Theories of Social Identity Development Unit 14: Biopsychosocial Development in Middle and Older Adulthood

VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	% of Final Grade
1) Personal Reflection	Unit 2	15%
2) Midterm Exam	Unit 8	35%
3) Life History Interview and Oral Presentation	Units 14, 15	40%
4) Class Participation	Ongoing	10%

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

10) 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 (9/3)
This assignment relates to student learning outcomes 1, 2, 7.

10) Midterm Exam (35% of course grade)
Students will complete a 2-part midterm exam covering content from Units 2-7.
Part 1 (15%) 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 (20%) 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 (10/15).
Due: Unit 8 (10/15)
This assignment relates to student learning outcomes 1, 2, 7.

10) 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 oral presentation will be worth 45 points and the life history interview written assignment will be worth 55 points. Detailed assignment instructions document will be shared with students early during the fall semester.

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:

Letter Grade		Grade Point Equivalent	
93–100	A	3.85–4	A
90–92	A–	3.60–3.84	A–
87–89	B+	3.25–3.59	B+
83–86	B	2.90–3.24	B
80–82	B–	2.60–2.89	B–
77–79	C+	2.25–2.59	C+
73–76	C	1.90–2.24	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 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.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions.
For VAC courses, meaningful participation requires active engagement in class discussions and

maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

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.

Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbook

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). *Contemporary human behavior theory: A critical perspective for social work practice*, 4th ed. New York: Pearson.

Recommended Textbook

Berzoff, J., Flanagan, L. & Hertz, P. (Eds.) (2016). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (4th ed.). Lanham, MD: Rowman & Littlefield Publishers, Inc.

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

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

Szuchman, L. T., & Thomlison, B. (2010). *Writing with style: APA style for social work* (4th 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

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

Course Overview

Unit	Topics	Assignments
1 (8/27)	**Introduction to HBSE: A Social Work Perspective** • Course and syllabus overview • Social work values and ethics • Social work practice paradigm • The nature of theories • Diversity spotlight	
2 (9/3)	**Integrating Biopsychosocial Dimensions of Behavior: Systems and Ecological Theories** • General Systems theory • Dynamic Systems theory • Bronfenbrenner's Ecological Theory • Germain & Gitterman's Life Model • Social determinants of health • Groups, communities, organizations, institutions, culture • Diversity spotlight	**Personal Reflection due**
3 (9/10) and 4 (9/17)	**Theories of Social Conflict and Social Change** • Classism/ Conflict Theory • Racism/Critical Race Theory • Sexism/ Feminist Theory • Implicit bias • Neurobiology of prejudice, politics, culture	
5 (9/24)	**Theories of Social Stress and Adaptation** • Theories of social stress ◦ Allostasis/allostatic load, epigenetics • Social networks, social support • Coping, resilience • Diversity spotlight	
6 (10/1)	**Theories of the Family Environment** • Individuals in the context of families • Families in the context of society • Classic theories of the family • Contemporary theories of the family • Diversity spotlight	

7 (10/8)	**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	

Unit	Topics	Assignments

8 (10/15) and 9 (10/22)	**Theories of Personality: Psychodynamic Theories**
	• Classic psychoanalytic theory
	• Ego psychology
	• Object Relations
	• Classic and contemporary attachment
	  • Affect regulation
	  • Neurobiology of attachment
	• Diversity spotlight
		Midterm Part 2 due Week 8 (10/15)

10 (10/29)	**Learning Theories**
	• Classical conditioning
	• Operant conditioning
	• Cognitive & moral development
	• Social cognitive theory
	  • Social learning
	  • Self-efficacy
	• Diversity spotlight	

11 (11/5) and 12 (11/12)	**Biopsychosocial Development in Adolescence, Early & Middle Adulthood** • Biopsychosocial developmental milestones • Neurobiology of adolescent behavior • Models of early and middle adult development • Gender differences **Theories of Social Identity Development** • Ethnic identity • Gender identity • Sexual identity • Faith/Spirituality development • Intersectionality	
13 (11/19)	**Biopsychosocial Development in Older Adulthood** • Biopsychosocial developmental milestones • Stereotypes about aging • Attachment in adults • Stress and memory • Diversity Spotlight	
14 (11/26) and 15 (12/3)	**Oral Presentations**	**Oral Presentation and Paper**

Course Schedule—Detailed Description

Unit 1 (8/27): 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:

Barkley, J. (2009). Biopsychosocial assessment: Why the biopsycho and rarely the social? *Journal of the Canadian Academy of Child and Adolescent Psychiatry,*18(4), 344-347.

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

OR

ANA Code of Ethics: Provisions: http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). The nature of theories. In *Contemporary human behavior theory: A critical perspective for social work practice*, 4th ed. (pp. 4-25). New York: Pearson.

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*, 2nd ed. (pp. 3–25). New York: Haworth Press. (crossover reading).

Recommended Reading:

Zittel, K.M., Lawrence, S., & Wodarski, J.S. (2002). Biopsychosocial model of health and healing. *Journal of Human Behavior in the Social Environment, 5*(1), 19-33.

Unit 2 (9/3): Integrating the Biopsychosocial Dimensions of Human Behavior: Systems and Ecological Theories

Assignment 1 Personal Reflection due before class start time

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:

Greene, R. (2008). Ecological perspective: An eclectic theoretical framework for social work practice. In R. Greene (Ed.), *Human behavior theory and social work practice*, 3rd ed. (pp. 199-235). New York: Aldine Transaction.

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Systems theory. In *Contemporary human behavior theory: A critical perspective for social work practice*, 4th ed. (pp. 26 - 47 55-61). New York: Pearson.

Recommended Readings:

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

Units 3 (9/10) and 4 (9/17): Theories of Social Conflict and Social Inequality

Topics of Focus

- Classicism/Conflict theory
- Racism/Critical race theory
- Sexism/Feminist Theory
- Neurobiology of prejudice, politics
- Implicit bias

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

Required Readings - Unit 3

Constance-Huggins, M. (2012). Critical Race Theory in social work education: A framework for addressing racial disparities. *Critical Social Work, 13*(4), 1-16. Retrieved from http://www1.uwindsor.ca/criticalsocialwork/criticalracetheoryinsocialworkeducation

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Conflict theories. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp. 62-73; 79-89). New York: Pearson.

Robbins, S. P., Chatterjee, P., & Canda, E. R. (2019). Theories of empowerment. In *Contemporary human behavior theory: A critical perspective for social* work *practice*, 4th ed. (pp. 90 - 102*).* New York: Pearson.

Required Readings - Unit 4

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

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

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Feminist theory. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp.123 -149). New York: Pearson.

Recommended Readings:

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

Chiao, J. (2015). Current emotion research in cultural neuroscience. *Emotion Review*, *7*(3), 280-293.

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

Hutchison, E. (2017). Social structure and social institutions: Global and national. In *Essentials of human behavior: Integrating person, environment, and life course* (pp. 263-300). Thousand Oaks, CA: Sage Publications, Inc.

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

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.

Unit 5 (9/24): Theories of Social Stress and Adaptation

Topics of Focus

- Theories of social stress
- Allostasis/allostatic load
- Coping, resilience
- Social networks and social support
- Diversity Spotlight

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

Required Readings:

Hutchison, E. (2013). The psychological person. In *Essentials of human behavior: Integrating person, environment, and life course* (pp. 135-148; stress and coping). Thousand Oaks, CA: Sage Publications, Inc.

McEwen, B. (2005). Stressed or stressed out? What is the difference? *Journal of Psychiatry and Neuroscience, 30*(5), 315-318.

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

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

Recommended Readings:

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

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

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

Rice, E., Barman-Adhikari, A., Milburn, N. G., & Monro, W. (2012). Position-specific HIV risk in a large network of homeless youths. *American Journal of Public Health*, *102*(1), 141–147.

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

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Social exchange theory. In *Contemporary human behavior theory: A critical perspective for social work practice*, 4th ed. (pp.381-386). New York: Pearson.

Units 6 (10/1): 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:

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

Hutchison, E. (2017). Families. *Essentials of human behavior theory: Integrating person, environment, and life course, 2nd ed.* (pp.191-222). Thousand Oaks, CA: Sage Publications, Inc.

McGoldrick, M., Carter, B., & Garcia Preto, N. (2016). Chapter 1, Overview: The life cycle in its changing context: Individual, family and social perspectives (pp 1-9). In McGoldrick, M., Carter, B., & Garcia Preto, N. (Eds). *The expanding family life cycle: Individual, family and social perspectives. Fifth Edition* Boston: Pearson.

Recommended Reading:

Morrison Dore, M. (2012). Chapter 11: Family Systems Theory. In Thyer, B. Dulmus, C. and Sowers, K. (Eds). *Human Behavior in the Social Environment: Theories for Social Work Practice* (369-394). Hoboken, New Jersey: Wiley & Sons.

Unit 7 (10/8): 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:

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

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

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

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp. 220–230).New York: Pearson.

Recommended Readings:

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

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

Davis, E. P., & Sandman, C.A. (2006). Prenatal exposure to stress and stress hormones influences child development. *Infants & Young Children, 19*(3), 246–259.

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.

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

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp. 249-255, shame resilience theory).New York: Pearson.

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.

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

Unit 8 (10/15): Personality Theories: Psychodynamic Theories

Part 1 midterm administered in class
Part 2 midterm due before class start time

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:

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Psychodynamic theory. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp. 187-194; pp. 212–219).New York: Pearson.

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of life span development. In *Contemporary human behavior theory: A critical*

perspective for social work practice, 4th ed. (bottom of p. 230 – top of p. 237; bottom of p. 246 – p. 249). New York: Pearson.

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*, 3rd ed. (pp. 62–96). Lanham, MD: Jason Aronson.

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

Recommended Readings:

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

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

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

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

Unit 9 (10/22): 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:

Flanagan, L.M. (2011). Object relations theory. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (pp. 118-130; 146-155). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Schore, J., & Schore, A. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal, 36*(9), 9–20. (crossover reading).

Sroufe, L. A., & Siegel, D. (Mar/Apr 2011). The verdict is in: The case for attachment theory. *Psychotherapy Networker, 35*(2), 34–39.

Recommended Readings:

Applegate, J., & Shapiro, J. (2005). Early affect regulation: Prelude to attachment. In *Neurobiology for Clinical Social Work* (pp. 40–57). New York: W. W. Norton.

Berzoff, J. (2011). Relational and intersubjective theories. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (pp. 222–239). Lanham, MD: Rowman & Littlefield Publishers, Inc.

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

Flanagan, L.M. (2011). Object relations theory. In J. Berzoff, L. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (pp. 147-156). Lanham, MD: Rowman & Littlefield Publishers, Inc.

Holmes, J. (2013). Something there is that. In S. Goldberg, R. Muir, & J. Kerr (Eds.), *Attachment theory: Social, developmental, and clinical perspectives* (pp. 19–44). London: Routledge.

Smith, W. (2011). The importance of early attachments. In *Youth Leaving Foster Care: A developmental, relationship-based approach to practice* (pp. 52–67). New York: Oxford University Press.

Unit 10 (10/29): Learning Theories: Behaviorism

Topics of Focus

- Classical conditioning
- Operant conditioning

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

Required Readings:

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

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

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Behaviorism, social learning, and exchange theory. In *Contemporary human behavior theory: A critical perspective for social work practice*, 4th ed. (pp. 368 - 374; 392-400). New York: Pearson.

Recommended Readings:

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

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

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

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

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

Unit 10 (10/29): Learning Theories, Continued: Cognitive Development and Social Cognitive Theory

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:

Bandura, A. (1999). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.) *Self-efficacy in changing societies* (pp. 1-13; 34-38). Cambridge, UK: Cambridge University Press. (Instructor note: Classic article)

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., & Leibowitz, G.S. (2019). Theories of cognitive and moral development. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp. 281-287; 291-292; 295-299; 301-302; 311-317).New York: Pearson.

Recommended Readings:

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

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

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

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

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

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

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

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

Unit 11 (11/5) & Unit 12 (11/12): Biopsychosocial Development in Adolescence, Early and Middle Adulthood and Theories of Social Identities

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:

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

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

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp. 237–242, bottom of p. 246 – bottom of p.249; bottom of p. 272 – p. 279). New York: Pearson.

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

Recommended Readings:

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

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

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

Topics of Focus

- Racial/Ethnic identity
- Gender identity
- Sexual identity
- Faith/Spirituality
- Intersectionality

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

Required Readings:

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of anti-discrimination doctrine, feminist theory, and anti-racist politics. *The University of Chicago Legal Forum, 1989*(1), 139-167. (Instructor note: classic article)

Hutchison, E. (2013). The spiritual person. In *Essentials of human behavior: Integrating person, environment, and life course* (pp. 158-165; 167-171). Thousand Oaks, CA: Sage Publications, Inc.

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of assimilation, acculturation, bicultural socialization, and ethnic identity. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (p.150 – 162). New York: Pearson.

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of cognitive, moral, and faith development. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp. 303-305). New York: Pearson.

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp. 246 – 249 [*also required for previous unit*]; 255 – 267). New York: Pearson.

Recommended Readings:

Crenshaw, K. (1993). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review, 43,* 1241-1299. (Instructor note: classic article)

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

Hutchison, E. (2013). The spiritual person. In *Essentials of human behavior: Integrating person, environment, and life course* (pp. 178-193). Thousand Oaks, CA: Sage Publications, Inc.

Unit 13 (11/19): Biopsychosocial Development in 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:

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

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (pp. 242–246). New York: Pearson.

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

Recommended Readings:

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

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

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of life span development. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (bottom of p. 249 – top of p. 255, women's development, shame resilience theory).New York: Pearson.

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

Unit 14 (11/26) & 15 (12/3): Oral Presentations & Course Wrap-Up

Topic of Focus

- Social work ethics and theories: A review

This unit relates to course objectives 1–5.

Required Reading:

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Application of the theories. In *Contemporary human behavior theory: A critical perspective for social work practice,* 4th ed. (p.436 – top of p.456). New York: Pearson.

University Policies and Guidelines

IX. ATTENDANCE POLICY

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. 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 (yurij@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 holydays 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
USC Student Health Sexual Assault & Survivor Support: **https://studenthealth.usc.edu/sexual-assault/**

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

USC Policy Reporting to Title IX**:** **https://policy.usc.edu/reporting-to-title-ix-student-misconduct/**

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 be the instructor and reported on the official "Incomplete Completion Form."

XIV. Policy on Late or Make-Up Work

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

XV. Policy on Changes to the Syllabus and/or Course Requirements

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

XVI. Code of Ethics of the National Association of Social Workers (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 you cannot discuss it with the instructor, contact the course lead instructor (mcsweyn@usc.edu) to address your concern. If you feel your issue remains unresolved please feel free to contact your advisor and/or Chair of the MSW Program, Dr. Leslie Wind, for further guidance.