

**Social Work 506**

**Human Behavior in the Social Environment**

**Section # 60410**

**3 Units**

**Fall 2023**

|  |   |
|--|---|
| <b>Instructor's Name</b>                       | Dr. Michal Sela-Amit  |
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| <b>Office</b>                                  | SWC 230   |
| <b>Office Hours</b>                            | Tuesdays 11:00 am -1:00 pm  |
| <b>Course Day(s)</b>                           | Tuesday   |
| <b>Course Time(s)</b>                          | 8:00 am – 10:50 am  |
| <b>Course Location(s)</b>                      | SWC 106   |
| <b>Zoom Meeting Link</b>                       | On-Ground Course  |
| <b>Course Lead</b>                             | Dr. Estela Andujo   |
| <b>IT Help Hours of Service</b>                | 24 hours, 7 days/week   |
| <b>IT Help Contact Information</b>             | UPC: 213-740-5555, <a href="mailto:consult@usc.edu">consult@usc.edu</a><br>VAC: 833-740-1273,<br><a href="mailto:techsupport@digitalcampus.2u.com">techsupport@digitalcampus.2u.com</a> |

**I. Course Prerequisites and/or Co-Requisites**

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

**By the completion of this course, students will be able to:**

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.
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 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. CSWE Core Competencies Addressed in this Course

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

## CSWE Core Competencies Highlighted in this Course:

### Competency 1. Demonstrate Ethical and Professional Behavior

1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

1b. Demonstrate professional behavior, appearance, and oral, written, and electronic communication.

### Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice

2a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

### Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies across populations, settings, and systems, particularly when working with children, youth and families in school settings.

## VI. Course Format & Instructional Methods

*This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based 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 campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, 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.*

**\*Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

## Instructor's Oath

*“As your instructor, to each of you, I pledge the following:*

- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To try to be an engaging and effective instructor; and*
- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook.*

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (name, email). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at [j.lewis@usc.edu](mailto:j.lewis@usc.edu) for further assistance.

## VII. Technology Proficiency & Hardware/Software Required

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#). VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, [techsupport@digitalcampus.2u.com](mailto:techsupport@digitalcampus.2u.com).

## VIII. Course Assignments, Due Dates & Percent of Final Grade

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

| Assignment                                    | Course Objectives Assessed by Assignment | Unit Due <sup>[1]</sup> | % of Grade |
|---|--|-------------------------|------------|
| <b>Assignment 1</b><br>Personal Reflection    | 1,2, & 3                                 | Unit 2                  | 15%        |
| <b>Assignment 2</b><br>Midterm Part 1         | 1,2, & 3                                 | Unit                    | 35%        |
| Midterm Part 2                                | 1,2, 3 & 7                               | Unit                    |            |
| <b>Assignment 3</b><br>Life History Interview | 1,2, 3 & 7                               | Unit 14                 | 40%        |

|  |     |
|--|-----|
| <b>Active and Proactive Learning, &amp; Meaningful Participation</b> | 10% |
|--|-----|

<sup>[1]</sup> Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for course sections.

### **Descriptions of Assignments**

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

**Assignment 1 – Personal Reflection ((15%) of course grade) Due:**  
[Unit #2]

**Assignment 2 – Midterm Part 1 & 2 (40% of course grade) Due:**  
Open October 7 and closes October 18, 2023

**Assignment 3 – Life History Interview (40% of course grade) Due:**  
[Week #14]

### **Active and Proactive Learning, & Meaningful Participation (10% of course grade) Due: Units 1 – 15**

Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical, and perhaps emotional effort, both inside and outside the formal classroom.

**Active learning** involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

**Proactive learning** involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

**Meaningful participation** consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. “Environment” refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including

office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

**Please note:** Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another’s point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student’s responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

| Criteria  | Never or Rarely | Regularly | Often or Always |
|---|-----------------|-----------|-----------------|
| a. Student demonstrates active learning.  | 0               | 1         | 2               |
| b. Student demonstrates proactive learning.   | 0               | 1         | 2               |
| c. Student meaningfully participates.   | 0               | 1         | 2               |
| d. Student contributes to a positive learning environment.  | 0               | 1         | 2               |
| e. Student’s participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously. | 0               | 1         | 2               |

## Grading Scale

Assignment and course grades will be based on the following:

| Grade Point Average / Letter Grade |    | Corresponding Numeric Grade / Letter Grade |    |
|------------------------------------|----|--|----|
| 3.85 – 4.00                        | A  | 93 – 100                                   | A  |
| 3.60 – 3.84                        | A- | 90 – 92                                    | A- |
| 3.25 – 3.59                        | B+ | 87 – 89                                    | B+ |
| 2.90 – 3.24                        | B  | 83 – 86                                    | B  |
| 2.60 – 2.87                        | B- | 80 – 82                                    | B- |
| 2.25 – 2.50                        | C+ | 77 – 79                                    | C+ |
| 1.90 – 2.24                        | C  | 73 – 76                                    | C  |
| 1.89 & below                       | C- | 70 – 72                                    | C- |

**Please note:** A grade below “C” is considered a failing grade for graduate students at USC.

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student’s performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.



### **IX. Assignment Submissions, Extensions & Extra Credit Policy**

By the specified deadlines, assignments should be submitted through the course's learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor's discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor's discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

### **X. Grading Timeline**

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

### **XI. Statement about Incompletes and In Progress Grades**

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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."

*[For Practicum courses only]* At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

### **XII. Attendance**

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must

make arrangements in advance to complete class work that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### **XIII. Classroom Norms**

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

### **XIV. Zoom Etiquette and Use of Technology in the Classroom**

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

### **XV. Academic Integrity**

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the [Office of Academic Integrity \(OAI\)](#).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [Student Handbook](#), the [Office of Academic Integrity's website](#), and [university policies on Research and Scholarship Misconduct](#).

### **Special Note on the Use of AI Generators**

AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see [USC Libraries' generative AI guide](#)), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the [Office of Academic Integrity](#).

### **XVI. Course Content Distribution and Synchronous Session Recordings**

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services (OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: [The USC Student Handbook](#), page 13).

### **XVII. Course Evaluations**

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by your instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by your instructor.

**XVIII. Required Textbooks**  
**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*, 4<sup>th</sup> ed. Pearson.

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: <https://reserves.usc.edu/ares/ares.dll>. Use the search bar to locate the course by School, course number or Lead Instructor's last name.

**XIX. Recommended Materials & Resources**

**Recommended Textbook** [*Instructor Note: Several chapters from this text are identified in recommended readings of some units. The chapters add additional information to the content of the unit.*]

Berzoff, J., Flanagan, L. & Hertz, P. (Eds.) (2021). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (5<sup>th</sup> ed.). Rowman & Littlefield Publishers.

**Guides for Academic Integrity, APA Style Formatting, Writing & Research**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.  
<https://owl.purdue.edu/>

USC guide to avoiding plagiarism:  
<https://libguides.usc.edu/writingguide/plagiarism>

USC guide to APA 7<sup>th</sup> writing style <https://libguides.usc.edu/APA7th>

**Sample List of Professional Social Work Organizations**

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

Institute for the Advancement of Social Work Research.  
Available at <http://www.iaswresearch.org>

Society for Social Work and Research. Available at <http://www.sswr.org>

Council on Social Work Education (CSWE). Available at <https://www.cswe.org/>

## XX. Course Schedule

The table below presents the topics for each unit of instruction. Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.

| Unit | Topic  | Readings   | Assignment Due Dates            |
|------|--|--|---------------------------------|
| 1    | <ul style="list-style-type: none"> <li>▪ Course and syllabus overview</li> <li>▪ Social work values and ethics</li> <li>▪ Social work practice paradigm: biopsychosocial/ person-in-the-environment</li> <li>▪ The nature of theories</li> <li>▪ Diversity spotlight: human behavior theory and the African American experience</li> </ul> | <p><b>Required</b></p> <p>Barkley, J. (2009). Biopsychosocial assessment: Why the biopsychosocial and rarely the social? <i>Journal of the Canadian Academy of Child and Adolescent Psychiatry</i>, 18(4), 344-347.</p> <p>NASW—National Association of Social Workers. (n.d.). <i>Code of ethics</i>. Retrieved from <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</a> (crossover reading).</p> <p><i>OR [Nursing Students]</i></p> <p>ANA Code of Ethics: Provisions: <a href="http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html">http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html</a></p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). The nature of theories. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp. 4-25). Pearson</p> <p><b>Recommended</b></p> <p>See, L. A. (2007). Introduction: Human behavior theory and the African American experience. In L. A.</p> | <p>Week #2<br/>[Enter Date]</p> |

| Unit | Topic   | Readings   | Assignment Due Dates |
|------|---|--|----------------------|
| 2    | <b>Integrating Biopsychosocial Dimensions of Behavior: Systems &amp; Ecological</b> | <p><b>Required</b></p> <p>Greene, R. (2008). Ecological perspective: An eclectic theoretical framework for social work practice. In R. Greene (Ed.), <i>Human behavior theory and social work practice</i>, 3rd ed. (pp. 199-235). New York: Aldine Transaction.</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Systems theory. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4th ed. (pp. 26 - 44, 55-61). New York: Pearson.</p> <p>Ungar M. A deeper, more social ecological social work practice. <i>Social Service Review</i>. 2002;76(3):480-497. doi:10.1086/341185</p> <p><b>Recommended</b></p> <p>Lipsitt, L. P., &amp; Demick, J. (2012). Theory and measurement of resilience: Views from development. In M. Ungar (Ed.), <i>The social ecology of resilience: A handbook of theory and practice</i> (pp. 43–52). New York: Springer.</p> <p>Zittel, K.M., Lawrence, S., &amp; Wodarski, J.S. (2002). Biopsychosocial model of health and healing. <i>Journal of Human Behavior in the Social Environment</i>, 5(1), 19-33.</p> |                      |

| Unit | Topic  | Readings   | Assignment Due Dates |
|------|--|--|----------------------|
| 3    | <p><b>Theories of Social Conflict &amp; Social Change</b></p> <ul style="list-style-type: none"> <li>▪ <b>Part 1</b></li> <li>▪ Classic Conflict theory</li> <li>▪ Racism/Critical race theory</li> <li>▪ Sexism/Feminist Theory</li> <li>▪ Empowerment</li> <li>▪ Neurobiology of prejudice, politics</li> <li>▪ Implicit bias</li> </ul> | <p><b>Required</b></p> <p>Amodio, D. M. (2014). The neuroscience of prejudice and stereotyping. <i>Neuroscience</i> 15, 670–682.</p> <p>De Houwer J. Implicit Bias Is Behavior: A Functional-Cognitive Perspective on Implicit Bias. <i>Perspectives on psychological science</i>. 2019;14(5):835-840. doi:10.1177/1745691619855638</p> <p>Quinn, C. R., &amp; Grumbach, G. (2015). Critical race theory and the limits of relational theory in social work with women. <i>Journal of Ethnic and Cultural Diversity in Social Work</i>, 24(3), 202–218. doi:10.1080/15313204.2015.1062673</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Feminist theory. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp.123 -149). Pearson.</p> <p><b>Recommended</b></p> <p>Ames, D. L., &amp; Fiske, S. T. (2010). Cultural neuroscience. <i>Asian Journal of Social Psychology</i>, 13, 72–82.</p> <p>Chiao, J. (2015). Current emotion research in cultural neuroscience. <i>Emotion Review</i>, 7(3), 280-293.</p> <p>Hibbing, J. R. (2013). Ten misconceptions concerning neurobiology and politics. <i>Perspectives on Politics</i>, 11(2), 475–489.</p> <p>Constance-Huggins, M. (2012). Critical Race Theory in social work education: A framework for addressing racial disparities. <i>Critical Social Work</i>, 13(4), 1-16. Retrieved</p> |                      |



| Unit | Topic | Readings  | Assignment Due Dates |
|------|-------|---|----------------------|
|      |       | <p>from<br/><a href="http://www1.uwindsor.ca/criticalsocialwork/criticalracetheoryinsocialworkeducation">http://www1.uwindsor.ca/criticalsocialwork/criticalracetheoryinsocialworkeducation</a></p> <p>Phelan, J. C., Link, B. G., &amp; Tehranifar, P. (2010). Social conditions as fundamental causes of health inequalities: Theory, evidence, and policy implications. <i>Journal of Health and Social Behavior</i>, 51(1) Supplement, S28–S40.</p> |                      |

| Unit                          | Topic   | Readings  | Assignment Due Dates |
|-------------------------------|---|---|----------------------|
| <p>4</p> <p>4<br/>(cont.)</p> | <p><b>Theories of Social Conflict &amp; Change</b></p> <ul style="list-style-type: none"> <li>▪ <b>Part 2</b></li> <li>▪ Classic Conflict theory</li> <li>▪ Racism/Critical race theory</li> <li>▪ Sexism/Feminist Theory</li> <li>▪ Empowerment</li> <li>▪ Neurobiology of prejudice, politics</li> <li>▪ Implicit bias</li> </ul> | <p><b>Required</b></p> <p>Bryant, C.M., Anderson, L.A. &amp; Notice, M.R. Revisioning the Concept of Resilience: Its Manifestation and Impact on Black Americans. <i>Contemporary Family Therapy</i> 44, 16–28 (2022).</p> <p>Sundvall M, Titelman D, DeMarinis V, Borisova L, Çetrez Ö. Safe but isolated – an interview study with Iraqi refugees in Sweden about social networks, social support, and mental health. <i>International journal of social psychiatry</i>. 2021;67(4):351-359. doi:10.1177/002076402095425</p> <p>Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. <i>Journal of Health and Social Behavior</i>, 52(2), 145–161.</p> <p>Ungar, M. (2012). Social ecologies and their contribution to resilience. In M. Ungar (Ed.), <i>The social ecology of resilience: A handbook of theory and practice</i> (pp. 13–32). New York: Springer.</p> <p><b>Recommended</b></p> <p>Hutchison, E. (2013). The psychological person. In <i>Essentials of human behavior: Integrating person, environment, and life course</i> (pp. 135-148; stress and coping). Sage Publications.</p> |                      |

| Unit | Topic | Readings  | Assignment Due Dates |
|------|-------|---|----------------------|
|      |       | <p>Palinkas, L. A., Holloway, I. W., Rice, E., Fuentes, D., Wu, Q., &amp; Chamberlain, P. (2011). Social networks and implementation of evidence-based practices in public youth-serving systems: A mixed-methods study. <i>Implementation Science</i>, 6(113), 1–11.</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Social exchange theory. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp.381-386). New York: Pearson.</p> <p>Yoshioka-Maxwell A, Rice E. Exploring the Relationship Between Foster Care Experiences and HIV Risk Behaviors Among a Sample of Homeless Former Foster Youth. <i>AIDS and behavior</i>. 2019;23(3):792-801. doi:10.1007/s10461-019-02417-8</p> |                      |

| Unit | Topic  | Readings  | Assignment Due Dates |
|------|--|---|----------------------|
| 5    | <p><b>Theories of Social Stress &amp; Adaptation</b></p> <ul style="list-style-type: none"> <li>▪ Theories of social stress</li> <li>▪ Allostasis and</li> <li>▪ Allostatic overload</li> <br/> <li>▪ Coping, resilience</li> <li>▪ Diversity Spotlight</li> </ul> | <p><b>Required</b></p> <p>Bryant, C.M., Anderson, L.A. &amp; Notice, M.R.<br/>           Revisioning the Concept of Resilience: Its Manifestation and Impact on Black Americans. <i>Contemporary Family Therapy</i> 44, 16–28 (2022). <a href="https://doi-org.libproxy1.usc.edu/10.1007/s10591-021-09621-6">https://doi-org.libproxy1.usc.edu/10.1007/s10591-021-09621-6</a></p> <p>Sundvall M, Titelman D, DeMarinis V, Borisova L, Çetrez Ö. Safe but isolated – an interview study with Iraqi refugees in Sweden about social networks, social support, and mental health. <i>International journal of social psychiatry</i>. 2021;67(4):351-359. doi:10.1177/002076402095425</p> <p>Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. <i>Journal of Health and Social Behavior</i>, 52(2), 145–161.</p> <p>Ungar, M. (2012). Social ecologies and their contribution to resilience. In M. Ungar (Ed.), <i>The social ecology of resilience: A handbook of theory and practice</i> (pp. 13–32). Springer.</p> <p><b>Recommended</b></p> <p>Christakis, N. A., &amp; Fowler, J. H. (2009). Theories of social influence, “When you smile, the world smiles with you.” In <i>Connected: The surprising power of our social networks and how they shape our lives</i> (pp. 33–60). Hachette Digital, Inc. (crossover reading).</p> |                      |

| Unit | Topic   | Readings   | Assignment Due Dates |
|------|---|--|----------------------|
| 6    | <p><b>Theories of Family Environment</b></p> <ul style="list-style-type: none"> <li>▪ Families in context of society</li> <li>▪ Classic theories</li> <li>▪ Contemporary theories</li> <li>▪ Diversity spotlight</li> </ul> | <p><b>Required</b></p> <p>Boyd-Franklin, N., &amp; Karger, M. (2012). Intersections of race, class, and poverty: Challenges and resilience in African American families. In F. Walsh (Ed.), <i>Normal family processes: Growing diversity and complexity</i>, 4th ed. (273–296). Guilford Press.</p> <p>Bosco, S. C., Robles, G., Stephenson, R., &amp; Starks, T. J. (2022). Relationship power and intimate partner violence in sexual minority male couples. <i>Journal of Interpersonal Violence</i>, 37(1-2), NP671- 95 PMID: 32779502.</p> <p>McGoldrick, M., Carter, B., &amp; 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., &amp; Garcia Preto, N. (Eds). <i>The expanding family life cycle: Individual, family, and social perspectives</i> (5<sup>th</sup> edition). Pearson</p> <p>Metz D, Jungbauer J. “My Scars Remain Forever”: A Qualitative Study on Biographical Developments in Adult Children of Parents with Mental Illness. <i>Clinical social work journal</i>. 2019;49(1):64-76. doi:10.1007/s10615-019-00722-2</p> <p>Reczek C. Sexual- and Gender-Minority Families: A 2010 to 2020 Decade in Review. <i>Journal of marriage and family</i>. 2020;82(1):300-325. doi:10.1111/jomf.12607</p> <p><b>Recommended</b></p> |                      |

| Unit | Topic | Readings   | Assignment Due Dates |
|------|-------|--|----------------------|
|      |       | <p>Hutchison, E. (2017).<br/>           Families. <i>Essentials of human behavior theory: Integrating person, environment, and life course</i> (2<sup>nd</sup> ed., pp.191-222).: Sage Publications.</p> <p>Morrison Dore, M. (2012). Chapter 11: Family Systems Theory. In Thyer, B. Dulmus, C. and Sowers, K. (Eds). <i>Human Behavior in the Social Environment: Theories for Social Work Practice</i> (369-394). Wiley &amp; Sons.</p> |                      |

| Unit | Topic  | Readings  | Assignment Due Dates                               |
|------|--|---|--|
| 7    | <p><b>Theories of Development, Personality &amp; Identity</b></p> <ul style="list-style-type: none"> <li>▪ Biopsychosocial milestones 0-12</li> <li>▪ Peer relations</li> <li>▪ Self-concept</li> <li>▪ Early life stress and implications throughout the life span</li> <li>▪ Diversity spotlight: racial differences in stress and birth outcomes</li> </ul> | <p><b>Required</b></p> <p>Dominguez, T.P. (2020). Inequity embodied: Race, gender, and class in African American pregnancy. In K. Zaleski, A. Enrile, E. Weiss, &amp; X.L. Wang (Eds.). <i>Women's journey to empowerment in the 21st century: A transnational feminist analysis of women's lives in modern times</i> (pp. 24-41). Oxford University Press.</p> <p>Finkelhor D. Trends in Adverse Childhood Experiences (ACEs) in the United States. <i>Child abuse &amp; neglect</i>. 2020; 108:104641-04641. doi: 10.1016/j.chiabu.2020.104641</p> <p>Flanagan T, Alabaster A, McCaw B, Stoller N, Watson C, Young-Wolff KC. Feasibility, Acceptability of Screening for Adverse Childhood Experience in Prenatal Care (<i>Larchmont, 2002</i>). 2018;27(7):93-911. doi:10.1089/jwh.2017.6649</p> <p>Gunnar, M., &amp; Loman, M. (2011). Early experience and stress regulation in human development. In D . P. Keating (Ed.), <i>Nature and nurture in early child development</i> (pp. 97–113). Cambridge University Press.</p> <p>Larkin, H., Felitti, V. J., &amp; Anda, R. F. (2014). Social work and adverse childhood experiences research: Implications for practice and health policy. <i>Social Work in Public Health, 29</i>, 1–16. (<i>Crossover reading</i>).</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Social exchange theory. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp.220-230. Pearson.</p> | <p>Midterm opens 10/7/23 &amp; closes 10/18/23</p> |

| Unit | Topic | Readings  | Assignment Due Dates |
|------|-------|---|----------------------|
|      |       | <p><b>Recommended</b></p> <p>Cozolino, L. (2014). The impact of early stress. In <i>The Neuroscience of human relationships: Attachment and the developing social brain</i> (pp. 258–276, 277–293). New York: W.W. Norton.</p> <p>Maschinot, B. (2008). <i>The changing face of the United States: The influence of culture in early child development.</i> (pp. 1–11). Washington, DC: Zero to Three. Retrieved from <a href="http://www.zerotothree.org">www.zerotothree.org</a>.</p> <p>Davis, E. P., &amp; Sandman, C.A. (2006). Prenatal exposure to stress and stress hormones influences child development. <i>Infants &amp; Young Children, 19</i>(3), 246–259.</p> |                      |



| Unit | Topic  | Readings  | Assignment Due Dates |
|------|--|---|----------------------|
| 8    | <p><b>Theories of Personality: Psychodynamic Theories (Part 1)</b></p> <ul style="list-style-type: none"> <li>▪ Classic psychoanalytic theory</li> <li>▪ Ego Psychology</li> <li>▪ Object Relations</li> <li>▪ Classic &amp; Contemporary Attachment theory</li> <li>▪ Affect regulation</li> <li>▪ Neurobiology of attachment</li> <li>▪ Diversity spotlight</li> </ul> | <p><b>Required</b></p> <p>Grady, DM, O’Toole, R., &amp; Schneider (2022) Growing Up in the Age of COVID-19 through the Lens of Psychodynamic Theory, <i>Psychoanalytic Social Work</i>, 29:1, 44-73, DOI: 10.1080/15228878.2021.1931375</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Psychodynamic theory. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp. 187-194; pp. 212–219). New York: Pearson.</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Theories of life span development. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (bottom of p. 230 – top of p. 237; bottom of p. 246 – p. 249). New York: Pearson.</p> <p><b>[In Recommended text]</b></p> <p>Schamess, G., &amp; Shilkret, R. (2021). Ego psychology. In J. Berzoff, L.M. Flanagan, &amp; P. Hertz, <i>Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural</i></p> |                      |

| Unit | Topic | Readings   | Assignment Due Dates |
|------|-------|--|----------------------|
|      |       | <p><i>contexts</i>, 5th ed. (pp. 75-89). Lanham, MD: Roman &amp; Littlefield Publishers.</p> <p>Watkins, C.E. (2012). Race/ethnicity in short-term and long-term psychodynamic psychotherapy treatment research: How are “white “are the data? <i>Psychoanalytic Psychology</i>, 29(3), 292–307.</p> <p><b>Recommended</b></p> <p>Milton, J., Polmear, C., &amp; Fabricus, J. (2011). Basics of psychoanalytic theory. In <i>A short introduction to psychoanalysis</i>, 2nd ed. (pp. 19–45). Sage.</p> <p>Rasmussen, &amp; Garran, A.M. (2021). Psychodynamic contributions to understanding racism: Implications for clinical practice. In J Berzoff, L.M. Flanagan, &amp; P. Hertz <i>inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts</i>, 5th ed. (pp. 217-232). Roman &amp; Littlefield</p> <p>Schamess, G., &amp; Shilkret, R. (2021). Ego psychology. In J. Berzoff, L.M. Flanagan, &amp; P. Hertz, <i>Inside out and outside in: Psychodynamic clinical theory and psychopathology in</i> 5th ed. (pp. 47–91). Roman &amp; Littlefield Publishers.</p> |                      |

| Unit | Topic  | Readings   | Assignment Due Dates |
|------|--|--|----------------------|
| 9    | <p><b>Theories of Personality: Psychodynamic Theories (part 2)</b></p> <ul style="list-style-type: none"> <li>▪ Classic psychoanalytic theory</li> <li>▪ Ego Psychology</li> <li>▪ Object Relations</li> <li>▪ Classic &amp; Contemporary Attachment theory</li> <li>▪ Affect regulation</li> <li>▪ Neurobiology of attachment</li> <li>▪ Diversity spotlight</li> </ul> | <p><b>Required</b></p> <p>Keller H. Attachment and Culture. <i>Journal of cross-cultural psychology</i>. 2013;44(2):175-194. doi:10.1177/0022022112472253</p> <p>Parent, N., Bond, T.A. &amp; Shapka, J.D. Smartphones as attachment targets: an attachment theory framework for understanding problematic smartphone use. <i>Curr Psychol</i> 42, 7567–7578 (2023). <a href="https://doi-org.libproxy1.usc.edu/10.1007/s12144-021-02092-w">https://doi-org.libproxy1.usc.edu/10.1007/s12144-021-02092-w</a></p> <p>Schore, J., &amp; Schore, A. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. <i>Clinical Social Work Journal</i>, 36(9), 9–20. (Crossover reading).</p> <p>Sroufe, L. A., &amp; Siegel, D. (Mar/Apr 2011). The verdict is in: The case for attachment theory. <i>Psychotherapy Networker</i>, 35(2), 34–39.</p> <p><b>Recommended</b></p> <p>Applegate, J., &amp; Shapiro, J. (2005). Early affect regulation: Prelude to attachment. In <i>Neurobiology for Clinical Social Work</i> (pp. 40–57). New York: W. W. Norton.</p> <p>Borden, W. (2009). D.W. Winnicott and the facilitating environment. In <i>Contemporary psychodynamic theory and practice</i> (pp. 89–105). Chicago: Lyceum Books.</p> <p>Flanagan, L.M. (2011). Object relations theory. In J. Berzoff, L. Flanagan, &amp; P. Hertz (Eds.), <i>Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts</i></p> |                      |

| <b>Unit</b> | <b>Topic</b> | <b>Readings</b>  | <b>Assignment Due Dates</b> |
|-------------|--------------|--|-----------------------------|
|             |              | (pp. 147-156). Lanham, MD:<br>Rowman & Littlefield Publishers,<br>Inc. |                             |

| Unit | Topic  | Readings  | Assignment Due Dates |
|------|--|---|----------------------|
| 10   | <p><b>Learning Theories</b></p> <p><b>(Part 1)</b></p> <ul style="list-style-type: none"> <li>▪ Classical Conditioning</li> <li>▪ Operant Conditioning</li> <li>▪ Cognitive &amp; Moral Development</li> <li>▪ Social Cognitive theory</li> <li>▪ Social learning</li> <li>▪ Self-efficacy</li> <li>▪ Diversity Spotlight</li> </ul> | <p><b>Required</b></p> <p>Bitterman, M. E. (2006). Classical conditioning since Pavlov. <i>Review of General Psychology, 10</i>(4), 365–376. doi:10.1037/1089-2680.10.4.365</p> <p>Wong, S. E. (2012). Operant learning theory. In B. Thyer, C. Dulmus, &amp; K. M. Sowers (Eds.) <i>Human behavior in the social environment: Theories for social work practice</i> (pp. 83–96). Hoboken, NJ: Wiley.</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Behaviorism, social learning, and exchange theory. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp. 368 - 374; 392-400). Pearson.</p> <p><b>Recommended</b></p> <p>Davey, G. C. L. (1992). Classical conditioning and the acquisition of human fears and phobias: A review and synthesis of the literature. <i>Advances in Behaviour Research and Therapy, 14</i>(1), 29–66. doi:10.1016/0146-6402(92)90010-L.</p> <p>Rescorla, R. (1988). Pavlovian conditioning: It is not what you think it is. <i>American Psychologist, 43</i>(3), 151–160.</p> <p>Rutherford, A. (2006). The social control of behavior: Behavior modification, individual rights, and research ethics in America, 1971–1979. <i>Journal of the History of the Behavioral Sciences, 42</i>(3), 203–220. doi:10.1002/jhbs.20169</p> |                      |

| Unit | Topic  | Readings   | Assignment Due Dates |
|------|--|--|----------------------|
| 11   | <p><b>Learning Theories</b></p> <p><b>(Part 2)</b></p> <ul style="list-style-type: none"> <li>▪ Classical Conditioning</li> <li>▪ Operant Conditioning</li> <li>▪ Cognitive &amp; Moral Development</li> <li>▪ Social Cognitive theory</li> <li>▪ Social learning</li> <li>▪ Self-efficacy</li> <li>▪ Diversity Spotlight</li> </ul> | <p><b>Required</b></p> <p>Bandura, A. (1999). Exercise of personal and collective efficacy in changing societies. In A. Bandura (Ed.) <i>Self-efficacy in changing societies</i> (pp. 1-13; 34-38). Cambridge, UK: Cambridge University Press. <i>(Instructors note: Classic article)</i></p> <p>Bandura, A., &amp; Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. <i>Journal of Applied Psychology, 88</i>(1), 87-99. doi: <a href="https://doi.org/10.1037/0021-9010.88.1.87">https://doi.org/10.1037/0021-9010.88.1.87</a></p> <p>Chavis, A. M. (2012). Social learning theory and behavioral therapy: Considering human behaviors within the social and cultural context of individuals and families. <i>Journal of Human Behavior in the Social Environment, 22</i>, 54–64. DOI:10.1090/10911359.2011.598828.</p> <p>Jaffee, S., &amp; Hyde, J. S. (2000). Gender differences in moral orientation: A meta-analysis. <i>Psychological Bulletin, 126</i>(5), 703–726.</p> <p>Lightsey, Richard. (2001). Albert Bandura and the Exercise of Self-Efficacy. <i>Annual Review of Psychology, 52</i> (1) <i>Journal of Cognitive Psychotherapy</i> 52 1-26</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Theories of cognitive and moral development. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp. 281-287; 291-292; 295-299; 301-302; 11-317). Pearson.</p> |                      |

| Unit | Topic | Readings  | Assignment Due Dates |
|------|-------|---|----------------------|
|      |       | <p><b>Recommended</b></p> <p>Bandura, A. (2004). Health promotion by social cognitive means. <i>Health education &amp; Behavior</i>, 31(2), 143–163. DOI: 10.1177/1090198104263660.</p> <p>Bandura, A. (2006). Toward a psychology of human agency. <i>Perspectives on Psychological Science</i>, 1, 164–180.</p> <p>Bandura, A. (2010). The social cognitive theory: An agentic perspective. <i>Annual Review of Psychology</i>, 52, 1–26.</p> |                      |

| Unit | Topic  | Readings  | Assignment Due Dates |
|------|--|---|----------------------|
| 12   | <p><b>Biopsychosocial Development in Adolescence, Early &amp; Middle Adulthood</b></p> <ul style="list-style-type: none"> <li>▪ Biopsychosocial developmental milestones</li> <li>▪ Neurobiology of adolescent behavior</li> <li>▪ Models of early &amp; Middle adult development</li> <li>▪ Gender differences</li> </ul> | <p><b>Required</b></p> <p>Bandura, A. (2004). Health promotion by social cognitive means. <i>Health education &amp; Behavior, 31</i>(2), 143–163. DOI: 10.1177/1090198104263660.</p> <p>Bandura, A. (2006). Toward a psychology of human agency. <i>Perspectives on Psychological Science, 1</i>, 164–180.</p> <p>Bandura, A. (2010). The social cognitive theory: An agentic perspective. <i>Annual Review of Psychology, 52</i>, 1–26.</p> <p><b>Recommended</b></p> <p>Estrada, J. N., Gilreath, T. D., Astor, R. A., &amp; Benbenishty, R. (2014). Gang membership, school violence, and the mediating effects of risk and protective behaviors in California high schools. <i>Journal of School Violence, 13</i>(2), 228–251.</p> <p>Evans-Chase, M. (2013). Neuroscience of risk-taking in adolescence. In H. C. Matto, J. Strolin-Goltzman, &amp; M. S. Ballan (Eds.) <i>Neuroscience for social work</i> (pp. 313–334). New York: Springer.</p> |                      |



| Unit | Topic   | Readings   | Assignment Due Dates |
|------|---|--|----------------------|
| 13   | <p><b>Theories of Social Identity Development</b></p> <ul style="list-style-type: none"> <li>▪ Ethnic identity</li> <li>▪ Gender identity</li> <li>▪ Sexual identity</li> </ul> <p>Faith &amp; Spiritual development</p> <p>Intersectionality</p> | <p><b>Required</b></p> <p>Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of anti-discrimination doctrine, feminist theory, and anti-racist politics. <i>The University of Chicago Legal Forum</i>, 1989(1), 139-167. (Instructors note classic)</p> <p>Hardy A. Naming, blaming, and “Framing”: Kimberlé Crenshaw and the rhetoric of Black feminist theory <i>Communication and critical/cultural studies</i>. 2023;20(2):234-2<br/>doi:10.1080/14791420.2023.218893</p> <p>Hudson KD, Mehrotra GR. Intersectional Social Work Practice: A Critical Interpretive Synthesis of Peer-Reviewed Recommendations. <i>Families in society</i>. 2021;102(2):140-153.<br/>doi:10.1177/1044389420964150</p> <p>Hutchinson, E. (2013). The spiritual person <i>In Essentials of human behavior: Integrating person, environment, and life course</i> (pp. 158-165; 167-171). Sage Publications, Inc.</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Theories of assimilation, acculturation, bicultural socialization, and ethnic identity. <i>In Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (p.150 – 162). Pearson.</p> |                      |

| Unit | Topic | Readings  | Assignment Due Dates |
|------|-------|---|----------------------|
|      |       | <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Theories of cognitive, moral, and faith development. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp. 303-305). Pearson.</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Theories of life span development. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp. 246 – 249; 255 – 267). Pearson.</p> <p><b>Recommended</b></p> <p>Crenshaw, K. (1993). Mapping the margins: Intersectionality, identity politics, and violence <i>Stanford Law Review</i>, 43, 1241-1299.</p> <p>Hancock, A-M. (2013). Neurobiology, intersectionality, and politics: Paradigm warriors in arms? <i>Perspectives on Politics</i>, 11(2), 504–507.</p> <p>Hutchison, E. (2013). The spiritual person. In <i>Essentials of human behavior: Integrating person, environment, and life course</i> (pp. 178-193). Thousand Oaks, CA: Sage Publications, Inc.</p> |                      |

| Unit | Topic  | Readings  | Assignment Due Dates        |
|------|--|---|-----------------------------|
| 14   | <p><b>Biopsychosocial Development In Older Adulthood</b></p> <ul style="list-style-type: none"> <li>▪ Biopsychosocial developmental milestones</li> <li>▪ Stereotypes</li> <li>▪ Attachment</li> <li>▪ Stress &amp; memory</li> <li>▪ Diversity spotlight</li> </ul> | <p><b>Required</b></p> <p>Hooyman, N. R., &amp; Kiyak, H. (2010). Personality and mental health in old age. In <i>Social gerontology: A multidisciplinary perspective</i>, 9th ed. (pp. 223–258). Boston: Pearson Education.</p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Theories of life span development. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (pp. 242–246). New York: Pearson.</p> <p>Schmitz RM, Tabler J, Carlisle ZT, Almy L. LGBTQ+ People’s Mental Health and Pets: Novel Strategies of Coping and Resilience. <i>Archives of sexual behavior</i>. 2021;50(7):3065-3077. doi:10.1007/s10508-021-02105-6</p> <p>Van Assche, L., Luyten, P., Bruffaerts, R., Persoons, P., van De Ven, L., &amp; Vandembulcke, M. (2012). Attachment in old age: Theoretical assumptions, empirical findings, and implications for clinical practice. <i>Clinical Psychology Review</i>, 33, 67–81.</p> <p><b>Recommended</b></p> <p>Robbins, S. P., Chatterjee, P., Canda, E. R., &amp; Leibowitz, G.S. (2019). Theories of life span development. In <i>Contemporary human behavior theory: A critical perspective for social work practice</i>, 4<sup>th</sup> ed. (bottom of p. 249 – top of p. 255, women’s development, shame resilience theory). New York: Pearson.</p> | Life History Assignment Due |

| <b>Unit</b> | <b>Topic</b>  | <b>Readings</b> | <b>Assignment Due Dates</b> |
|-------------|---|-----------------|-----------------------------|
| 15          | <b>Course Wrap-up</b> <ul style="list-style-type: none"><li>▪ Social work ethics &amp; theory review</li></ul><br><b>Exam Week – NO CLASS</b> |                 |                             |

## **University Statement on Academic Conduct and Support Systems**

### **Academic Integrity**

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

### **Students and Disability Accommodations**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). Students may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## Support Systems

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: <https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative> or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs ([sdp.adc@usc.edu](mailto:sdp.adc@usc.edu)).

### Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for campus-based students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

### VAC Students: Uwill Counseling Services

Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

### Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

### Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

### Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

### The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

### Kortschak Center for Learning and Creativity - 213-740-7884, [kortschakcenter@usc.edu](mailto:kortschakcenter@usc.edu)

The Kortschak Center offers academic coaching and resources.

*The Writing Center* - 213-740-3691, [writing@usc.edu](mailto:writing@usc.edu)

The Writing Center offers individualized feedback on any kind of writing.

*USC Campus Support and Intervention* - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity, Equity and Inclusion* - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency* - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety* - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

*Office of the Ombuds* - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

*Occupational Therapy Faculty Practice* - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

*988 Suicide and Crisis Lifeline* - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

## **XXII. List of Appendices**

- A. Suzanne Dworak-Peck School of Social Work ADEI Statement
- B. Preamble to the NASW Code of Ethics
- C. Tips for Maximizing Your Learning Experience

## **Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

## **Appendix B: [National Association of Social Workers Code of Ethics](#)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*

### **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.

## **Appendix C: Tips for Maximizing Your Learning Experience in this Course**

*(Edit to fit the course)*

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!