USC Suzanne Dworak-Peck
School of Social Work

SOWK 506
67000

Human Behavior in the Social Environment

3 Units

Fall 2024

Instructor	Sara Jiménez McSweyn, LCSW
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Telephone	Text before calling (213) 220-4460
Office	MRF 104 C
Office Hours	By appointment
Course Day(s)	Monday
Course Time(s)	4:00-5:15 pm
Course Location(s)	ZOOM
Zoom Meeting Link	Via course home page
Course Lead	Dr. Estela Andujo
IT Help Hours of Service	24 hours, 7 days/week
IT Help Contact Information	IT Help Contact Information: · Please contact your course instructor for course-specific issues (e.g., accessing live sessions, submitting assignments). · VAC Canvas support: (833) 713-1200 or "Help" button in Canvas. · On Campus/Hybrid Brightspace support: (888) 895-2812 or usc@d2l.com · NETID/password issues: USC ITS (213) 740-5555 or consult@usc.ed

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. Demonstrate knowledge of 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:
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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 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). Brightspace will support access to course-related materials and communication for campus-based students; 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.

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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 (Estela Andujo, andujo@usc.edu). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Jennifer Lewis at 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, Software available to USC Campus.

For campus-based students, USC is using Brightspace. To access Brightspace go to https://brightspace.usc.edu/d2l/login to login and find your courses. You also can find Brightspace on myUSC. The mobile app, Brightspace Pulse, also is available in both the Apple App Store and Google Play. Training and resources are available at Brightspace Student Tutorials. The following are technical support resources: · Student Guides: Brightspace Student Guides

· Brightspace Technical Support Line: 888-895-2812 · Brightspace Email Support: usc@d2l.com

VAC students are using Canvas. Canvas tech support can be reached at 833-713-1200 or use the "Help" button in Canvas

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/Week Due[1]	% of Grade
Assignment 1 Personal Reflection	1	Week 2:	15%]
Assignment 2 Midterm Part 1	2, 3, 4, 5	Week 8	35%
Midterm Part 2			
Assignment 3 Life History Interview	1, 2, 3, 4, 5	Week 14:	40%
Active and Proactive Learning, & Meaningful Participation			10%

[1] 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 – 11:59 pm PT

Assignment 2 – Midterm Part 1 & 2 (35% of course grade)
Due: Opens 12noon PT and closes 12noon PT (open for one week- Saturday to Saturday)

Assignment 3 – Life History Interview (40% of course grade)
Due: Unit #14 –11:59pm PT

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.

Class participation will be assessed according to the following criteria:

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

"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.

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."

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 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. 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
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* (5th ed.). Rowman & Littlefield Publishers.

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

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th 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 7th 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. <u>Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.</u>

Unit	Topic	Readings	Assignment
1 8/26/24	**Introduction** • 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 **Integrating Biopsychosocial Dimensions of**	**Required** 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 <u>https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</u> <u>(crossover reading).</u> *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). Pearson. **Recommended** 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). Haworth Press.	<mark>PLEASE NOTE: Assignment 1 will be due on Tuesday, 9/3/2024 by 9:00am (PT)</mark>

Unit	Topic	Readings	Assignment
2 **9/9/24**	**Behavior: Systems & Ecological**	**Required** 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). 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 - 44, 55-61). Pearson. Ungar M. (2002). A deeper, more social ecological social work practice. *Social Service Review*, 76(3), 480-497. doi:10.1086/341185 **Recommended** 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). Springer. 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	Topic	Readings	Assignment
3 & 4 **9/16/24**	**Theories of Social Conflict & Social Change** ▪ **Part 1** ▪ Classic Conflict theory ▪ Racism/Critical race theory ▪ Sexism/Feminist Theory ▪ Empowerment ▪ Neurobiology of prejudice, politics ▪ Implicit bias	**Required** Ackerman-Barger, K., & Hummel, R. (2015). Critical race theory as a lens for exploring inclusion and equity in nursing education. *The Journal of Theory Construction and Testing*, 19(2), 39–46. doi:10.1002/casp (Instructor Note-review for profession specific perspective) 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/critical socialwork/criticalracetheoryins ocialworkeducation 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) Pearson. Robbins, S. P., Chatterjee, P., & Canda, E. R. (2019). Theories of empowerment. In *Contemporary human behavior theory: A critical perspective for social* wor*k practice*, 4th ed*.* (pp. 90 - 102*).* Pearson.	

Unit	Topic	Readings	Assignment
3 & 4 **9/16/24**	**Theories of Social Conflict & Change** ■ **Part 2** ■ Classic Conflict theory ■ Racism/Critical race theory ■ Sexism/ Feminist Theory ■ Empowerment ■ Neurobiology of prejudice, politics ■ Implicit bias	**Required** Amodio, D. M. (2014). The neuroscience of prejudice and stereotyping. *Neuroscience 15*, 670–682. Quinn, C. R., & Grumbach, G. (2015). Critical race theory and the limits of relational theory in social work with women. *Journal of Ethnic and Cultural Diversity in Social Work*, 24(3), 202–218. doi:10.1080/15313204.2015.1062673 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.	

Unit	Topic	Readings	Assignment
		Perspectives on Politics, 11(2), 475–489.	
5 9/23/24	**Theories of Social Stress & Adaptation** ▪ Theories of social stress ▪ Allostasis and ▪ Allostatic overload ▪ Coping, resilience ▪ Diversity Spotlight	**Required** Belesky, J, & Pluess. (2009). Beyond Diathesis Stress: Differential Susceptibility to Environmental Influences. *Psychological Bulletin* 135(6), 885-908. Bryant, C.M., Anderson, L.A. & Notice, M.R. (2022). Revisioning the concept of resilience: Its manifestation and impact on Black Americans. *Contemporary Family Therapy* 44, 16–28. https://doi-org.libproxy1.usc.edu/10.1007/s10591-021-09621-6 Sundvall M, Titelman D, DeMarinis V, Borisova L, Çetrez Ö. (2021). Safe but isolated – an interview study with Iraqi refugees in Sweden about social networks, social support, and mental health. *International Journal of Social Psychiatry*. 67(4), 351-359. doi:10.1177/002076402095425 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*	

Unit	Topic	Readings	Assignment
		ecology of resilience: A handbook of theory and practice (pp. 13–32). Springer.	
		Recommended	
		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.	
6 **9/30/24**	**Theories of Family Environment** ▪ Families in context of society ▪ Classic theories ▪ Contemporary theories ▪ Diversity spotlight	**Required** 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., pp. 273–296). Guilford Press. Bosco, S. C., Robles, G., Stephenson, R., & Starks, T. J. (2022). Relationship power and intimate partner violence in sexual minority male couples. *Journal of Interpersonal Violence*, *37*(1-2), NP671- 95. PMID: 32779502. 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* (5th ed.). Pearson	

Unit	Topic	Readings	Assignment
		Metz D, Jungbauer J. (2019). "My scars remain forever": A qualitative study on biographical developments in adult children of parents with mental illness. *Clinical Social Work Journal*, 49(1), 64-76. doi:10.1007/s10615-019-00722-2 Reczek C. (2020). Sexual- and gender-minority families: A 2010 to 2020 decade in review. *Journal of Marriage and Family*, *82*(1), 300-325. doi:10.1111/jomf.12607 **Recommended** Hutchison, E. (2017). Families. *Essentials of human behavior theory: Integrating person, environment, and life course (*2nd ed., pp.191-222). Sage Publications. 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* (pp. 369-394). Wiley & Sons.	
7 10/7/24	**Theories of Development, Personality & Identity**	**Required** Dominguez, T.P. (2020). Inequity embodied: Race, gender, and class in African American pregnancy. In K. Zaleski, A. Enrile, E. Weiss, & X.L. Wang (Eds.). *Women's journey to*	<mark>Midterm opens – Saturday, Oct 19th @ 12 noon (PT)</mark> <mark>Midterm closes – Saturday, Oct 26th @12noon (PT</mark>

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Unit	Topic	Readings	Assignment
	▪ 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	*empowerment in the 21st century: A transnational feminist analysis of women's lives in modern times* (pp. 24-41). Oxford University Press. Finkelhor D. (2020). Trends in adverse childhood experiences (ACEs) in the United States. *Child Abuse & Neglect, 108.* doi: 10.1016/j.chiabu.2020.104641 Flanagan T, Alabaster A, McCaw B, Stoller N, Watson C, Young-Wolff KC. (2018). Feasibility, acceptability of screening for adverse childhood experience in prenatal care. *Larchmont, 27*(7). doi:10.1089/jwh.2017.6649 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). Cambridge University Press. 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. Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Social exchange theory. In *Contemporary human behavior theory: A critical perspective for*	

Unit	Topic	Readings	Assignment
		social work practice (4th ed., pp. 220-230). Pearson. **Recommended** 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). W.W. Norton. Maschinot, B. (2008). *The changing face of the United States: The influence of culture in 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.	
8 **10/14/ 2024**	**Theories of Personality: Psychodynamic Theories (Part 1)** ▪ Classic psychanalytic theory ▪ Ego Psychology ▪ Object Relations ▪ Classic & Contemporary Attachment theory	**Required** Grady, DM, O'Toole, R., & Schneider (2022). Growing up in the age of COVID-19 through the lens of psychodynamic theory, *Psychoanalytic Social Work*, 29(1), 44-73. DOI: 10.1080/15228878.2021.1931375 Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019).	

Unit	Topic	Readings	Assignment
	- Affect regulation - Neurobiology of attachment - Diversity spotlight	Psychodynamic theory. In *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed., pp. 187-194; pp. 212–219). 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). Pearson. Schamess, G., & Shilkret, R. (2021). Ego psychology. In J. Berzoff, L.M. Flanagan, & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (5th ed., pp. 75-89). Roman & Littlefield Publishers. [*Instructor's note: In recommended text*] Watkins, C.E. (2012). Race/ethnicity in short-term and long-term psychodynamic psychotherapy treatment research: How are "white "are the data? *Psychoanalytic Psychology, 29*(3), 292–307. **Recommended** Milton, J., Polmear, C., & Fabricus, J. (2011). Basics of psychoanalytic theory. In *A short introduction to psychoanalysis* (2nd ed., pp. 19–45). Sage. Rasmussen, & Garran, A.M. (2021). Psychodynamic contributions to understanding racism:	

Unit	Topic	Readings	Assignment
		Implications for clinical practice. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (5th ed., pp. 217-232). Roman & Littlefield. Schamess, G., & Shilkret, R. (2021). Ego psychology. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), Inside *out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (5th ed., pp. 217-232). Roman & Littlefield.	
9 **10/21/ 2024**	**Theories of Personality: Psychodynamic Theories (part 2)** ▪ Classic psychanalytic theory ▪ Ego Psychology ▪ Object Relations ▪ Classic & Contemporary Attachment theory ▪ Affect regulation ▪ Neurobiology of attachment ▪ Diversity spotlight	**Required** Keller H. (2013). Attachment and culture. *Journal of Cross-cultural Psychology, 44*(2),175-194. doi:10.1177/0022022112472253 Parent, N., Bond, T.A. & Shapka, J.D. (2021). Smartphones as attachment targets: An attachment theory framework for understanding problematic smartphone use. *Current Psychology, 42*, 7567–7578. https://doi-org.libproxy1.usc.edu/10.1007/s12144-021-02092-w Schore, J., & Schore, A. (2008). Modern attachment theory: The central role of affect regulation in development and treatment.	

Unit	Topic	Readings	Assignment
		Clinical Social Work Journal, 36(9), 9–20. Sroufe, L. A., & Siegel, D. (Mar/Apr 2011). The verdict is in: The case for attachment theory. *Psychotherapy Networker, 35*(2), 34–39. **Recommended** Applegate, J., & Shapiro, J. (2005). Early affect regulation: Prelude to attachment. In *Neurobiology for Clinical Social Work* (pp. 40–57). W. W. Norton. Borden, W. (2009). D.W. Winnicott and the facilitating environment. In *Contemporary psychodynamic theory and practice* (pp. 89–105). 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). Rowman & Littlefield Publishers, Inc.	

Unit	Topic	Readings	Assignment
10 **10/28/2024**	**Learning Theories** **(Part 1)** ▪ Classical Conditioning ▪ Operant Conditioning ▪ Cognitive & Moral Development ▪ Social Cognitive theory ▪ Social learning ▪ Self-efficacy ▪ Diversity Spotlight	**Required** 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). 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). Pearson. **Recommended** 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 is 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*	

Unit	Topic	Readings	Assignment
		History of the Behavioral Sciences, 42(3), 203–220. doi:10.1002/jhbs.20169	
11	**Learning Theories**	**Required**	
11/4/24	**(Part 2)** ▪ Classical Conditioning ▪ Operant Conditioning ▪ Cognitive & Moral Development ▪ Social Cognitive theory ▪ Social learning ▪ Self-efficacy ▪ Diversity Spotlight	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 University Press. *(Instructors note: Classic article)* Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology, 88*(1), 87-99. doi: https://doi.org/10.1037/0021-9010.88.1.87 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. Jaffee, S., & Hyde, J. S. (2000). Gender differences in moral orientation: A meta-analysis. *Psychological Bulletin, 126*(5), 703–726. Lightsey, R. (1999). Albert Bandura and the exercise of self-efficacy. *Journal of Cognitive Psychotherapy* 13(2), 158-166. Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of cognitive and moral development. In *Contemporary human behavior theory: A*	

Unit	Topic	Readings	Assignment
		critical perspective for social work practice (4th ed., pp. 281-287; 291-292; 295-299; 301-302; 11-317). Pearson.	
		Recommended	
		Bandura, A. (2004). Health promotion by social cognitive means. *Health education & Behavior, 31*(2), 143–163. DOI: 10.1177/1090198104263660.	
		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.	
12 **11/4/24**	**Biopsychosocial Development in Adolescence, Early & Middle Adulthood** ▪ Biopsychosocial developmental milestones ▪ Neurobiology of adolescent behavior ▪ Models of early & Middle adult development ▪ Gender differences	**Required** Aranmolate R, Bogan DR, Hoard T, Mawson AR (2017). Suicide risk factors among LGBTQ youth: Review. *JSM Schizophrenia, 2*(2), 1011. DOI : https://doi.org/10.47739/1011 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	

Unit	Topic	Readings	Assignment
		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). Pearson. Siegal, D. (2013). Part II: Your brain. In *Brainstorm: The power and purpose of the teenage brain* (pp. 65–95). Jeremy P. Tarcher/Penguin. **Recommended** 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). Springer.	
13 **11/18/ 2024**	**Theories of Social Identity Development** - Ethnic identity - Gender identity - Sexual identity Faith & Spiritual development Intersectionality	**Required** 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*	

Unit	Topic	Readings	Assignment
		Legal Forum, (1), 139-167. (Instructor's note: classic)	
		Hardy A. (2023). Naming, blaming, and "framing": Kimberlé Crenshaw and the rhetoric of Black feminist theory. *Communication and Critical/Cultural Studies*, 20(2), 234-251.	
		doi:10.1080/14791420.2023. 21893	
		Hudson KD, Mehrotra GR. (2021). Intersectional social work practice: A critical interpretive synthesis of peer-reviewed recommendations. *Families in Society*, *102*(2), 140-153. doi:10.1177/1044389 420964150	
		Hutchinson, E. (2013). The spiritual person. In *Essentials of human behavior: Integrating person, environment, and life course* (pp. 158-165; 167-171). 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., pp.150 – 162). Pearson.	
		Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G.S. (2019). Theories of cognitive, moral, and	

Unit	Topic	Readings	Assignment
		faith development. In *Contemporary human behavior theory: A critical perspective for social work practice* (4th ed.*,* pp. 303-305). 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; 255 – 267). Pearson. **Recommended** Crenshaw, K. (1993). Mapping the margins: Intersectionality, identity politics, and violence *Stanford Law Review, 43,* 1241-1299. 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.	
14 **11/25/ 2024**	**Biopsychosocial Development In Older Adulthood** ▪ Biopsychosocial developmental milestones ▪ Stereotypes	**Required** Hooyman, N. R., & Kiyak, H. (2010). Personality and mental health in old age. In *Social gerontology: A multidisciplinary*	<mark>Life History Assignment Due by 11:59pm PT</mark>

Unit	Topic	Readings	Assignment
	- Attachment - Stress & memory - Diversity spotlight	*perspective,* 9th ed. (pp. 223–258). 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). Pearson. Schmitz RM, Tabler J, Carlisle ZT, Almy L. (2021). LGBTQ+ people's mental health and pets: Novel strategies of coping and resilience. *Archives of Sexual Behavior.* 50(7), 3065-3077. doi:10.1007/s10508-021-02105-6 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** 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). Pearson.	
15 **12/2/24**	**Course Wrap-up**	Review of theory discussed throughout the semester.	

Unit	Topic	Readings	Assignment
	▪ Social work ethics & theory review	Critical reflection on theories.	
	Exam Week – NO CLASS		

XXI. Statement on University Academic and Support Systems

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. Students may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Student Financial Aid and Satisfactory Academic Progress:

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the Financial Aid Office webpage for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

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).

Counseling and Mental Health Services:

USC offers a variety of mental health services and resources. Students who have opted to pay the student health fee (SHF) can access short-term counseling services, as well as other mental health services, through the USC Counseling & Mental Health Center by calling 213-740-9355 (WELL) 24/7 or visiting the website at https://sites.usc.edu/counselingandmentalhealth/.

Students who elected not to pay the student health fee, or who live out-of-state, can visit https://studenthealth.usc.edu/for-online-students/ for mental health information and resources or contact the Student Wellness Coordinator at sdp.adc@usc.edu for additional support with access to services.

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.

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) 740-2500

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.

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

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

Kortschak Center for Learning and Creativity - 213-740-7884, kortschakcenter@usc.edu

The Kortschak Center offers academic coaching and resources.

The Writing Center - 213-740-3691, writing@usc.edu

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

XXII. List of Appendices

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

- ✓ Be proactive! Try to anticipate issues that could present challenges 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.
- ✓ 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.
- ✓ 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.

✓ Keep an open mind and positive attitude.