

	The University of Texas at Arlington School of Social Work Brain and Behavior SOCW 6389-001 Spring 2014	
Instructor Information		
Instructor Information	Tracey M. Barnett, LGSW Hello everyone and welcome to SOCW 6389-001 Brain and Behavior. My email address is below. The best way to reach me is through my UTA email account. If you wish to speak with me by phone, please email me and we will arrange a time to speak. If you need technical assistance, please contact the Help Desk at UTA at helpdesk@uta.edu or call 817-272-2208.	
E-mail	tracey.barnett@mavs.uta.edu (E-mails received during weekdays will be returned within 24 hours – E-mails received on Saturdays, Sundays, or Holidays may be returned the next business day).	
Office Hours	Telephone hours for online class: Tuesdays, 8:30pm-10:00 p.m. Email me prior to 3 pm on Tuesday s with your contact number and I will phone you.	
Course Description		

CSWE EPAS Content: Blended Practice and Human Behavior and the Social Environment

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice. Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems to guide practice. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

EPAS core competencies and practice behaviors addressed in this course are:

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers

- advocate for client access to the services of social work;
- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;
- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning; and
- use supervision and consultation.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

- recognize and manage personal values in a way that allows professional values to guide practice;
- make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;³
- tolerate ambiguity in resolving ethical conflicts; and
- apply strategies of ethical reasoning to arrive at principled decisions.
 1. Advanced practitioners in DPMH will describe an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation; and
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
 1. Advanced practitioners in DPMH will use critical thinking to adapt established assessment and treatment approaches to the unique characteristics

Educational Policy 2.1.4—Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- view themselves as learners and engage those with whom they work as informants.
 1. Advanced practitioners in DPMH understand the knowledge base and skills in how to intervene with the culture-bound syndromes defined in the Diagnostic and Statistical Manual.
 2. Advanced practitioners in DPMH understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

- use practice experience to inform scientific inquiry and
- use research evidence to inform practice.
 1. Advanced practitioners in DPMH use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers

- utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- critique and apply knowledge to understand person and environment.
 1. Advanced practitioners in DPMH will be able to define mental health, mental illness, and mental well-being.
 2. Advanced practitioners in DPMH will be able to compare the various etiology and treatment options for substance abuse and addiction.
 3. Advanced practitioners in DPMH understand the relevant organizational world-views and culture that influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.
 4. They understand and critique the application of relevant social and psychological theory/practice models that inform social work in efforts to adapt them to these clients, their families, and/or their communities.
 5. Advanced practitioners understand system resources available to clients across the life course, and the unique issues facing them in gaining access to and utilizing these resources and reforming policy and delivery systems to address unmet needs.
 6. Advanced practitioners understand increased risk and protective factors related to bio-psycho-social-spiritual domains and incorporate them in their assessment and intervention, as well as a range of physical health and recovery issues associated with

social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities.

Educational Policy 2.1.9—Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

1. Advanced practitioners in DPMH will be able to describe the structure of the DSM IV and conduct an assessment using the DSM criteria and structure.
2. Advanced practitioners in DPMH demonstrate the ability to critically appraise the impact of the social environment on the overall well-being of persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.
3. Advanced practitioners in DPMH recognize and assess social support systems and socioeconomic resources specific to persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities

Definition of Evidence-Informed Practice:

Evidence-informed practice (EIP) is a guiding principal for the UT Arlington-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UT Arlington-SSW: The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker,

2003, p. 149). . . .the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al. (2005).

The UTA SSW vision statement states that the "School's vision is to promote social and economic justice in a diverse environment." Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice. Empowerment is a seminal vehicle by which social justice can be realized. It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply "symptoms". This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

Definition of Empowerment: as defined by Barker (2003:142) as follows:

In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

I. Description of Course Content: This course is a second-year blended option in the HBSE, Direct Practice sequences. The focus of this course is on current advances in knowledge of the neurobiological underpinnings of human behavior and development, the interaction between those underpinnings and the social context and environment, the relevance to social work practice with individuals, families, groups, programs/organizations, and communities, and related assessment and intervention practice behaviors across several practice domains. The domains include human development, genetics, mental health and substance abuse, cognition, stress and trauma, and violence and aggression. The implications of neurobiological and environmental influences (including public health issues and health disparities) will be examined in terms of social justice, social work values, knowledge, and skills, as well as in terms of the structural and systematic arrangement and delivery of social welfare services at the micro, mezzo, and macro levels.

II. Competency-Based Performance Outcomes for Advanced Skills and Practice Behaviors:

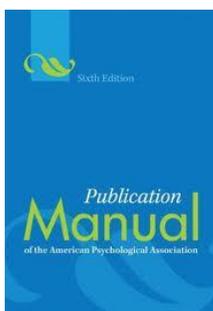
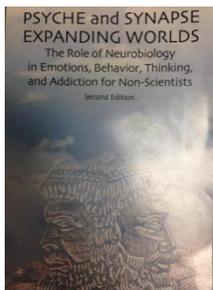
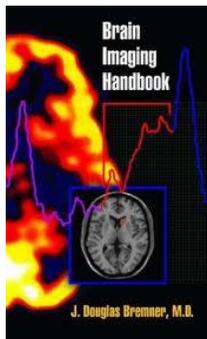
Upon completion of this course, the participant will be able to:

- 1.Synthesize current knowledge on the parts of the human central nervous system and know their functions, so as to be able to read and interpret relevant new scientific information (such as that in news publications and in communications from primary care practitioners and specialists), and so to inform their practice behaviors and understanding of target behavior/social problems.
- 2.Distinguish among sources of knowledge to synthesize and apply appropriate neuroscientific information needed to make an intervention plan, design a program/delivery system, or develop a policy for at least two target populations.
- 3.Critique and propose modifications to an intervention plan, policy, delivery system, or program which does not utilize appropriate, up-to-date neuroscientific information as its foundation.
- 4.Enhance critical thinking about the interface between human biology/neuroscience and social work practice at the micro and macro levels, so that they can analyze the

biological aspects of a practice problem, such as models of assessment, and consider it in making practice decisions.

5. Demonstrate the collection, organization, and interpretation of client biopsychosocial data within an assessment at the micro or macro level.
6. Demonstrate the synthesis and application of biopsychosocial data within an intervention plan at the micro or macro level.
7. Evaluate practice outcomes related to neurobiological and environmental interactions.

Required & Recommended Classroom Materials



Required Textbooks

Bremner, J.D. (2005). *The Brain Imaging Handbook*. New York: W.W. Norton & Company, Inc.

Johnson, H. C. (2004). *Psyche and synapse, expanding worlds: The role of neurobiology in emotions, behavior, thinking, and addiction for non-scientists* (2nd Ed.). Greenfield, MA: Deerfield Valley Publishing.

Recommended. Ginsberg, L., Nackerud, L., & Larrison, C.R. (2004). *Human biology for social workers*. Boston: Pearson Education, Inc.

Recommended. Lezak, M. D. (1995). *Neuropsychological assessment* (3rd .ed.). New York: Oxford University Press. k

Recommended. Mange, E.J. & Mange, A.P. (1999). *Basic human genetics*. Sunderland, MA.: Sinauer Associates, Inc.

Recommended. Szuchman, L.T. & Thomlison, B. (2004). *Writing with style: APA style for social work*. Belmont, CA.: Brooks/Cole.

Additional recommended readings will be assigned from professional journal sources and book chapters. They will be posted to the course's BlackBoard site.

APA Manual, 6th Edition if you have not already purchased this manual.

Resources for APA formatting:

- Margins, page numbers, and font:
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Cover Page, running head:
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Formatting of Headings:
<http://owl.english.purdue.edu/owl/resource/560/16/n>

Class Schedule

Readings should be completed prior to the class they are listed beneath.

<u>Week</u>	<u>Dates</u>	<u>Readings</u>	<u>Assignments Due</u> All due dates are on Sundays by 11:59pm.
Week 1	January 13-19	Post an introduction of yourself, review introductions of your classmates and become familiar with the Syllabus and course content.	Post your class introduction in BlackBoard discussion 1 by 11:59pm Sunday, Jan. 19
Week 2	January 20-26	Blackboard readings for weeks 1-2	Blackboard discussion will open on Monday Jan. 20 at 12:05am and will close on Sunday, Jan. 26 at 11:59pm. You must respond to two additional posts to receive full credit.
Week 3	January 27-February 2	Blackboard readings for week 3	Complete online readings
Week 4	February 3-9	Blackboard readings for week 4	Exam 1 will open in Blackboard's week 4 folder at 12:05am on Feb. 3 rd . Complete exam 1 by Sunday the 9 th at 11:59pm
Week 5	February 10-16	Blackboard readings for week 5	Complete online readings and begin working on paper 1 if you have not done so already.
Week 6	February 17-23	Blackboard readings for week 6	Paper 1 is due by 11:59pm Sunday, 23 rd
Week 7	February 24-March 2	Blackboard readings for week 7	Complete online readings
Week 8	March 3-9	Blackboard readings for week 8	Blackboard discussion will be available on Monday at 12:05am and will close on Sunday at 11:59pm. You must respond to two additional posts to receive full credit.
Week 9	March 10-16	SPRING BREAK!	SPRING BREAK!
Week 10	March 17-23	Blackboard readings for week 10	Blackboard discussion will be available on Monday at 12:05am and will close on Sunday at 11:59pm. You must respond to two additional posts to receive full credit.

Week 11	March 24-30	Blackboard readings for week 11	Paper 2 is due by 11:59pm Sunday, 30th
Week 12	March 31-April 6	Blackboard readings for week 12	Complete online readings
Week 13	April 7-13	Blackboard readings for week 13	Blackboard discussion will be available on Monday at 12:05am and will close on Sunday at 11:59pm. You must respond to two additional posts to receive full credit.
Week 14	April 14-20	Blackboard readings for week 14	Exam 2 to be completed by Sunday, 20 th at 11:59pm
Week 15	April 21-27	Blackboard readings for week 15	Blackboard discussion will be available on Monday at 12:05am and will close on Sunday at 11:59pm. You must respond to two additional posts to receive full credit.
Week 16	April 28- May 4		Extra credit discussion board (Not Required)

Course Outline/Topics and Readings. *As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. – Tracey M. Barnett*

Descriptions of major assignments and examinations with due dates: Major Writing Assignments (objectives 4-7). Grading rubrics are posted in BlackBoard:

1. The **FIRST** will be an opportunity to apply up-to-date knowledge of neurobiological underpinnings associated with human brain development/change related to a specific environmental factor during a specific life stage or trajectory from the topics below. Search for and critically analyze recent peer-reviewed neuroscientific research on them (the number of sources will vary by topic), and summarize what you have learned about the neurobiological underpinnings of the factor, with implications for social work practice, in **5-10 pages (APA style) plus references**. Select one of the following topics (environmental factor is italicized: 1) Neurobiological underpinnings for the effects of prenatal *maternal nutrition and breastfeeding* on a selected domain of infant development (e.g., speech and language, cognitive, growth); 2) Child neurobiological underpinnings of “best fit” *parental temperament and child-rearing practices* at specific brain development stages (e.g., neonatal, infancy, toddlerhood); 3) Neurobiological effects on development of a *mild traumatic brain injury* experienced between the ages of 18-25 in a typically developing human; 4) Implications of typical brain changes in aging for the effects of “best fit” *social support systems and environmental modifications* for the elderly. 5) Neurobiological underpinnings for effects of *substance abuse* and process of addiction at a specific life stage/age. 6) Implications of the neuroscience evidence on the relationship between motor and perceptual development in infants for *child-rearing environments*.
2. The **SECOND** will be an opportunity to select appropriate neuroscientific information needed to do an assessment, make an intervention plan, design a program/delivery system, or develop a policy for a target population OR to carry out a critique and propose

modifications to an existing assessment tool/protocol, intervention plan, policy, delivery system, or program (described in the social work literature) which does not currently utilize appropriate, up-to-date neuroscientific information as its foundation. What would a neuroscientifically-informed approach look like? **10-15 pages (APA style) plus references.**

Select one of these topics: 1) Programs to address the needs of incarcerated adults with mental illness. 2) The intervention options available in a public mental health delivery system in a particular state or county. 3) Program models for children and adolescents with early onset mental conditions, early aggressiveness, or other neurological disorders in a public school system. 4) Program/policy/health care reform for persons with early stage Alzheimer’s disease. 5) Assessment and intervention plan for veterans with mild traumatic brain injury and their families. 6) Policy/architecture-space use/program model promoting increased breastfeeding of infants. 7) Assessment tools and policies to handle youth sports-related concussions optimally. 8) Home and community (e.g., day care, church nursery, public parks, supermarkets) environment assessment tools to guide developmentally optimal settings for infants.

Examinations

Two Examinations will be given during the semester. They will be made up of a variety of objective questions from reading assignments and lectures/exercises (**objectives 1-4**).

VII. Grading Policy:

The following list of course requirements and percentages will be utilized:

Paper I	20%	20 Points
Examination I	20%	20 Points
Paper II	25%	25 Points
Examination II	25%	25 points
6 (5 required Discussion Boards)	10%	10 Points

A total of 6 discussion board posts will be available. You are only required to complete 5 discussion board posts. If you complete all 6 you could possibly earn 2 extra points on your final grade.

Total	100%	100 Points
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Course Grading Scale.

The following scale will be used for calculating an overall course grade:

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A	100% - 90%	100 - 90
B	89% -80%	89 - 80
C	79% -70%	79 - 70
D	69% - 60%	69 - 60
F	59% and below	59 - 0

VIII. Attendance Policy: Attendance and participation are considered crucial aspects of learning course material. If your personal schedule does not permit regular class attendance and participation, please drop this class and plan to take it at another time which fits your life better. Students missing two (2) or more classes unexcused will receive a one letter grade drop in their final grade for the semester. Missing more than three (3) classes unexcused will cause the student to fail this course. Attendance in online classes is determined by full completion of the assigned activities before the next face to face class. Leaving class early unexcused, failing to participate due to lack of clicker, failing to participate due to engaging in non-class distractors (i.e., texting during class, talking with classmates except during assigned discussion activities, having laptop open during class unless required by OSD accommodations), and consistently coming late to class will constitute an absence. Participation in class should reflect an understanding of, or questions about, assigned reading, the integration of such with personal and professional experiences, and the desire to broaden one's professional knowledge base. Please become familiar with the NASW Code of Ethics. It establishes the foundation for respect of each other and the evolving perspectives we might share throughout the semester. Participation encompasses punctuality; respecting and encouraging the opinions of peers, even if they do not represent your own; demonstrating the ability to read carefully and think critically; demonstrating the ability to speak up when you have a point to make, a question to pose, or an alternative perspective to present; being prepared to give and accept feedback; and being prepared to work with colleagues. *Please* respect the instructor and your colleagues - *turn off* laptops and ringers on cell phones, pagers, etc., before class begins.

IX. Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ao/fao/>).

X. Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Academic Integrity: Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

XII. Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building; students should exit the room and move toward the nearest exit, which is located to the left of the classroom door out to the breezeway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

XIV. Librarian to Contact: John Dillard, 817-272-7518, dillard@uta.edu

Library Home Page	http://www.uta.edu/library
Subject Guides	http://libguides.uta.edu
Subject Librarians	http://www.uta.edu/library/help/subject-librarians.php
Database List.....	http://www.uta.edu/library/databases/index.php
Course Reserves.....	http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog	http://discover.uta.edu/
E-Journals	http://liblink.uta.edu/UTALink/az
Library Tutorials	http://www.uta.edu/library/help/tutorials.php
Connecting from Off- Campus	http://libguides.uta.edu/offcampus
Ask A Librarian	http://ask.uta.edu

XVI. Make-up Exam/Late Assignments Policy:

Make-up exams must be scheduled and taken prior to the class following the regularly scheduled exam, or an alternative assignment will be given. All assignments must be turned into SafeAssign in BlackBoard on the scheduled due date, before the beginning of class. Late assignments will be assigned a five (5) point penalty for each day late. Late assignments will be accepted *up to* five (5) days after the scheduled due date, but for all of the assignments except the last written assignment the late points will use up all available points before the fifth day resulting in 0 points. The final paper cannot be accepted late.

XVII. Grade Grievance Policy: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog, see <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#grade-grievances>

XVIII. Bibliography.

All posted items on the BlackBoard site for this course are part of the course materials; these are the result of a systematic review for social work-relevant neuroscience meta-analyses and systematic reviews published in peer-reviewed journals in the last 10 years. They will be updated each semester, and so are not included on this core bibliography.

Selected Bibliography

- Cohen, D. (1988). Social work and psychotropic drug treatments. *Social Service Review*, 62(4), 576-599.
- Cohen, D. (1989). Good intentions are not enough. *Social Service Review*, 63(4), 661-665.
- Cornelius, L. (2000). Having limited choices for medical care: does it lead to delays in seeking care for minority populations? In C. Hogue (Ed.), *Minority health in America* (p.). Baltimore, MD.: Johns Hopkins University Press.
- Council on Social Work Education (2008). *Handbook of Accreditation Standards and Procedures*. Washington, D.C.: CSWE.
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- Gunnar, M. R., & Thelen, E. (Eds.). (1989). *Systems and development: the Minnesota symposia on child psychology, Vol. 22*. Hillsdale, NJ.: Lawrence Erlbaum Associates, Inc..
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