

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 393R22	Instructor:	Arlene Montgomery, Ph.D. LCSW
Unique Number:	61635	E-mail:	marksak@utexas.edu
Semester:	Fall 2018	Phone:	Home (512) 480-8086; Office (512) 474-8317
Class Time:	Monday 5:30-8:30 pm	Office:	SW 3.104A Adjunct Faculty Office
Meeting Place:	SSW 2.130	Office Hours:	By appointment

NEUROBIOLOGY AND SOCIAL WORK PRACTICE

I. Course Description

This course will cover selected findings from recent neurobiological research as it elaborates understanding of relationship dynamics with individuals, couples, families, and groups. Although this research is usually found outside the usual discourse of the social and psychological sciences, a body of scientific work useful to social service providers will be reviewed. The support that recent scientific findings provide for aspects of psychological treatment theories and differential diagnosis will be reviewed. This course will focus on using multiple perspectives in the advanced application of neurobiology research to inform clinical intervention, with emphasis placed at the micro and mezzo levels of practice. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics. A bio-psycho-social and cultural emphasis will be applied to the various problem areas and disorders covered.

II. Course Objectives

Upon completion of this course, students will demonstrate the ability to:

1. understand how recent scientific findings guide and inform social service interventions;
2. critically compare and analyze therapeutic and social service implications of recent scientific findings related to the impact of the relationship experiences on/in the human brain;
3. evaluate, select, and design a social service intervention which takes into account both the appropriate psychological theory and the scientific research which supports the use of that particular theory
4. adapt social service intervention methods to activities/programs which are designed to sensitively differentiate the needs of the client/client system as influenced by age, gender, sexual orientation, race, class, ethnic/cultural background, socioeconomic status, physical challenge, and other individual differences.

III. Teaching Methods

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery of the skills involved in the examination of social work practice theory as it is supported by selected scientific findings. Readings, discussion, lecture, experiential exercise, videos, audio CDs, case examples, and presentations are designed to enhance the learning experience.

IV. Required Texts, Recommended Texts, and Course Materials

Required Texts:

Schore, A.N. (2012). *The science of the art of psychotherapy*. New York: W.W. Norton & Co.

Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist needs to know*. New York: W.W. Norton & Co.

Suggested Texts:

Cassidy, J. & Shaver, P., (Eds.). (2008). *Handbook of attachment: Theory, research, and clinical applications*. New York: The Guilford Press.
(Second edition: available in paperback)

Applegate, J. & Shapiro, J. (2005) *Neurobiology for clinical social work: Theory and practice*. New York: W.W. Norton & Co.

Cozolino, L. (2002) *The neuroscience of psychotherapy: Building and rebuilding the human brain*. New York: WW Norton & Co.

Badenoch, B. (2008) *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. New York: WW Norton & Co.

Bennett, S. & Nelson, J. (Eds.). (2010). *Adult attachment in clinical social work. Practice, research, and policy*. New York: Springer.

Farmer, R.C. (2009). *Neuroscience and social work practice: The missing link*. Thousand oaks, CA: SAGE.

Mikulincer, M. & Shaver, P. (2007). *Adult attachment: Structure, dynamics, and change*. New York: The Guilford Press.

Nelson, J. (2005). *Seeing through tears: Crying and attachment*. New York: Routledge.

Nelson, J. (in press). *What made Freud laugh: An attachment perspective on laughter*. New York: Routledge.

Schore, A. (2003a). *Affect dysregulation and disorders of the self*. New York: W.W. Norton & Co.

Schore, A. (2003b). *Affect regulation and repair of the self*. New York: W.W. Norton & Co.

Siegel, D.N. (2015). *Brain storm: The power and purpose of the teenage brain*. New York: Penguin.

Wallin, D. (2007) *Attachment in psychotherapy*. New York: The Guilford Press.

V. University Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VI. Policy on attendance, participation, and due dates for assignments

Students are expected to attend class regularly and to participate in the class discussions by contributing meaningful questions and discourse with fellow students and the instructor. Readings are expected to be completed prior to class. Role will be taken; leaving class at the break will be considered an unexcused absence unless arrangements have been made with the instructor for the absence to be excused. Points will be deducted from the final grade for unexcused absences. The student is allowed one unexcused absence without penalty. Students will not be permitted to make up work missed during unexcused absences. Late assignments will not be accepted without penalty; some exceptions may be made by the instructor. Failure to attend class regularly and demonstrate through class discussion that one has read the assigned material will be considered in assigning the final grade. Use of a laptop computer should only pertain to class and not personal matters/interests.

VII. Course Assignments (detail available in hand-out)

Evaluation based on:

Reading assignment completion

Class participation.

Class attendance

Successful completion of assignments.

Paper #1 = 40% (due Saturday noon, October 20)

Paper #2 = 35% (first ½ due Nov. 19 at end of class; second ½ of paper #2 is due December 10 at 12 midnight)

Text summary and presentation=15%

Article summary and presentation-6%

Participation and attendance= 4%

IX. COURSE SCHEDULE

Date	Topic: Required readings; to be presented	Assignment Due: Additional presentation material	Readings: located in Canvas (recommended)
09/10/18 Class #1	Introduction to course Begin film, Postcards from the Edge; film, Ponette		
09/17/18 Class #2	Attachment: Montgomery, A. (2013). Chapter 1, Affect Regulation and the Autonomic Nervous System, 3-27. Schore, A.N. (2003a). Parent-infant communications and the neurobiology of emotional development. Affect dysregulation and disorders of the self. New York: W.W. Norton & Co. Chapter 4 (75-86).	Sable, P. (2012). Cassidy, J. (1999). Karen, R. (1990). Van Ijzendoorn, M. & Sagi, A. (1999) Nelson, J. & Bennett, S. (2008) Bowlby, J. (1960).	

<p>09/24/18 Class #3</p>	<p>Neurobiology of fear and trauma: Schoe, A. N. (2012)Chapter 3. Right brain affect regulation: An essential mechanism of development, trauma, dissociation, and Montgomery, A. (2013). Neurobiology essentials for clinicians: Ch. 3, Threat Management and the Amygdala</p>	<p>Siegel, D. (2003). Applegate, J and Shapiro, J. (2000). Nelson, J. (in press)</p>	<p>Assessment tool: In Scarf, M. (1995). Intimate worlds, life inside the family. NY: Random House, from Chapter 2: The Beavers Scale of Family Health and Competence: Levels 1-5)</p>
<p>10/1/18 Class #4</p>	<p>Coping with fear and trauma Schoe, A.N. (2012). Chapter 6 Attachment, affect regulation, and the developing right brain: Linking developmental neuroscience to pediatrics. <i>T</i> Schoe, A.. (2012). Chapter 8 Attachment trauma and the developing right brain: Origins of pathological dissociation (259-320).</p>		<p>Greenberg, G. (July 2001). Aisenberg, E. (2008). Buelow, et al.</p>
<p>10/08/18 Class # 5</p>	<p>Clinical work with relational templates resulting in coping with fear and trauma Schoe, AN. (2012). Chapter 5 Therapeutic enactments: Working in right brain windows of affect tolerance (152-222). Montgomery, A. (2013). Chapter 2, Defense Mechanisms and the Limbic System, Montgomery, A. (2013). Chapter 8, Integrating Selected neurobiological Concepts into the Supervisory Process, pp. 244-277.</p>	<p>Wallin, D. (2007). Applegate, J & Shapiro, J. (2005). Schoe, J. R. & Schoe, A.N. (2008).</p>	<p>Chapter 10 Cultural issues in Relational Diagnosis: Hispanics in the United States Chapter 11 Cultural Considerations in Diagnosis, Valliant(974) chart and Montgomery (2013) Ch.2 Defensive Functioning Scale (807-810); Glossary (811-813); GARF Scale (814); SOFAS Scale (817) in DSM-IV-TR</p>
<p>10/15/18</p>	<p>Neuroception and attachment-</p>	<p>Beebe, B. (2003)</p>	

<p>Class # 6</p>	<p>informed interventions</p> <p>Montgomery, A. (2013). Chapter 4, Therapeutic Engagement Issues and the Vagal System, 65-113.</p>	<p>Berlin, L., Zeanah, C., & Lieberman, (2008).</p>	
<p>10/22/18 Class #7</p>	<p>Early dysregulation and resulting attachment injuries</p> <p>Schore, A.N., (2003a). Parent-infant communications and the neurobiology of emotional development. <i>Affect dysregulation and disorders of the self</i>. New York: W.W. Norton & Co. Chapter 4 (75-86).</p>	<p>Lyons-Ruth, K. (2008).</p> <p>Boo, K. (2006, February 6).</p> <p>Brown, K. M. & Sorter, D. (2010).</p> <p>Mikulincer, M. & Shaver, P. (2007).</p> <p>Solomon, J. & George, C. (2008).</p>	
<p>10/29/18 Class #8</p> <p>&</p> <p>11/05/18 Class #9</p>	<p>Attachment styles as templates for disordered personality functioning</p> <p>Montgomery, A. (2013). Chapter 5, Personality Disorders as Affect Management Strategies, 114-192.</p> <p><i>Review for class: DSM 5 Personality Disorders 591-644; Anxiety Disorders, 189-234; Obsessive-Compulsive and Related Disorders, 235-164; Alternative DSM-5 model for Personality Disorders ,761-782</i></p>	<p>Wallin, D. The dismissing patient. In: Attachment in Psychotherapy, New York: The Guilford Press, 211-223.</p> <p>Wallin, D. (2007) Attachment in psychotherapy (84-98).</p> <p>Wallin, D. (2007). Assessing the patient's state of mind 206-210.</p> <p>Wallin, D. The preoccupied patient. , 224-241.</p> <p>Bennett, S. & Nelson, J. (Eds.). (2010).</p>	

11/12/18 Class # 10	<p>Developmental issues in assessing attachment styles Montgomery, A. (2013). <i>adolescence</i>. Chapter 6.</p> <p>Traumatic Antecedents of Borderline Personality Disorder. In Psychological trauma (pp. 111-126) Bessel A. van der Kolk.</p> <p>(in Canvas)</p>	<p>Sagi,A, Van I Jzendoorn, M., Aviezer, O. Donnell, F., & Mayselless, O.. (1994).</p> <p>Van Ijzendoorn, M. & Sagi, A. (2008)</p> <p>Nelson, J. (2005).</p> <p>Nelson J. (in press).</p>	
11/19/18 Class # 11	<p>Compare and contrast cultural sculpting of attachment</p>	<p>Takahashi, K. (1990).</p> <p>Tronick, E. (2007) Multiple caretaking in the context of human evolution:</p> <p>Tronick, E. (2007) The Manta pouch:</p> <p>Tronick, E. (2007) Mother-infant interaction among the Gusii of Kenya.</p>	
11/26/18 Class #12	<p>Assessing “normative”</p> <p>Schore, A.N.(2012). Bowlby’s environment of evolutionary adaptedness: Current decrement in U.S. culture (339-382).</p> <p>Review for class: <i>Depressive Disorders, 155-189;</i> <i>Anxiety Disorders, 189-253;</i></p>	<p>Nelson, J. (2005).</p> <p>Scheper-Hughes, N. (1992).</p> <p>Schoch, R. (1992).</p>	

	<i>Dissociative Disorders; Trauma- and Stressor-Related Disorders; Somatic Symptom and Related Disorders; Sleep-Wake Disorders, 361-42</i>		
12/03/18 Class 13	Considering therapeutic change vis a vis the neurobiology of attachment and regulation issues Schore, A.N. (2012). Chapter 4 The right brain implicit self lies at the core of psychoanalysis (118-151)	Bennett, S. & Nelson, J. (Eds.). (2010). Bennett, S. and Nelson, J. (2008). Nelson, J. (2010). Stern, D. (1998).	Assessment tool: Steinberg, M., Rounsaville, B., et al., (1994).
12/10/18 Class #14	Psychotherapy research and attachment: some illustrations of relational trauma and attachment O Schore, A.N. (2012). Chapter 2. Relational trauma and the developing right brain: An interface of Psychoanalytic Self Psychology and Neuroscience. (52-70).	Solomon, M. & Siegel, D. (Eds). Grossmann, K., Grossmann, K.E., Spangler, G. Suess, G. & Unzner, L. (1985). Tronick, E. (2007). Van Ijzendoorn, M. & Sagi, A. (1999)	

X. BIBLIOGRAPHY

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Berlin, L., Zeanah, C., & Lieberman, (2008). Prevention and intervention programs for supporting early attachment security, *In: Cassidy, J. & Shaver, P., (Eds.). (2008). Handbook of attachment: Theory, research, and clinical applications*. New York: The Guilford Press, 748-761.

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