



Spring 2019

Course Number: SOWK 679.86 S02	Classroom: Online
Course Name: Neuroscience and Social Work Practice	
Day & Time: Online Spring 2019 (May 6th-June 17th)	

Instructor: Peter J. Baylis PhD RCSW	Office Hours: Please email
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	I will respond to emails within two days; it may be longer for emails sent after work hours on a Friday

COURSE OUTLINE

Syllabus Statement

Information from the field of neuroscience is common rhetoric within academic and professional circles. Such conversations are frequently accompanied by speculation and assumption about the implication of new findings to particular fields of study and practice, e.g., Neuroethics, Neuropsychanalysis, Neuroeducation, Neurologic Music Therapy, Neuro Art Therapy, Neurolaw.

This course integrates information from the field of affective and social neuroscience as it enhances social work practice across the life span. It synthesizes foundational elements of neurological development within a social work frame that encompasses a bio-psycho-social perspective. The course will examine information relevant to attachment, memory, information processing impacted by trauma, and basic considerations of gene-environment interactions (epigenetics). Throughout the course ethical considerations and practice implications will be reviewed as it applies to social work.

As new information from the field of neuroscience is constantly emerging and challenging previously held beliefs. Consequently, it is important to maintain an open yet critical perspective with regards to practical implications for social work practice.

Course Description

The course will blend didactic presentations, with case examples, and problem based learning to help students critically integrate knowledge and practice. There will be some elements of rote learning with an expectation to critically consider the implications of new learning from the field of affective and social neuroscience as it might impact social work in various domains of practice.

Online presentations will be made available on Mondays beginning May 6th with the last presentation offered on June 10th (a total of six presentations). There is an expectation that students will post responses to questions pertaining to the readings and presentation for the week; this is a graded assignment.

There will be two live online sessions, May 13th and June 3rd, and possibly June 10th, at 7pm till approx. 8:30pm (Mountain Daylight Time).

Learning Objectives

By the end of this course, students will demonstrate an understanding of elementary principles of brain development and functioning related to social work practice. Students will be able to identify relevant neurological considerations related to client issues, and propose interventions informed by a bio-psycho-social perspective, to facilitate changes.

Specific Course-Level Objectives (CLO):

1. Students will be able to identify basic brain anatomy and neuron physiology.
2. Students will be able to describe and identify the impact of trauma on basic brain anatomy and physiology.
3. Students will be able identify introductory considerations of the impact of substance abuse on brain anatomy and physiology.
4. Students will be able to describe the principle of neuro-plasticity and its relevance to social work practice at the community and clinical levels.
5. Students will be able to identify interpersonal factors associated with positive and negative development that can inform social work practice.
6. Students will be able to formulate a written intervention plan that integrates relevant findings from the field of neuroscience as reviewed in class.
7. Students will be able to integrate research from the field of neuroscience as it informs principles of autonomy and free will in the practice of social work.
8. Social work students will incorporate information from the field of neuroscience when analyzing complex social situations in order to make professional judgments.
9. Social work students will integrate information from the field of neuroscience to develop advanced knowledge and skills in practice with individuals, families, groups, and/or communities.

MSW Program Level Outcomes (PLO):

- 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2) Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
- 1.3) Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
- 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
- 4.3) Generate plans that strive to end injustice (identified above), social injustice, and oppression.
- 5.1) Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
- 6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.
- 7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
- 9.2) Actively promote empowering and anti-oppressive practice.
- 9.4) Participate effectively in interprofessional practice, community collaboration, and team work.
- 9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

Relationship to Other Courses

This course supports learners to gain foundational knowledge related to neuroscience as it applies to the field of social work. It thus offers students another perspective to understand and to critically examine theoretical concepts and practical frameworks offered in other courses.

Course Text(s)

There is no book for this class. All reading material is available through library resources online and the web. Please see Detailed Class Schedule listed below

Class Schedule

NOTE: The inquiry-based learning approach honors students' diverse ways of knowing, as well as their abilities to reflect on their lived experience, to generate knowledge, and to research and critically reflect on relevant information. For each seminar, rather than being passive receivers of information, students are encouraged to participate in critical dialogues on relevant topics and issues. They are encouraged to complete the readings before each seminar, and to engage online with the questions related to the topic of the week and fellow students' posts.

Overview

Class 1 Week of May 6th Introduction to neuroscience and SW practice	<ul style="list-style-type: none">• Course overview• Integrating neuroscience and social work practice• Neuron• Basic brain development• Epigenetics• Research tools
Class 2 Week of May 13th Basic brain structures, and memory	<ul style="list-style-type: none">• Introduction to function of basic brain structures• Neuroscience of memory• Practice considerations
Class 3 Week of May 20th Trauma and Post Traumatic Stress Disorder	<ul style="list-style-type: none">• Fear response• Impact of stress on brain development, structure and functioning• Practice considerations
Class 4 Week of May 27th Addiction	<ul style="list-style-type: none">• Addiction• Impact of substance abuse on brain anatomy and function,• Practice and policy considerations

<p>Class 5 Week of June 3rd Attachment and talk therapy</p>	<ul style="list-style-type: none"> • Introduction to attachment theory and the “Circle of Security” • Neurological underpinnings of attachment • How patterned social interaction influences brain structure and function • Factors in talk therapy that may contribute to change • Practice considerations
<p>Class 6 Week of June 10th Constructing emotions, free will & determinism</p>	<ul style="list-style-type: none"> • Exploration of how we come to experience and create emotions, and how neuroscience impacts our thinking about free will and determinism in social work practice

Detailed Class Schedule and Readings

	Assigned Reading & Links
<p>Lecture 1 Introduction May 6th</p>	<p>Egan, M., Neely-Barnes, S. L., & Combs-Orme, T. (2011). Integrating neuroscience knowledge into social work education: A case-based approach. <i>Journal of Social Work Education, 47(2)</i>, 269--282.</p> <p>Johnson, H. C. (2001). Neuroscience in social work practice and education. <i>Journal of Social Work Practice in the Addictions, 1(3)</i>, 81--102.</p> <p>The Nervous System (Crash Course) The Nervous System</p> <p>2-Minute Neuroscience: The Neuron The Neuron</p> <p>McGill University: The Brain from Top to Bottom; The Neuron McGill: The Brain from Top to Bottom -review “Level of explanation”=beginner, intermediate, advanced; and Level of organization”= cellular, molecular</p>
<p>Lecture 2 Basic brain structures, and memory May 13th (live online 7pm MDT)</p>	<p>Nadel, L., Hupbach, A., Gomez, R., & Newman-Smith, K. (2012). Memory formation, consolidation and transformation. <i>Neuroscience and Biobehavioral Reviews, 36(7)</i>, 1640-1645.</p> <p>LaBar, K. S., & Cabeza, R. (2006). Cognitive neuroscience of emotional memory. <i>Nature Reviews Neuroscience, 7(1)</i>, 54--64.</p> <p>Mayfield Clinic: Anatomy of the Brain Anatomy of the Brain</p> <p>The Human Memory Types of Memory Review section Types of Memory</p> <p>Joseph LeDoux, The Amygdala and Unconscious Memories The Amygdala</p> <p>San Kean, What happens when you remove the hippocampus? Ted-Ed The Hippocampus</p>

	<p>Optional Reading</p> <p>Schwabe, L., Nader, K., & Pruessner, J. C. (2014). Reconsolidation of human memory: Brain mechanisms and clinical relevance. <i>Biological Psychiatry</i>, 76(4), 274–280.</p>
<p>Lecture 3 Trauma and Post Traumatic Stress Disorder May 20th</p>	<p>Brewin, C. R. (2001). A cognitive neuroscience account of posttraumatic stress disorder and its treatment. <i>Behaviour Research and Therapy</i>, 39(4), 373-393.</p> <p>Teicher, M. H., Andersen, S. L., Polcari, A., Anderson, C. M., & Navalta, C. P. (2002). Developmental neurobiology of childhood stress and trauma. <i>Psychiatric Clinics of North America</i>, 25(2), 397-426.</p> <p>van der Kolk, B. A. (2003). The neurobiology of childhood trauma and abuse. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 12(2), 293-317.</p> <p>2-Minute Neuroscience: HPA Axis HPA Axis</p> <p>Kelly McGonigal, How to make stress your friend The Value of Stress</p> <p>Optional Reading</p> <p>Ross, D. A., Arbuckle, M. R., Travis, M. J., Dwyer, J. B., van Schalkwyk, G. I., & Ressler, K. J. (2017). An integrated neuroscience perspective on formulation and treatment planning for posttraumatic stress disorder: An educational review. <i>JAMA Psychiatry</i>, 74(4), 407-415.</p>
<p>Lecture 4 Addiction May 27th</p>	<p>Littrell, J. (2010). Perspectives emerging from neuroscience on how people become addicted and what to do about it. <i>Journal of Social Work Practice in the Addictions</i>, 10(3), 229-256.</p> <p>Casey, B. J., & Jones, R. M. (2010). Neurobiology of the adolescent brain and behavior: Implications for substance use disorders. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, 49(12), 1189-1201.</p> <p>Carl Hart, Let's Quit Abusing Drug Users Let's quit abusing drug users</p> <p>Addiction and the Rat Park Experiments Rat Park Experiments</p> <p>Everything We Think We Know About Addiction Is Wrong What We Think We Know May Be Wrong</p> <p>2-Minute Neuroscience: Reward System The Reward Pathway</p> <p>The Science of Addiction Addiction</p> <p>Optional Reading</p>

	<p>Hyman, S. E. (2005). Addiction: a disease of learning and memory. <i>American Journal of Psychiatry</i>, 162(8), 1414-1422.</p> <p>Ksir, C., & Hart, C. L. (2016). Cannabis and psychosis: A critical overview of the relationship. <i>Current Psychiatry Reports</i>, 18(2), 1-11.</p>
<p>Lecture 5 Attachment and Talk Therapy June 3rd (live online 7pm MDT)</p>	<p>Hostinar, C. E., & Gunnar, M. R. (2013). Future directions in the study of social Relationships as regulators of the HPA axis across development. <i>Journal of Clinical Child and Adolescent Psychology</i>, 42(4), 564-575.</p> <p>Schore, A. N. (2014). The right brain is dominant in psychotherapy. <i>Psychotherapy</i>, 51(3), 388-397.</p> <p>Schwabe, L., Nader, K., & Pruessner, J. C. (2014). Reconsolidation of human memory: Brain mechanisms and clinical relevance. <i>Biological Psychiatry</i>, 76(4), 274-280.</p> <p>Optional Reading</p> <p>Baylis, P. (2006). The neurobiology of affective interventions: A cross-theoretical model. <i>Clinical Social Work Journal</i>, 34(1), 61-81.</p> <p>Lipton, B., & Fosha, D. (2011). Attachment as a transformative process in AEDP: Operationalizing the intersection of attachment theory and affective neuroscience. <i>Journal of Psychotherapy Integration</i>, 21(3), 253-279.</p> <p>Quillman, T. (2012). Neuroscience and therapist self-disclosure: Deepening right brain to right brain communication between therapist and patient. <i>Clinical Social Work Journal</i>, 40(1), 1-9.</p> <p>Schore, J. R., & Schore, A. N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. <i>Clinical Social Work Journal</i>, 36(1), 9-20.</p>
<p>Lecture 6 Constructing emotions, free will & determinism Online question & answers June 10th (live online 7pm MDT) Brief lecture, questions & answers</p>	<p>Barrett, L. F., Mesquita, B., & Gendron, M. (2011). Context in emotion perception. <i>Current Directions in Psychological Science</i>, 20(5), 286-290.</p> <p>Gendron, M., & Barrett, L. F. (2018). Emotion perception as conceptual synchrony. <i>Emotion Review</i>, 10(2), 101-110.</p> <p>Lisa Feldman Barrett Your Brain Creates Emotions</p> <p>Michael Gazzaniga, Brains Are Automatic, But People Are Free Automatic Brains-Free People</p> <p>Sam Harris, Free Will Is An Illusion Free Will is an Illusion</p> <p>Optional Reading</p> <p>Lisa Feldman Barrett The Secret History of Emotions</p> <p>Nahmias, E. (2012). Free will and responsibility. <i>Wiley Interdiscipline Review: Cognitive Science</i>, 3(4), 439-449.</p>

Assignments

The assignments are designed to facilitate your learning of the application of information from the field of neuroscience to the practice of social work. You should strive to consider how neuroscience information can inform work in the field, while mindful of its limitations. Your posts will be an opportunity to engage in critical thinking about material presented as part of the content of the class, and by your fellow students.

The second assignment will serve as a resource to all in the class. It will provide all students with a compendium of information to reference and update as you develop your professional identity and practice skills.

The third assignment asks you to familiarize yourself with neuroscience information particular to a case presentation. You will be asked to explain relevant neurological information as it pertains to the case presented, its impact on disorder, and develop a social work care plan based on said information. The care plan will integrate a neuroscience rationale with more common psychosocial approaches to interventions. The paper should focus more on skills rather than values to inform the intervention. A template will be provided to organize the content of the paper.

Please note standard of writing will be a factor in grading students' work. This will be discussed in class and students are encouraged to consider accessing support through resources available on campus. https://www.ucalgary.ca/ssc/writing_support/overview

Assignment #1 10 posts (25% of final grade):

Class participation

Number of posts:

- You will post one original response to the weekly posted question pertaining to the topic of that week. It must be posted by midnight of the Sunday of that same week. Your first original post will be posted by Friday May 10th, and every week following. Your final post will be June 7th. **There will be no post for lecture 6.**
- You will post one response/comment to someone else's original post by midnight on Sunday of the same week. Your first response must be posted by Sunday May 12th. Your last response will be posted by June 9th. **There will be no response posting for lecture 6.**

So every week you will post a response to the weekly question pertaining to the topic of the week by Friday at midnight, and a response/comment to someone else's response by the Sunday at midnight of the same week, (5 days to post original answer to my question, two days to post a response to someone else's answer).

Grading Rubric for Posts

Criteria	Outstanding 4	Proficient 3	Satisfactory 2	Beginning 1
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Critical Thinking	Rich in content Full of thought, insight, and analysis	Substantial information Evidence of thought, insight, and analysis	Generally competent; information may be basic in places Some analysis and insight	Rudimentary and superficial Little analysis or insight is evident
Connections	Postings make clear connections between previous readings, class discussions, and real situations	Postings make some connections between readings, class discussions, and real situations	Limited connections between readings, class discussions, and real situations	No connections are made Postings may be off topic
Uniqueness	Postings consistently have: <ul style="list-style-type: none"> • New approaches to an issue • Evidence of research • “I agree” postings relate personal experiences or cite other research 	Postings have some: <ul style="list-style-type: none"> • New approaches to an issue • Evidence of research • “I agree” postings relate personal experiences or cite other research 	Postings have limited: <ul style="list-style-type: none"> • New approaches to an issue • Evidence of research • “I agree” postings relate personal experiences or cite other research 	Postings add very limited new information to the discussion Postings include “I agree with...” statements, without elaboration
Contribution to the Learning Community	Frequently: <ul style="list-style-type: none"> • Attempts to motivate the group • Extends other postings • Posts concise comments 	Often: <ul style="list-style-type: none"> • Attempts to motivate the group • Extends other postings • Posts concise comments 	Sometimes: <ul style="list-style-type: none"> • Attempts to motivate the group • Extends other postings • Posts concise comments 	Seldom: <ul style="list-style-type: none"> • Attempts to motivate the group • Extends other postings • Posts concise comments
Language Conventions	Few errors in language conventions	Several errors in language conventions	Many errors that may interfere with comprehension	Numerous errors that interfere with

				comprehension
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Assignment 1 Learning Objectives: Addresses CLO 2,3,4,5,7,9 and PLO 1.1, 1.2, 1.3, 4.2, 4.3, 5.1, 6.3, 7.2, 9.2, 9.4, 9.5

Assignment #2 due June 15th (30% of final grade):

You will be divided into groups (size dependent upon enrollment numbers). Each group will be responsible for developing a pamphlet on a specific brain network or area. The pamphlet will include:

- Discernable image of the defined network or area of the brain
- Information on its development
- Functional description (e.g., what does it do, what is it responsible for, how does it impact information processing and behavior)
- How it is associated with disordered behavior and/or compromised development
- How it is impacted by medication, diet, behavior
- Proposed interventions to address identified disordered behavior and/or development

The pamphlet should be 3-4 pages

Brain areas:

- Pre-frontal cortex (PFC) (e.g., lateral PFC, medial PFC, orbital PFC)
- Hypothalamus
- Hippocampus
- Brainstem
- Striatum
- Amygdala
- Reward circuitry

Grading Rubric for Assignment 2

Criteria	Outstanding 4	Proficient 3	Satisfactory 2	Beginning 1
Description of brain areas	Fulsome description of the function of the brain as depicted narratively and visually on the pamphlet.	Substantial description of the function of the brain as depicted narratively and visually on the pamphlet.	Demonstrates a general understanding of the function of the brain as depicted narratively and visually on the pamphlet.	Demonstrates a minimal understanding of the function of the brain as depicted narratively and visually on the pamphlet.

Critical thought	Pamphlet demonstrates a clear connection between readings, class discussions, and real situations as well as personal reflection.	Pamphlet demonstrates some connections between readings, class discussions, and real situations.	Limited connections shown in the pamphlet between readings, class discussions, and real situations.	The pamphlet demonstrates no connection between the class readings and discussions with little to no critical thought.
Functional description	Exceptional performance demonstrated in pamphlet content. Description of assigned brain area demonstrates a comprehensive understanding of the subject matter presented.	Strong functional description of assigned brain area. Clarity of thought and expression demonstrates good understanding of the subject matter presented.	Subject matter is generally understood at the literal level. Wide reading, critical thought and creative insights in the pamphlet are limited. However, content still reveals a clear, logical, concise and coherent expression of ideas.	Work submitted at this level lacks understanding, absence of clarity of expression and limited content.
Interventions	A thorough description of interventions with the incorporation of scholarly literature as well as a critical reflection that clearly demonstrates the strengths and limitations.	A clear description of interventions with the incorporation of scholarly literature and critical reflection that demonstrates strengths and limitations.	A satisfactory description of interventions with the incorporation of some scholarly literature and satisfactory critical reflection of the strengths and limitations.	A limited description of interventions with the few scholarly sources as well as a lack of critical reflection of the strengths and limitations.

Assignment 2 Learning Objectives: Addresses CLO 1, 9 PLO 6.3, 9.4, 9.5

Assignment #3 due June 24th (45% of final grade):

Final paper

Your final paper will be based on a case example. You will be provided with four options to choose from, posted online 3 weeks before the paper is due (June 3rd). You will also be provided a template to structure your paper. The paper will reflect an assessment of the content provided, a description of neurological considerations, and proposed interventions informed by the neurological considerations. Students will be expected to further describe their chosen case, providing enough content to inform

neurological considerations and relevant interventions. This will be further discussed during our live online sessions.

Late papers accepted but downgraded a full letter grade for each day late

Length: 8 pages 2000 words (excluding references)

Format: Essay; APA style for references, 12 font, double spaced

Grading Rubric for Assignment 3

Criteria	Outstanding 4	Proficient 3	Satisfactory 2	Beginning 1
Assessment of content	The assessment is thorough and articulate. It demonstrates the integration of critical thought throughout, in-depth and comprehensive understanding of the content learned in class and from the readings.	The assessment is clear and in-depth. There is integration of proficient critical thought as well as a good understanding of the content learned in class and from the readings	The assessment is clear. There is understanding of the content learned in class and from the readings.	Assessment lacks critical thought and does not demonstrate limited understanding and application of the content learned in class and from the readings.
Description of neurological considerations	Fulsome description of the neurological considerations with connections between readings, class discussions, and real situations.	Demonstration of some description of the neurological considerations with connections between readings, class discussions, and real situations.	Some connections between the neurological considerations and previous readings, class discussions, and real situations	Very few connections between the neurological considerations with limited connections between readings, class discussions, and real situations
Proposed interventions	Interventions are thoroughly informed by neurological consideration and supported by scholarly literature.	Interventions are proficiently informed by neurological considerations and supported by scholarly literature.	Interventions are somewhat informed by neurological consideration. The scholarly literature moderately explores the interventions and neurological considerations.	There is limited use of relevant scholarly literature. Interventions are not readily informed by neurological considerations.

Case description	The neurological considerations and relevant interventions thoroughly and articulately portray the case description.	The neurological considerations and relevant interventions sufficiently portray the case description.	The neurological considerations and relevant interventions adequately portray the case description.	The neurological considerations and relevant interventions do not portray the case description.
Quality of writing	Written work is clear, well organized and presented in a consistent format. There are no spelling or glaring grammatical errors. Ideas are linked and the content is easy to follow. Arguments and ideas are well supported by relevant references and scholarly work.	Written work is easily understood and ideas are clearly understood. There are minor spelling and/or grammatical errors. Arguments and ideas are adequately supported by relevant references and scholarly work.	Written work is challenging to understand and difficult to follow. Though ideas are presented they are not well organized within the paper. Limited references used to support arguments and/or ideas presented.	Written work is challenging to understand. Difficult to discern the ideas being presented and there is no logical flow to arguments presented. Content is not referenced.

Assignment 3 Learning Objectives: Addresses CLO 1, 2, 5, 6, 8, 9 PLO 4.2, 4.3, 5.1, 6.3, 9.2, 9.4, 9.5

Recommended Readings

- Baylis, P. (2006). The neurobiology of affective interventions: A cross-theoretical model. *Clinical Social Work Journal*, 34(1), 61-81.
- Barrett, L. F. (2017). *How emotions are made: The secret life of the brain*. Boston, MA: Houghton Mifflin Harcourt.
- Björkstrand, J., Agren, T., Åhs, F., Frick, A., Larsson, E. M., Hjorth, O., & Fredrikson, M. (2016). Disrupting reconsolidation attenuates long-term fear memory in the human amygdala and facilitates approach behavior. *Current Biology*, 26(19), 2690-2695.
- Callaghan, P. (2004), Exercise: A neglected intervention in mental health care? *Journal of Psychiatric and Mental Health Nursing*, 11, 476-483.
- Casey, B. J., Duhoux, S., & Cohen, M. M. (2010). Adolescence: What do transmission, transition, and translation have to do with it? *Neuron*, 67(5), 749-760.

- Casey, B. J., & Jones, R. M. (2010). Neurobiology of the adolescent brain and behavior: Implications for substance use disorders. *Journal of the American Academy of Child and Adolescent Psychiatry*, 49(12), 1189-1201.
- Casey, B. J., Jones, R. M., & Hare, T. A. (2008). The adolescent brain. *Annals of the New York Academy of Sciences*, 1124, 111-126.
- Centonze, D., Siracusano, A., Calabresi, P., & Bernardi, G. (2005). Removing pathogenic memories: A neurobiology of psychotherapy. *Molecular Neurobiology*, 35(2), 123-132.
- Dishman, R. K., Berthoud, H. R., Booth, F. W., Cotman, C. W., Edgerton, V. R., Fleshner, M. R., & Zigmond, M. J. (2006). Neurobiology of exercise. *Obesity*, 14(3), 345-356.
- Dunn, A. L., & Dishman, R. K. (1991). Exercise and the neurobiology of depression. *Exercise Sport Science Review*, 19, 41-98.
- Gerdes, K. E., & Segal, E. (2011). Importance of empathy for social work practice: Integrating new science. *Social Work*, 56(2), 141-148.
- Hartmann, H. P. (2009). Psychoanalytic self psychology and its conceptual development in light of developmental psychology, attachment theory, and neuroscience. *Annals of the New York Academy of Science*, 1159, 86-105.
- Jasanoff, A. (2018). *The biological mind: How brain, body, and environment collaborate to make us who we are*. New York, NY: Basic Books.
- Lacasse, J. R., & Leo, J. (2005) Serotonin and depression: A disconnect between the advertisements and the scientific literature. *PLOS Medicine*, 2(12): e392.
- Milton, A. L., & Everitt, B. J. (2012). The persistence of maladaptive memory: Addiction, drug memories and anti-relapse treatments. *Neuroscience Biobehavioral Review*, 36(4), 1119-1139.
- Montgomery, A. (2013). Toward the integration of neuroscience and clinical social work. *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare and the Community*, 27(3), 333-339.
- Ratey, J. (2008). Spark: The revolutionary new science of exercise and the brain. *Psychiatric Services*, 59(8), 939-939.
- Ressler, K. J., & Mayberg, H. S. (2007). Targeting abnormal neural circuits in mood and anxiety disorders: from the laboratory to the clinic. *Nature Neuroscience*, 10(9), 1116-1124.
- Rutten, B. P., Hammels, C., Geschwind, N., Menne-Lothmann, C., Pishva, E., Schruers, K., Wichers, M. (2013). Resilience in mental health: Linking psychological and neurobiological perspectives. *Acta Psychiatrica Scandinavica*, 128(1), 3-20.
- Schore, A., & McIntosh, J. (2011). Family law and the neuroscience of attachment, Part I. *Family Court Review*, 49(3), 501-512.
- Shapiro, J., & Applegate, J. (2000). Cognitive neuroscience, neurobiology and affect regulation: Implications for clinical social work practice. *Clinical Social Work Journal*, 28(1), 9-21.
- Sikorski, A., McHenry, B., & McHenry, J. (2013). Counselor's introduction to neuroscience. Florence, KY: Routledge. Ebrary. Chapters 2 & 3.

Sorg, B. A. (2012). Reconsolidation of drug memories. *Neuroscience and Biobehavioral Reviews*, 36(5), 1400-1417.

Sotres-Bayon, F., Bush, D. E., & LeDoux, J. E. (2004). Emotional perseveration: An update on prefrontal-amygala interactions in fear extinction. *Learning & Memory*, 11, 525-535.

Van Dam, N. T., Rando, K., Potenza, M. N., Tuit, K., & Sinha, R. (2014). Childhood maltreatment, altered limbic neurobiology, and substance use relapse severity via trauma-specific reductions in limbic gray matter volume. *JAMA Psychiatry*, 71(8), 917-925.

Yehuda, R., & LeDoux, J. (2007). Response variation following trauma: A translational neuroscience approach to understanding PTSD. *Neuron*, 56(1), 19-32.

Recommended Online Resources

[PBS Secret Life of the Brain](#)

[McGill University - The Brain](#)

[Human Memory](#)

Podcasts

Brain Science

Naked Neuroscience

Quirks and Quarks, CBC (not all episodes are relevant to the topic)

Grading

The University of Calgary Undergraduate Grading System and the standard Faculty of Social Work percentage conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf. Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lgb1nucdh/>

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at <http://www.ucalgary.ca/ssc/>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>