Course Dates, Time, and Location

Spring Semester, 2018: January 16, 2018 to May 11, 2018
Tuesday: 6:00 pm – 8:50 pm
Academic Building, Room 101

Instructor Contact Information
Sam Gallander, M.S.W., LCSW

Office Hours:
T 5:00 pm – 6:00 pm
Other office hours by appointment

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Course Description

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.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

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.

CSWE EPAS Content: 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.

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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 Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- 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

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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

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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 biopsychosocial-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

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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.

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Course Materials

Required:


Optional:


NOTE: All assignments submitted in this course are to be written in strict accordance with the *Publication Manual of the American Psychological Association (6th ed.)*.

Grading Information

Grading Scale:

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
90 – 100 = A
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 or Below = F

Point Values and Description for Assignments and Examinations:

Professional Performance 10%

This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from class in the same way as an employer and co-workers may see absence from work. An absence may be *excused* for academic purposes (medical issues, deaths, school sports, etc) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Missing a certain number of days often results in a write up. Also, missing work often requires other staff to pick up the excess work, clients go without assistance, etc. Therefore, any absence will result in point deductions in professional performance.

Discussion Facilitation 10%

Students will lead one week’s discussion. The readings for that week will be covered. Students will focus on stimulating discussion within the seminar through questions, scenarios, activities, multimedia, role-playing, etc. Lecture is to be kept to a minimum. Students will be assessed based on their knowledge and understanding of the material, how thoroughly the material is covered, preparedness, and how effectively conversation is stimulated. An emphasis will be placed on how to implement the material into social work practice- rapport building, assessment, planning, treatment/interventions, education, referrals, evaluation, follow up, etc.

Journal article critiques 40%

You will be expected to find, read, and critically evaluate a peer-reviewed journal article that specifically deals with the material covered in the readings and discussed in class. They are due on the dates given in the class schedule below. These critiques are to be 2-4 pages in length, and are to follow standard APA formatting, and should contain at least three additional references and not be more than five years old. They will count for 40% of the final grade. In your write-up, you will need to address the following areas:

- title, author, date, and source
- a summary of the study

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• discuss the strengths and limitations
• discuss your interpretation of the findings or conclusions
• discuss how you would apply the findings of this research to your work with clients
• discuss how and to what extent this research addresses issues of diversity and oppression (if at all)
• discuss what future research this might involve, preferably not already mentioned in the article

Major paper 40%
This 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 a topic to be approved by the instructor. 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 no less than 10 and no more than 15 pages (APA style) plus references due April 23rd by the end of class.

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source--whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source--you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper, among other consequences.

Course Policies
• Please ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

• Attendance Policy: An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have evidenced dedication to their studies. Thus, my expectation of you is that you will be fully present in class- physically and mentally. Class begins and ends at the scheduled time. I ask that you be present for the duration of class. I expect that all other demands of your time- work, family, appointments, other courses, etc. will be negotiated with this in mind.

There is no grade penalty for the first 2 absences (this is not an invite to miss class).
• any additional absence will result in a loss of 10 points off of your total grade.
• Please refer to ASU policy regarding class attendance.
• being more than 5 minutes late for class will count as an absence.

• Late assignments are generally not accepted and are only accepted if the reason is pre-approved by the course instructor. Any late assignment that the instructor agrees to accept

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will lose points at 10% per day that it is late. Any assignment submitted any time after the
deadline is late. Any in-class exercise missed due to an absence will result in a zero for that
exercise.

- All students are expected to follow the National Association of Social Workers Code of
  Ethics.

- Angelo State University expects its students to maintain complete honesty and integrity
  in their academic pursuits. Students are responsible for understanding the Academic Honor
  Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf

- Electronic Device Expectations: I recognize that you have other responsibilities &
priorities. I do not have a problem with your electronic devices remaining powered on in
class, given the following conditions:
  1. the sound is turned off
  2. it is not a distraction to me or other students
  3. you take responsibility for your own distraction and the consequence on your
     professional performance grade
  4. your use of your device is limited to absolutely necessary communication- no
     more than 3 texts throughout the duration of a class
  5. under no circumstances will you access social networking sites or sites not
     relevant to the content of the course
  6. if the use of electronic devices becomes a distraction, a problem, a nuisance, or in
     any way detracts from the educational environment, this policy will be modified
     and devices may be prohibited

- It is your responsibility to check your ASU email and Blackboard at least once daily.
Assignments, clarifications, announcements, and quizzes will be communicated through
email and blackboard. I encourage you to set up your mobile devices with the Blackboard
app and to receive push alerts from your ASU email.

- Please see the course guidelines and expectations for additional information about what I
  expect of students.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student
Life Office, Room 112 University Center, in order to request such accommodations prior to their
being implemented. You are encouraged to make this request early in the semester so that
appropriate arrangements can be made. Additional information can be found at:
http://www.angelo.edu/services/student_life/disability.html

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<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<td>Week 1 1/16-1/19</td>
<td>Course Introduction</td>
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<tr>
<td>Week 2 1/22-1/26</td>
<td>Reading: Chapter 1 &amp; 2 (Simpkins); Chapter 1 &amp; 2 (Cozolino); &amp; Chapter 1 (Farmer)</td>
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<tr>
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<td>Lecture Topic: The birth of a new science, Unlocking the key to neuroscience terminology, The entangled history of neurology and psychology, Building the brain, Linking the neuroscientific</td>
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<td>Week 3 1/29-2/2</td>
<td>Reading: Chapter 1 (Shapiro); Chapter 3, 4, &amp; 5 (Simpkins); Chapter 2 (Farmer)</td>
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<td>Lecture Topic: Introduction to the brain, neuroimaging technologies, learning from brain damaged individuals, what is the mind and brain, tour of the brain.</td>
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<td>Week 4 2/5-2/9</td>
<td>Reading: Chapter 3 (Cozolino); Chapter 2 (Shapiro); &amp; Chapter 6 (Simpkins)</td>
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<td>Lecture Topic: The neurobiology of memory, Modeling the brain, Neural integration in different models of psychotherapy</td>
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<td>Student facilitated discussion</td>
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<tr>
<td>Week 5 2/12-2/16</td>
<td>Reading: Chapter 3 (Farmer); Chapter 4 &amp; 5 (Cozolino); &amp; Chapter 7 &amp; 8 (Simpkins)</td>
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<td></td>
<td>Lecture Topic: Neurons and neurotransmitters, brain structures, human nervous system, multiple memory systems, Neuroscience and Transactional Model</td>
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<td>Journal Article Critique 1 Due</td>
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<td>Week 6 2/19-2/23</td>
<td>Reading: Chapter 9 &amp; 10 (Simpkins) &amp; Chapter 6 &amp; 7 (Cozolino)</td>
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<td>Lecture Topic: Brain pathways, neural networks, brain hemispheres, the executive brain</td>
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<td>Student facilitated discussion</td>
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<td>Week 7 2/26-3/2</td>
<td>Reading: Chapter 3 (Shapiro); Chapter 8 &amp; 9 (Cozolino); &amp; Chapter 11 (Simpkins)</td>
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<td>Lecture Topic: neuropsychological integration, consciousness and reality, neural networks and multilevel integration, and evolution of the brain</td>
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<td>Week 8 3/5-3/9</td>
<td>Reading: Chapter 4 (Shapiro); Chapter 10 (Colozino); &amp; Chapter 12 (Simpkins)</td>
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<th>Spring Break 3/12-3/16</th>
<th>Lecture Topic: Early affect regulation, the social brain, and brain development through the life span</th>
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<td>Journal Article Critique Due</td>
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<td>Week 9 3/19-3/23</td>
<td>Reading: Chapter 5 (Shapiro); Chapter 4 (Farmer); &amp; Chapter 11 &amp;12 (Colozino)</td>
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<td>Lecture Topic: Attachment, attaching and bonding, building the social brain, &amp; neurobiology of attachment</td>
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<td>Week 10 3/26-3/30</td>
<td>Reading: Chapter 5 (Farmer); Chapter 6 &amp; 7 (Shapiro); &amp; Chapter 13 (Colozino)</td>
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<td>Lecture Topic: Trauma, vulnerable dyads, infant mental health, neuroplasticity and neurogenesis</td>
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<td>Student facilitated discussion</td>
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<tr>
<td>Week 11 4/2-4/6</td>
<td>Reading: Chapter 6 (Farmer); Chapter 8 (Shapiro); &amp; Chapter 14, 15, &amp; 16 (Simpkins)</td>
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<td>Lecture Topic: Psychotherapy, neurobiology applied, incorporating the brain into treatments, working with attention, and regulating emotion</td>
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<td>Journal Article Critique 3 Due</td>
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<td>Week 12 4/9-4/13</td>
<td>Reading: Chapter 17, 18, &amp; 19 (Simpkins)</td>
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<td>Lecture Topic: Reconsolidating memory, maximizing the social brain, how psychotherapy changes the brain</td>
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<td>Student facilitated discussion</td>
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<td>Week 13 4/16-4/20</td>
<td>Reading: Chapter 13 &amp; 14 (Colozino) &amp; Chapter 20 (Simpkins)</td>
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<td>Lecture Topic: The anxious and fearful brain, trauma and neural network dissociation, and relieving anxiety</td>
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<td>Week 14 4/23-4/27</td>
<td>Reading: Chapter 7 (Farmer); Chapter 15 (Colozino); &amp; Chapter 21 &amp; 22 (Simpkins)</td>
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<td>Lecture Topic: Psychotropic medication and drugs of abuse, narcissism and pathological caretaking, depression and bipolar, and recovering from addiction</td>
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<td>Journal Article Critique 4 Due</td>
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<td>Student facilitated discussion</td>
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<th>Week 15</th>
<th>Reading: Chapter 9 &amp; 10 (Shapiro); &amp; Chapter 16, 17, &amp; 18 (Colozino)</th>
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<tr>
<td>4/30-5/4</td>
<td>Lecture Topic: Case Studies, new direction for social work education, evolutionary necessity of psychotherapy, stimulating neural plasticity, psychotherapist as neuroscientist</td>
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<td>Major Paper Due</td>
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<td>Week 16</td>
<td>Wrap up and discussion</td>
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