USC | School of Social Work

Social Work

SOWK 606

Neuropsychological Development
2 Units
Summer 2015

Instructor:	Dr. Kimberly Finney	
E-Mail:	Kfinney@usc.edu	**Course Day: M/W**
		Course Times: 10:00-12:50 (section 60782) or 2:00-4:50 (section 60779)
Office:	UPC	**Location: MRF 204**
Office Hours:	M/W	

I. COURSE PREREQUISITES

Admission into the Advanced Standing MSW Program.

II. CATALOGUE DESCRIPTION

Study of human neuropsychological development within the context of social work.

III. COURSE DESCRIPTION

This course will examine neuropsychological development. Neuropsychological development provides a perspective for understanding human development and how it is influenced by culture and by the environment. The content of this course enables the student to examine the impact of risk and protective factors at developmental and ecological levels as attachment, poverty, and culture. This course also covers genetics and how genes express themselves as well as genetic potentials. Human development will be covered including developmental patterns that are consistent with neurodevelopmental disorders. Neuropsychological systems critical to human behavior, including risk and resilience for vulnerable populations, are emphasized.

Social workers must be able to understand their clients and their presenting issues within their clients' developmental contexts. In nurturing environments, individuals can thrive as they go through developmental stages and learn stage-salient tasks. Other environments, because of risk factors associated with them, are less supportive of wellbeing. Even so, brain plasticity provides humans with an amazing capacity to adapt to these less supportive and sometimes frankly maladaptive environments, although sometimes at great cost to themselves. The costs for young children living in less than adequate environments are profound. Their brains can become organized around repeated experiences within these less adaptive environments. Genetics also play a role in terms of gene expression and potential in regards to environments. Neuropsychological changes and behaviors, resulting from earlier, less adaptive, environments are sometimes seen as psychopathology. Understanding development as a series of processes mediated by the brain within an environment-dependent context profoundly reframes not only understanding of clients and presenting problems, but also how to intervene appropriately with clients and their environments. This different understanding of human development also suggests the

critical importance of effective prevention programs and social policies that promote wellbeing, as well as interventions directed at changing the larger environments of individuals. Knowledge gained in this course will allow social workers not only to better understand, contextualize, and assess clients and their presenting problems, but also to develop more appropriate interventions, prevention programs, or policies for working with or for the benefit of clients and for the necessary environments to support human wellbeing.

IV. COURSE OBJECTIVES

The Neuropsychological Development course (SOWK 606) will:

Objective #	Objectives
1	Students will be able to explain the roles of neurophysiology, adaptive and maladaptive environments, and experiences, including the effects of trauma and chronic stress, on brain development and the role of genetics and epigenesis in development during the sensitive period of the first three years of life and across the life span.
2	Students will be able to explain the interaction between nature (genetic potential of an individual) and nurture (effect of the environment on the individual) as it relates to cultural differences and disparities by race/ethnicity, class, sex, and sexual orientation.
3	Students will be able to explain how neuropsychological processes may place individuals at risk or, conversely, how environments of at-risk individuals contribute to neurophysiological processes that increase their levels of vulnerability.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

A combination of lecture, class discussion, and experiential exercises will be used in class. These exercises may include the use of videotapes, role-play, debates, or structured small group exercises. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice. Attendance will be taken at each class.

The online teaching and learning environment provided by the University's Blackboard Academic Suite will support and facilitate student to student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is: https://blackboard.usc.edu/

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SOWK606	Course Objective
1	Professional Identity		
2	Ethical Practice		
3	Critical Thinking	*	1, 2, 3
4	Diversity in Practice		
5	Human Rights & Justice		
6	Research Based Practice		
7	Human Behavior	*	1,2,3
8	Policy Practice		
9	Practice Contexts		

| 10 | **Engage, Assess, Intervene, Evaluate** | * | **2** |

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information.	1. Analyze the unique relationships between Genetics, brain structure and function.	Assignment 1 and 2
	2. Analyze appropriate models of assessment, prevention, intervention for behaviors within the context of social work standards and practices.	Assignment 2 and 3
	3. Demonstrate effective oral and written communication using established DSM 5 for mental disorders using psychosocial and biological models.	Assignments 1 and 3

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment		% of Final Grade
Assignment 1: Oral Presentation	Throughout the semester	30%
Assignment 2: Midterm Exam	Week of Unit 5	30%
Assignment 3: Paper	Week of Unit 12 in class	30%
Class Participation	Throughout the semester	10%

Assignments described below

Assignment: 1

 Each student will select a mental disorder and relate it to an aspect of brain development and functions based on readings and present a 20 minute oral report in class. This presentation should address biopsychosocial symptoms associated with the selected disorder. The oral report will be a power point presentation. Please provide a printed copy of the presentation to the instructor on the day of presentation.

Du**e: Throughout the semester (a sign-up sheet will be provided for date selection)**

This assignment relates to student learning outcome 1,2,3.

1. Demonstrate working knowledge of the disorder in the context of neuroscience development and psychosocial factors as well as evidence based interventions as appropriate (40 pts.)
    Points earned _____

2. Discuss your role or position (social work) as it relates to the presentation as well as a thoughtful discussion of your presentation. Presenter should be aware of delivery style (eye contact, body language and professional attire) (20 pts.)
    Points earned _____

3. Professional presentation including the use of PowerPoint (USC template and 14 or greater point font Times New Roman. Please include citations and references in PowerPoint presentation. Materials well organized and presenters prepared (start on time) (10 pts.)
    Points earned _____

4. Evidence of thorough research of subject matter, total of 6 references required (use of external scholarly sources 3 readings outside of syllabus. Presentation must be no longer than 20 mins. (points will be deducted if student exceeds time limit) (10 pts.)
    Points earned _____

5. Discussion of race, gender, sexual orientation, spirituality (i.e., diversity considerations) as appropriate-Student **must** include a slide that addresses an aspect of diversity concerns on the topic selected (15 pts.)
    Points earned _____

6. Willingness to be self-reflective (e.g., countertransference) and/or provide a discussion of the rationale for selecting a particular policy issue or case (5 pts.)
    Points earned _____

Assignment: 2

In class exam- Each student will take a multiple choice exam covering the brain anatomy and function to include anatomy and function of the neurons, major neurotransmitters and genetics covered in Chapters 1-4 (Farmer), lectures and class discussions.

Assignment 3

Case Study: A case will be presented in class and you will write a 5 page paper reflecting on the neurobiological, psychological, social and environmental causes of the attachment patterns displayed in the case. Students must include in the paper a treatment interventions and case management recommendations. In addition, students must address the role of a social worker and overall impact of the client and the social systems. Students must include a minimum of 6 references.

The paper must include the following:

▪ Discussion of the relevant descriptive features of the case or problem and relating it to neurobiological and psychosocial theoretical framework(s) that were discussed in your readings and lectures. (20 points)
▪ Provide an analysis referencing theories, social contexts and relational factors that are most relevant for explaining the problem as well as planning a treatment response. Students must address policy changes and/or advocacy agenda. (20 points)

- Provide a discussion of an evidenced based intervention approach. Intervention options (with an analysis of relative strengths and weaknesses) can be a part of this discussion. Discuss agency, policies past versus current changes, if applicable. (20 points)
- Discuss any legal, ethical and policy issues impacting the case or problem. (15 points)
- Provide community and possible military specific resources and referrals. (10 points)
- Discuss diversity, gender or cultural issues associated with the case or policy as applicable (15 points)

Due: 5th week of class.

This assignment relates to student learning outcome 1,2,3.

Class Participation (10% of Course Grade)

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active, oral class participation. Class participation should consist of <u>meaningful, thoughtful, and respectful participation</u> based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material and actively engage in experiential exercises. Alternatively, students may have a set of thoughtful remarks about the material. Class participation and reading are worth 10 points of the final grade.

Students are further expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations may result in the reduction of grades.

In class computer use is restricted to class related materials only with the exception of classmate presentations; students may not use personal computers.

Grading

Grading in this course will be based on class participation, compliance with the assignments and quality of the work produced. Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have demonstrated by the student.

A grade of B+ is given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

A grade of B is given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

A grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

Grades between C- and F denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Texts

These are introductory materials necessary for understanding genetics and the role genes play in human development.

Required Websites Use

A guide to your genome. (2008). National Human Genome Research Institute (pp. 1-16)
http://www.genome.gov/Pages/Education/AllAbouttheHumanGenomeProject/GuidetoYourGenome07.pdf

Learn Genetics (2009). *Tour of the basics.* A web-based tutorial. http://learn.genetics.utah.edu/

O'Neil, D. (2008). *Mendel's genetics.* http://anthro.palomar.edu/mendel/mendel_1.htm

Recommended Websites

National Association of Social Workers
http://www.naswdc.org

USC Guide to Avoiding Plagiarism
http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Recommended Guidebook for APA Style Formatting

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington: APA.

Course Schedule

Unit 1:	Genetics, Human Development and Behavior Weeks 1-2

Weeks 1 & 2

This Unit relates to course objectives 1,2,3.

Required Readings

Farmer, R. (2008). *Neuroscience and social work practice: The missing link.* (New York: Sage). Chapters 1-3.

Cozolino, L. (2014). The developing brain. In L. Cozolino (ed.) *The neuroscience of human relationships: Attachment and the developing brain* (pp. 27-40). New York: W.W. Norton.

Cozolino, L. (2014). Experience-dependent plasticity: the science of epigenetics. In L. Cozolino (ed.) *The neuroscience of human relationships: Attachment and the developing brain* (pp. 77 - 93). New York: W.W. Norton.

Harper, L. V. (2005). Epigenetic inheritance and the intergenerational transfer of experience. *Psychological Bulletin, 131(3),* 340-360. (still relevant literature)

Required Website Use

PBS Nova (2007). *Ghost in your genes.* Watters, E. (November, 2006). DNA is not destiny. *Discover,* 33-37, 75. *http://discovermagazine.com/2006/nov/cover*

Optional Reading

A guide to your genome. (2008). National Human Genome Research Institute (pp. 1-16) http://www.genome.gov/Pages/Education/AllAbouttheHumanGenomeProject/GuidetoYourGenome07.pdf

Unit 2:	Brain Development and Attachment Theory Weeks 3-4

Weeks 3 & 4

This Unit relates to course objectives 1,2,3.

Required Readings

Farmer, R. (2009). *Neuroscience and social work practice: The missing link.* (New York: Sage). Chapters 4-5.

Raby, K. L., Lawler, J. M., Shlafer, R. J., Hesemeyer, P. S.,Collins, W. A.   (2015). The interpersonal antecedents of supportive parenting: A prospective, longitudinal study from infancy to adulthood. *Developmental Psychology* 51(1), 115-123.

Schore, A. & Schore, J. (2012). Modern attachment theory: the central role of affect regulation in development and treatment. In A. Schore (ed.) *The science of the art of psychotherapy* (pp. 27- 46). New York: W.W. Norton & Company:

Schore, A. (2012). Relational trauma and the developing right brain: an interface of psychoanalytic self-psychology and neuroscience. In A. Schore (ed.) *The science of the art of psychotherapy* (52-66). New York: W.W. Norton & Company.

Optional Readings

Chase, K., Cloitre, M., Stovall, M., (2006). Unresolved attachment, PTSD, and dissociation in women with childhood abuse histories. *Journal of Consulting and Clinical Psychology* 74.2, 219-228.

Engel, S.M. et al. (2005). Psychological trauma associated with the World Trade Center attacks and its effect on pregnancy outcome. *Paediatric and Perinatal Epidemiology, 19,* 334–341 (relevant)

Required Website Use

National Center for Infants, Toddlers, and Families. Website provides information on the infant and toddler brain, what affects development, and how environment plays a critical role.
http://www.zerotothree.org/

Unit 3:	Linking Biopsychosocial Models and Treatment to Social Work Weeks 5-6

Weeks 5 & 6

This Unit relates to course objectives 1,2,3.

Required Readings

Farmer, R. (2009). *Neuroscience and social work practice: The missing link.* (New York: Sage). Chapters 6-7.

Bradley, R., Ressler, K., Sexton, M., Schwartz, A., Sherry, A. (2005). Posttraumatic Stress disorder Among African Americans in an Inner City Mental Health Clinic. *Psychiatric Services,* 56 (2), 212-215.

Grant, M., Miles, J., & Schell, T., (2009). *Ethnic differences in posttraumatic distress: Hispanics' symptoms differ in kind and degree.* Journal of Consulting and Clinical Psychology 77.6, 1169-1178.

Schore, A. (2012). Right brain affect regulation: an essential mechanism of development, trauma, dissociation and psychotherapy. In A. Schore (ed.) *The science of the art of psychotherapy* (71-109). New York:W.W. Norton & Company.

Optional Readings

Montgomery, A. (2013). Threat Management and the Amygdala. In *Neurobiology Essentials for Clinicians (*pp. 3-28). New York, NY: W.W. Norton.

Preston, J. D., O'Neal, J. H., & Talaga, M. C. (2013). Neurobiology. In *Handbook of clinical psychopharmacology for therapists (pp. 29-44).* Oakland, Ca: New Harbinger Publications.

Course Overview

Unit	Topics	Assignments
1	■ Course Overview/Introduction to the Human Genome and Dilemmas	
2	■ Brain Structure and Function	
3	■ The Neuron and the Biology of the Brain	
4	■ Brain Development	
5	■ Parent and Child Attachment	Mid Term Exam in class (units 1-4) July 15 2015
6	■ Socialization in the Early Years of Development	
7	■ Child exposure to Violence and Biopsychosocial Interventions	
8	■ Posttraumatic Stress Disorder and Traumatic Brain Injury and Bio-psycho-social-spiritual Interventions	
9	■ Presentations (Bio-psycho-social Disorders and Intervention)	July 29 2015
10	■ Presentations (Bio-psycho-social Disorders and Intervention)	Aug 3 2015
11	■ Presentations (Bio-psycho-social Disorders and Intervention)	Aug 5 2015
12	■ Case presentation and written analysis Comprehensive Final Assignment in class	Aug 10 2015 (last day)

STUDY DAYS / NO CLASSES

NO FINAL EXAMINATIONS

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (Kfinney@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: http://emergency.usc.edu

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a USC Trojans Alert account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at https://trojansalert.usc.edu.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

XIII.   STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIV.   POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XV.   POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI.   CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact your advisor. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Executive Vice Dean and Professor of Academic and Student Affairs, at rmaiden@usc.edu.

Tips for Maximizing Your Learning Experience in this Course

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.