

**The University of Texas
School of Social Work**

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| Course Number: | SW393R22 | Instructor: | Arlene Montgomery, Ph.D. LCSW |
| Unique Number: | 96140 | E-mail: | yerzaborzoi@ AOL.COM (NOT TO BE USED FOR SUBMITTING ASSIGNMENTS) |
| Semester: | Summer 2008 | Phone: | Office (512) 474-8317; Home (512) 480-8086 |
| Class Time: | Monday/Wednesday 8:30-11:00 | Office: | 3.104A/Adjunct Faculty Office |
| Meeting Place: | SSW Room 2.122 | Office Hours: | By appointment. |

NEUROBIOLOGY AND SOCIAL WORK PRACTICE

I. Course Description

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

II. Course Objectives

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

- a. understand how recent scientific findings guide and inform social service interventions;
- b. critically compare and analyze therapeutic and social service implications of recent scientific findings related to the impact of the relationship experiences on/in the human brain;
- c. evaluate, select, and design a social service intervention which takes into account both the appropriate psychological theory and the scientific research which supports the use of that particular theory

- d. adapt social service intervention methods to activities/programs which are designed to sensitively differentiate the needs of the client/client system as influenced by age, gender, sexual orientation, race, class, ethnic/cultural background, socioeconomic status, physical challenge, and other individual differences.

III. Teaching Methods

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

IV. Required Texts and Course Materials

Schore, A.N. (2003). *Affect dysregulation and disorders of the self*. New York: W.W. Norton and Company, Inc.

Schore, A.N. (2003). *Affect regulation and the repair of the self*. New York: W.W. Norton and Company, Inc.

Assigned articles are available in the Learning Resource Center. Some videos and CDs can be checked out from the Learning Resource Center in the Social Work Building. The instructor also has copies to loan the class.

V. Course Policies

Policy on attendance, participation, and due dates for assignments

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

Policy on scholastic dishonesty

Student who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the

University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students.

<http://deanofstudents.utexas.edu/sjs/academicintegrity.html>

Special accommodations for students with a disability

In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, the instructor is available to discuss appropriate academic accommodations with the student. Students with disabilities who need special accommodations should notify the instructor at the beginning of the semester. Please present a copy of the approved accommodations for instructor's records. To insure that the most appropriate accommodations can be provided, students should contact the Services for Students with Disabilities (SDD) Office at 471-6259 or 471-4641 TTY.

VI. Course Assignments

The graded worksheets (some are take-home, some of the take-home worksheets may be collaboratively answered, and some of worksheets will be answered in class, either collaboratively or individually) which are intended to be helpful preparation for papers and examinations.

Examination

The focus of the open-note examination is two-fold:

- a. the application of selected concepts, the most important of which will be discussed and reviewed during class and
- b. the evaluation, selection, and design of a social service intervention which takes into account both the appropriate psychological theory and the scientific research which supports the use of that particular theory

The examination will heavily emphasize concepts addressed on the worksheets, as well as assigned texts and articles.

Student generated handouts:

Each student will be required to prepare a written summary of the major points of a **chapter (or part of a chapter) from one of the texts and from an assigned article(or part of an article)** and provide copies (via blackboard to fellow students) and for the instructor (hard copy). The summaries are due June 18. The discussion of the summaries are due to the students the day before the date they are to be discussed in class.

TEXT: This summary should address both in writing and in class discussion, the following as it is related to the material summarized:

- a. using case material {to be provided in class, i.e., cases/film character(s) or a case from article for which student responsible for summarizing}, speculate on how the neuroscience (be specific and clear about the neuroscience from the chapter summarized) and/or its implications may lead to the following: an ethical dilemma(cite the standard from NASW Code of Ethics)and a clinical dilemma (each student submits these dilemmas);
- b. for “c” below, quote the principle of Regulation Theory (see appendix, pp. 279-281 in *Affect Regulation*) and re-word the principle in more ordinary language(may be group submission);
- c. the relationship between a principle of Regulation Theory any three of the following characteristics: country of origin, language(s), educational attainment, religious background, sexual orientation, physical or mental challenge, economic oppression, social oppression (may be group submission)
- d. describe a structure of the brain and its function that would be relevant to any attribute listed in”c” above(may be group submission)

ARTICLE: Each student will also summarize major points from an assigned article and provide copies of their notes to fellow classmates (and hard copy to instructor). The notes should include 2 speculations regarding relevant neurobiological facts/findings that support the scientific basis of the treatment theory in the article. When the article is discussed in class, the student is expected to actively support the discussion. Should more than one student share in the article summary, each student will submit 2 speculations. Compare any intervention in the article to an intervention from Regulation Theory, noting one way the neuroscience may be supportive to each intervention.

Paper

The 10 page (or so) paper (excluding bibliography) is due on the last class day.

The case material will be the case of Karen. The paper should include the following:

1. (20 points) Make a Multiaxial Assessment of Karen and neurobiologically relate the diagnosis to one of the attachment categories. List the criteria met by Karen's symptoms and defenses that establish your diagnosis. Give examples of the behaviors, defenses, and/or symptoms that illustrate the attachment categories. Discuss briefly the childhood attachment category as well as the adult attachment category most similar to the diagnosis with examples. List two major stressors that may have been largely responsible for the childhood attachment category Karen developed as an affective management strategy. Explain neurobiologically how that coping strategy(ies) (i.e., the attachment category(ies)) managed the stressors for Karen. For two defenses(excluding dissociation and projective identification), speculate on how the ANS (Autonomic Nervous System) is involved in regulating affect. {a chart would be acceptable for most of the questions }
2. (10 points) Describe 5 examples of neurobiological findings/facts that support the use of principle(s) of Regulation Theory to address 5 examples from the case of Karen of a symptom, or defense, or clinically worrisome behavior
3. For each question below, give the principle of Regulation Theory and the reworded principle which relates to your illustration and explain why that principle is relevant. What is occurring in the **dyadic experience (between Karen and her therapist, her parents, or her mother) according to recent neurobiological findings in the following?:**
 - a. (10 points) example of projective identification and Schore's step-by-step description of what is occurring neurobiologically (illustrate each step of process with example from case of Karen) ch 3 Reg; 137-148, Reg.
 - b. (8 points)an example of transference/counter/transference which involves **you** as the therapist (**give your own reaction to any material in the case of Karen, e.g., your reaction to therapist, Karen, Karen's**

parents, or Brian; explain the example with neurobiological findings p. 70-74, 92-107(Reg.)

- c. (10 points) an example of mutual regulation and the neurobiological explanation involved , p. 103-107;113-122;(Reg.)
 - d. (10 points) an example of emotional dysregulation and the neurobiological explanation involved regarding the HPA axis & SAM axis(p.44-46 in Reg. & and shame(shame p.154-169 in Reg.)
 - e. (7 points)1 example of the psychological defense of dissociation that was erected in the face of therapist error; describe the neurobiological underpinnings of the dissociative experience (69; 128-134 Reg.) (239-249 Dysreg);
 - f. (5 points) the therapeutic technique or strategy that would address what the student judges to be the client's most stressful symptom, memory, wish, experience, and/or defensive maneuver and the neurobiological explanation(s)for the intervention(**use any theory we have studied including Regulation Theory or theories from assigned articles**)
 - g. (3 points) Describe an ethical conflict (from NASW Code of Ethics) (Note: a clinical conflict is not necessarily an ethical conflict, though it could be) that could be a result of the interface between the particulars of the client(Karen) and something about **you**, the student, such as ethnicity, religion, family issue, age, gender, sexual orientation, race, class, cultural background, language, socioeconomic status, physical challenge, and/or other individual differences; speculate on the structure and function of the brain (your brain and K281 in *Affect* aren's brain) that might be involved, including certain processes or neurotransmitters involved in affect regulation and defense.
 - h. discuss how (c.) above might affect the right-brain-to-right-brain experience **between you** as the social work clinician and the client in the case example (**7 points**)
4. 10 points) question to be handed out last day of class.

The expectation is to heavily reference Schore material, making at least two citations from references attached to syllabus and/or assigned articles.

Note:

The treatment theories from assigned articles include the following: Psychoanalytic Theory, Object Relations Theory, Self Psychology, Intersubjective Theory, and Control-Mastery(also known as Higher Mental Functioning Theory). From lecture and hand-outs, Ego Psychology(precursor to strength-based interventions) addressed.

Grading

Percentage of final grade

Attendance = 1%

Worksheets = 7%

Examination = 40%

Paper = 40%

Preparation of study material shared with classmates = 12% (includes text summary and article summary as well as participation in examining theory and scientific findings)

94-100=A

93-90 = A-

89-87 = B+

86-84 = B

83-80 = B-

79-77 = C+

76-74 = C

73-70 = C-

69-67 = D+

66-64 = D

63-60 = D-

59 & below = failing

June 9 (Monday) & June 11 (Wednesday)
Introduction to course and to each other

Materials provided on the following:

- a. psychological defenses (hand-out)
- b. in Learning Resource Center, make a copy of the case of Karen and **read for June 11** (for final paper)
*the case of Karen is from Lachmann, F. M., & Beebe, B. (1997).
Chapter 3 The Contribution of Self-and-Mutual Regulation of
Therapeutic Action: A Case Illustration. In Michael Moskowitz,
Catherine Monk, Carol Kaye, and Steven Ellman (Eds.), *The
neurological and developmental basis for psychotherapeutic
intervention*. Northvale, New Jersey: Jason Aronson. 91-122.

Lecture on Chapter 1, The experience-dependent maturation of a regulatory system in the orbital-prefrontal cortex and the origin of developmental psychopathology, 5-35 in *Affect dysregulation and disorders of the self*.

Chapter 1, Interdisciplinary research as a source of clinical models, 3-32 in *Affect regulation and the repair of the self*

June 16 (Monday)

Lecture and class discussion on **Appendix**: Principles of psychotherapeutic treatment, 279-282, in *Affect regulation and the repair of the self*

Chapter 3, Attachment and the regulation of the right brain, 54-70, in *Affect dysregulation and disorders of the self*

Chapter 5 Early organization of the nonlinear right brain and the development of a predisposition to psychiatric disorders, in *Affect dysregulation and disorders of the self*

Chapter 5 Early organization of the nonlinear right brain and the development of a predisposition to psychiatric disorders, in *Affect dysregulation and disorders*

June 18 (Wednesday)

Text chapter summaries & article summaries due

Chapter 3, Clinical implication of psychoneurobiological model of projective identification, 58-107, in *Affect regulation and the repair of the self*

Silverman, R.C. & Lieberman, A.F. (1999). Negative maternal attributions, projective identification, and the intergenerational transmission of violent relational patterns. *Psychoanalytic Dialogues*, 9(2), 161-186.

June 23 (Monday)

Chapter 5, Early super-ego development: the emergence of shame and narcissistic affect regulation in the practicing period, 151-186, in *Affect regulation and repair of the self*

Leone, C. M. (2001). Toward a more optimal selfobject milieu: Family psychotherapy from the perspective of self psychology. *Clinical Social Work Journal*. 29(3), 269

Elson, M. (1986). The fit between Self Psychology and social work practice.(pp.2-7). *Self Psychology and clinical social work*. New York: W.W. Norton & Co.

June 25 (Wednesday)

Chapter 4. Parent-infant communications and the neurobiology of emotional development, in *Affect dysregulation and disorders of the self*.

Scharff, J.S., & Scharff, D. E. (1992). Relation to other theoretical systems and clinical approaches. *Scharff notes: A primer of object relations therapy*. Northvale, New Jersey: Jason Aronson Inc. 55-70.

June 25 (Monday)

Chapter 7, The effects of relational trauma and right brain development, affect regulation, and infant mental health, 178-233, in *Affect dysregulation and disorders of the self*

Barth, F. D. (2003). Separate but not alone: Separation –individuation issues in college students with eating disorders. *Clinical Social Work Journal*, 31(2), 139-153.

Mid-term Examination June 30

July 7 (Monday)

Chapter 8, The right brain as the neurobiological substratum of Freud's dynamic unconscious, 250-278, in *Affect regulation and the repair of the self*

Nol, J. (2004) Control-Mastery: Theory and application. *Psychoanalytic social Work*. 11(1), 37-54.

July 9 (Wednesday)

Chapter 8, Dysregulation of the right brain: A fundamental mechanism of attachment and the psychopathogenesis of posttraumatic stress disorders, 234-265, in *Affect dysregulation and disorders of the self*

Stone, N. (1999). Developmental perspective in brief treatment of gay youth. *Psychoanalytic Social Work*. 6(3/4), 145-160.

July 14 Monday)

Chapter 2, Minds in the making: Attachment, the self-organizing brain, and developmentally-oriented psychoanalytic psychotherapy, 33-57, in *Affect regulation and the repair of the self*.

Foster, R.P. (1999). An intersubjective approach to cross-cultural clinical work. *Smith College Studies in Social Work*. 69(2) 260-292

July 16 Wednesday)

Chapter 4 Advances in neuropsychanalysis, attachment theory, and trauma research: Implications for Self Psychology, 108-150, *Affect regulation and the repair of the self*

Fossage, J. L. (1998). Self Psychology and its contributions to Psychoanalysis: An overview. *Journal of Analytic Social Work.* 5(2), 1-17.

July 21(Monday)

Chapter 6, The effects of a secure attachment relationship on right brain development, affect regulation, and infant mental health, 128-177, *in Affect dysregulation and disorders of the self*

Bacal, H.A. (1990). John Bowlby. Bacal, H.A.,& Newman, K.M. *Theories of Object Relations: Bridges to Self Psychology.* New York: Columbia University Press. 207-222.

July 23 (Wednesday)

Chapter 7 The right brain, the right mind, an psychoanalysis, in *Affect regulation and the repair of the self*

Swiller, H.I. (1998). Alexithymia: Treatment utilizing combined individual and group psychotherapy. *International Journal of Group Psychotherapy*. 38(1), 47-61.

July 28

Chapter 6, A century after Freud's project: Is rapprochement between psychoanalysis and neurobiology at hand? 187-205, Affect regulation and the repair of the

Recommended Reading for Neurobiology and Social Work Practice

- Bacal, H.A., & Newman, K.M. (1990). *Theories of Object Relations: Bridges to Self Psychology*. New York: Columbia University Press.
- Bragdon, A.D. & Gamon, D. (2000). *Brains that work a little bit differently: Recent discoveries about common brain diversities*. USA: Allen D. Bragdon Publisher, Inc.
- Cohler, B. J. (1999). The gay therapist's response to a gay client practicing unsafe sex: A dilemma in brief psychotherapy. *Psychoanalytic Social Work*, 6(3/4), 161-202.
- Damasio, A. (2003). *Looking for Spinoza: Joy, sorrow, and the feeling brain*. New York: Harcourt Brace and Company.
- Eagle, M. (2003). *Clinical implications of attachment theory: Psychoanalytic inquiry*. Hillside, New Jersey: Analytic Press.
- Edward, J, & Sanville, J. (Eds.). (1996). *Fostering healing and growth: Psychoanalytic social work approach*. Northvale, New Jersey: Jason Aronson.
- Elson, M. (1986). *Self Psychology in clinical social work*. New York: W. W. Norton & Co.
- Gardner, J. R. (1999). Using Self Psychology in brief psychotherapy. *Psychoanalytic Social Work*, 6(3/4), 43-86.
- Ginsberg, L., Nackerud, L., & Larrison, C.R. *Human biology for social workers: Development, ecology, genetics, and health*. Boston: Pearson.
- Glikman, H. (2004, April). Low-income fathers: Contexts, connections, and self. *Social Work*, 49(2), 195-206.
- Guttman, G., & Scholz-Strasser, I. (Eds.). (1998). *Freud and neurosciences: From brain research to the unconscious*. Vienna: Austrian Academy of Science Press.
- Haglund, P., & Buirski, P. *Making sense together: The intersubjective approach to psychotherapy*. Northvale, New Jersey: Jason Aronson.
- Hesse, A.M. (2002). Secondary Trauma: How working with trauma survivors affects therapists. *Clinical Social Work Journal*, 30(3), 292-310.

- Howard, P. J. (2000). *The owner's manual for the brain: Everyday application from mind-brain research*. Atlanta: Bard Press.
- Kottler, J. A., & Blau, D.S. (1989). *The imperfect therapist: Learning from failure in therapeutic practice*. San Francisco: Jossey-Bass.
- Kottler, J.A. (1993). *On being a therapist*. San Francisco: Jossey-Bass.
- LeDoux, J. (1996). *The emotional brain*. New York: Simon and Schuster.
- Lyons-Ruth, K., & Jacobvitz, C. (1999). Attachment disorganization: Unresolved loss, relational violence, and lapses in behavioral and attentional strategies. In J. Cassidy and P. Shaver, (Eds.), *Handbook of attachment: Theory, research, and clinical implications* (pp. 520-554). New York: Guilford Press.
- Mahoney, D. M. (2000, Summer). Panic Disorder and self states: Clinical and research illustrations. *Clinical Social Work*, 28(2), 197-212.
- Marano, H.E. (2003, July/August). The opposite sex: The new sex scorecard. *Psychology Today*, 38-46.
- Merlin, D. (2001). *A mind so rare: The evolution of human consciousness*. London: W.W. Norton & Co.
- Meyer, W. A. (2001). Why they don't come back: A clinical perspective on the no-show client. *Clinical Social Work Journal*, (1994), 325-339.
- Miller, N.E., Luborsky, L., Barber, J., & Docherty, J.P. (Eds.). (1993). *Psychodynamic treatment research: A handbook for clinical practice*. New York: Basic Books.
- Montgomery, A. (2002). Converging perspective of dynamic theory and evolving neurobiological knowledge. *Smith College Studies in Social Work*. 72(2), 177-196.
- Moskovitz, M., Monk, C., Kaye, C., & Ellerman, S.J. (Eds.). (1997). *The neurological and developmental basis for psychotherapeutic intervention*. Northvale, New Jersey: Jason Aronson, Inc.
- Nol, J. (2004). Control-mastery: Theory and application. *Psychoanalytic Social Work*, 11(1), 37-54.
- Orange, D. M., Atwood, G.E., & Stolorow, R.D. *Working intersubjectively: Contextualism in Psychoanalytic practice*. Hillsdale, NJ: The Analytic Press.
- Ornstein, R. (1997). *The right mind: Making sense of the hemispheres*. Orlando, Florida: Harcourt Brace & Company.

- Ramachandran, V.S., & Hubbard, E.M. (2003, May). Hearing colors, tasting shapes, *Scientific American*, 288(5), 52-59.
- Ratey, J.J. (2001). *A user's guide to the brain: Perception, attention, and the four theaters of the brain*. New York: Pantheon Books
- Restak, R. (2003). *The new brain: How the modern age is rewiring your mind*. USA: St. Martin's Press.
- Rosenfield, I. (1992). *The strange, familiar, and forgotten: An anatomy of consciousness*. New York: Alfred Knopf.
- Saltzman, N., & Norcross, J.C.(eds.) (1990). *Therapy wars: contention and convergence in differing clinical approaches*. San Francisco: Jossey-Bass.
- Sameroff, A. J., McDonough, S.C., & Rosenblum, K.L. (2004). *Treating parent-infant relationship problems*. New York: Guilford Press.
- Sapolsky, R. (2003, March). Bugs in the brain. *Scientific American*, 288(3), 94-97.
- Schallice, T. (1991). *From neurobiology to mental structure*. Cambridge: Cambridge University Press.
- Scharff, J. A., & Scharff, D.E. (1992). *Scharff notes: A primer of object relations therapy*. Northvale, New Jersey: Jason Aronson.
- Schore, A. N. (1994). *Affect regulation and the origin of the self: The neurobiology of emotional development*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Searles, H. (1965). The effort to drive the other person crazy: An element in the etiology and psychology of schizophrenia. *Collected papers on schizophrenia and related subjects*. New York: International Universities Press.
- Seeley, K. M. (2004). Short-term intercultural psychotherapy: Ethnographic inquiry. *Social Work*, 49(1) 121-140.
- Siegel, D. L., & Hartzell, M. (1993). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive*. New York Tarcher/Putnam.
- Solomon, M.F., Nebrosky, R.J., McCullough, L., Alpert, M., Shapiro, F., & Malan, D. (2001). *Short-term therapy for long-term change*. New York: W. W. Norton & Co.

Vaillant, G.E. (1977) *Adaptation to life*. Boston: Little, Brown, and Company.

van der Kolk, B.A., McFarlane, A.C., & Weisaeth, L. (Eds.). (1996). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York: Guilford Press.

Vaughn, S. (1997). *The talking cure: The science behind psychotherapy*. New York: G.P. Putnam's Sons.