A. Description of Course Content

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. Co-requisite: SOCW 5311.

B. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

This course addresses competencies 1, 2, 4, 7, and 8.

Specifically, while the course addresses all competencies, 1 through 9, it mainly focuses on Competencies 1, 2, 4, 7, and 8.

<table>
<thead>
<tr>
<th>Competency 1: Demonstrate Ethical and Professional Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aging</strong></td>
</tr>
<tr>
<td>Demonstrate awareness of aging-related personal and professional values through self-reflection and self-regulation.</td>
</tr>
<tr>
<td>Select and incorporate ethical decision-making frameworks that integrate social work values.</td>
</tr>
<tr>
<td>Practice in a culturally competent manner that demonstrates recognition of and ability to utilize the principles included in the NASW Code of Ethics, evidence-based knowledge, and relevant legal and policy-related information.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 2: Engage Diversity and Difference in Practice</th>
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<tbody>
<tr>
<td><strong>Aging</strong></td>
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</tbody>
</table>
Appraise their own values related to diversity in aging.

Analyze how diversity and oppression impact older adults and families.

Address the cultural and spiritual histories, values, and beliefs of older adults and their families.

Defend the impact of structural inequalities and the value of diversity among older adults as part of their roles on interprofessional teams and in organizations and communities.

Understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

Can analyze, using cognitive processes, the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of populations treated by mental health/substance abuse social workers.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and build knowledge central to maximizing the well-being of older adults and their caregivers.</td>
<td>Use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.</td>
<td>Use advanced cognitive and affective processes to search, appraise, select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with mental health/substance abuse clients.</td>
<td>Demonstrate an understanding of the role of evidence-based practice and practice-informed research in promoting health equity and reducing health disparities.</td>
</tr>
<tr>
<td>Adopt, modify, and translate evidence-informed practices that are most appropriate to particular aging-focused practice settings and populations.</td>
<td>Develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.</td>
<td>Develop effective models, programs, policies and interventions and assess their effectiveness.</td>
<td>Engage in critical analysis and apply it appropriately in health related settings to assess and intervene with individuals and families in health care settings.</td>
</tr>
<tr>
<td></td>
<td>Use valid and reliable assessments for identifying client problems, risk and protective factors, vulnerability and resilience factors, and consequences for various individuals and groups.</td>
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</tbody>
</table>

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

<table>
<thead>
<tr>
<th>Aging</th>
<th>Children &amp; Families</th>
<th>Mental Health &amp; Substance Abuse</th>
<th>Health</th>
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</thead>
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</table>
Conduct assessments that incorporate a strengths-based perspective, person/family-centered focus, and resilience while recognizing aging-related risk.

Develop, select, and adapt assessment methods and tools that optimize practice with older adults, their families, caregivers, and communities.

Use and integrate multiple domains and sources of assessment information and communicate with other professionals to inform a comprehensive plan for intervention.

Use multidimensional bio-psycho-social-spiritual assessment tools.

Assess the quality of interactions between family members within their social environment.

Compare and assess the various etiology and interventions relevant to children and families.

Describe the structure of the DSM-5 and conduct an assessment informed by cognitive and affective processes using the DSM-5 criteria and structure.

Understand theories of human behavior in the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies in health settings.

Uphold legal and ethical guidelines in the assessment of diverse clients and constituencies, and value inter-professional collaboration.

Use multidimensional bio-psycho-social-spiritual tools to conduct assessment of individuals, families, and groups in health practice settings, and utilize assessment data to inform appropriate intervention goals and strategies.

<p>| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities |
|---------------------------------------------|---------------------------------------------|---------------------------------------------|---------------------------------------------|
| Aging                                      | Children &amp; Families                         | Mental Health &amp; Substance Abuse             | Health                                    |
|                                             |                                             |                                             |                                            |</p>
<table>
<thead>
<tr>
<th>Promote older adults’ social support systems and engagement in families, groups, and communities.</th>
<th>Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.</th>
<th>Understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies in health settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide person-centered and family-directed interventions that take account of life course disparities and are targeted to diverse populations, groups, organizations, and communities.</td>
<td>Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.</td>
<td>Deliver appropriate culturally relevant health specialty services, using inter-professional collaboration, through interaction of cultural systems between the identity of the social worker, client systems, setting, and immediate community, and practice competently with individuals, families and small groups.</td>
</tr>
<tr>
<td>Assess for quality and access a range of services, supports, and care options, including groups and technology, for older adults and families to assure optimal interdependence.</td>
<td>Develop intervention plans to accomplish systemic change that is sustainable.</td>
<td>Describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of disorders: mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic.</td>
</tr>
<tr>
<td>Monitor and modify interventions as needed to respond to individual, family, and environmental challenges.</td>
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</tbody>
</table>

C. Required Textbooks and Other Course Materials

**REQUIRED:**


**Additional recommended readings, videos and other course learning materials may be assigned from evidence-based professional resources. These will be included in your weekly assignments or forwarded to your via email.**

**The PowerPoint presentations are considered to be course learning materials, and should NOT be included in the in-text citations and reference lists of your written papers.**

D. Additional Recommended Textbooks and Other Course Materials

**RECOMMENDED:**


**E. Descriptions of Major Assignments and Examinations**

Major Writing Assignments: Addresses competencies 1, 2, 4, 7 and 8.

Course Requirements: THIS COURSE NECESSITATES EXTENSIVE READING AND WRITING!!

This Course starts on Monday, 06/08/20 at 8:00 am (CST). This Course ends on Thursday, 08/13/20 at 11:59 PM (CST).

NOTE: This syllabus is your learning agreement, and should be followed. Continuing this course after the distribution and your review of the syllabus constitutes informed consent to participate in this course, per syllabus criteria. In addition to the assignments listed below, each student is expected to read 100% of the assigned weekly readings, to review the course materials, and to come prepared to each weekly class to engage in writing about the readings.

This professor/instructor retains the right to change course requirements and evaluation of the learning criteria, as needed, as long as the overall course learning objectives are maintained. Course assignments, delivery and communication methods may change, if technological problems arise.

As an advanced practice social worker, there is a body of knowledge and a range of skills that you are expected to have in order to engage in responsible and effective social work practice. The following assignments are intended to help you in developing this knowledge base and skill development. These assignments should be approached professionally and seriously.

ALL ASSIGNMENTS WILL ONLY BE OFFERED AS ONLINE ASSIGNMENTS, as indicated in this syllabus.

For Best Results, ONLY use Microsoft WORD or your documents and the web browser platforms: Google Chrome or Firefox for your written documents.

Expectations for Out-of-Class Study: Beyond the time required to participate on the weekly tasks, students enrolled in this course should expect to spend at least an additional three (3) hours (for each hour of class or lecture per week) of their own time on course-related activities, including reading required materials,
reviewing course materials, completing assignments, preparing for assignments, and reviewing weekly module online content, etc.

**WEEKLY WRITING ASSIGNMENTS**

To improve your reading, writing, research and critical thinking skills, weekly writing assignments will be given during this semester, as follows:

**Section A: BRIEF WRITTEN SUMMARIES or AFFIRMATION VERIFICATION STATEMENTS (for class participation points)**

For the Brief Written Summaries, these will be two (2) page, double spaced, with APA style (2019-2020, 7th edition) required (for practice): cover page, page numbering, in-text citations, headings and references. Each excellent Brief Written Summary will be worth the full 2 grading points each.

OR

Your Affirmation Verification Statement, a one (1) paragraph statement that will be provided by your professor/instructor, which will be submitted upon request. Each Affirmation Verification Statement will be worth 2 grading points each.

If they are well done, you will receive the full two (2) class participation grading points for the completion of each of assignments.

These assignments must be submitted ON TIME to Canvas.

The combined total possible points for Section A will be twelve (12) grading points.

DO NOT submit your Brief Written Summaries or your Affirmation Verification Statement to this professor/instructor by email, or it will not be graded!!

Addresses competencies 1, 2, 4, 7, and 8

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**Section B. CRITICAL ANALYSIS ESSAY #1 and CRITICAL ANALYSIS ESSAY #2**

There will be TWO (2) Critical Analysis Essays in response to the readings from:

- Modules/Weeks 1 & 2 = CRITICAL ANALYSIS ESSAY #1 (for 15 grading points)
- Modules/Weeks 6 & 7 = CRITICAL ANALYSIS ESSAY #2 (for 15 grading points)

In your Critical Analysis Essays, you will respond to ONLY ONE of the following topics in a five (5) page, double spaced, WORD document (with 12 point font, and the recommended Times New Roman font), and you must include relevance/implications to social work practice.

Your Critical Analysis Essays must be written with APA style (2019-2020, 7th Edition) formatting, including a cover page, page numbering, headings, in-text citations, and your textbook references.
These Critical Analysis Essays will be due ON TIME on to Canvas:

- Critical Analysis Essay #1: on Saturday, 06/27/20 before 11:59 PM (CST)
- Critical Analysis Essay #2: on Saturday, 08/01/20 before 11:59 PM (CST)

These Critical Analysis Essays must be submitted on to the learning management system, Canvas via Unicheck (plagiarism screen).

Each Critical Analysis Essays will be worth 15 grading points.

DO NOT submit your Critical Analysis Essays to this professor/instructor by email, or it will not be graded!!

For Section B, the combined possible total points for Critical Analysis Essays #1 and #2 is 30 points.

CRITICAL ANALYSIS ESSAYS #1 and #2 TOPIC SELECTIONS:

TOPIC 1) Discuss how the readings and other course materials stimulate our thinking about neuroscience and neurobiology (the sciences of the brain)

TOPIC 2) From the readings and other course materials, discuss specific elements that increased your thoughts about possible neuroscience knowledge and related intervention development in the future (list specific issues that occurred to you with reference to specific parts of the readings, etc.)

TOPIC 3) Discuss the specific elements from the readings and course materials that addressed the interface between the human nervous system and forms of technology/chemistry designed to support or enhance human behavior and performance

TOPIC 4) Discuss the technological interfaces from in the readings and course materials seem similar to brain-assistance technology/medication/chemistry currently available in your community

TOPIC 5) Regarding neuroscience and neurobiology, discuss the relevance/implications for social work practice

Addresses competencies 1, 2, 4, 7, and 8

Section C. MID-TERM NEUROSCIENCE RESEARCH PAPER

This will be an your opportunity to apply up-to-date knowledge of neuroscientific and neurobiological underpinnings associated with human brain development/changes related to a specific environmental factor during a specific life stage or trajectory from the topics below. Search for and critically analyze recent peer-reviewed neuroscientific, neurobiological research on your selected topic.

The number of your reference sources will vary by your topic, but do have at least five to seven (5-7) high quality references, in addition to your two (2) textbooks.

Do summarize what you have learned about the neuroscientific and neurobiological underpinnings
of the factor. You MUST also include relevance/implications for social work practice.

Select **ONLY ONE** of the following topics for your MID-TERM NEUROSCIENCE RESEARCH PAPER (the environmental factors are italicized):

**Topic 1)** Neurobiological underpinnings for the effects of prenatal *maternal nutrition and breastfeeding* on a selected domain of infant development (e.g., speech and language, cognitive, growth)

**Topic 2)** Child neurobiological underpinnings of “best fit” *parental temperament and child-rearing practices* at specific brain development stages (e.g., neonatal, infancy, toddlerhood)

**Topic 3)** Neurobiological effects on development of a *mild traumatic brain injury* experienced between the ages of 18-25 in a typically developing human

**Topic 4)** Implications of typical brain changes in aging for the effects of “best fit” *social support systems and environmental modifications* for the elderly

**Topic 5)** Neurobiological underpinnings for effects of *substance use disorder* and process of addiction at a specific life stage/age

**Topic 6)** Implications of the neuroscience evidence on the relationship between motor and perceptual development in infants for *child-rearing environments*

Your Mid-Term Research Paper will be double spaced, and will have not less than and no more than 10 content pages (and must have the 12 point font, and the recommended Times New Roman font). It must include also relevance/implications for social work practice.

Your Mid-Term Neuroscience Research Paper should be written with APA style (2019-2020, 7th Edition) formatting, with a cover page, an abstract, page numbering, in-text citations, headings and sub-headings, and must have eight to ten (8-10) research references, including your two (2) textbooks.

Your Mid-Term Neuroscience Research Paper will be submitted on to Canvas via Unicheck (plagiarism screener).

DO NOT submit your Mid-Term Neuroscience Research Paper to this professor/instructor by email, or it will not be graded!!

Your Mid-Term Research Paper will be due on Saturday, 07/11/20 before 11:59 PM (CST). Your Mid-Term Research Paper will be worth 28 points.

Addresses competencies 1, 2, 4, 7 and 8

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Section D. FINAL NEUROSCIENCE RESEARCH PAPER
This will be your opportunity to select appropriate neuroscientific information needed to develop a social work assessment, create a social work intervention plan, design a social service program/delivery system, or develop a social policy for a target population.
This will be your opportunity to select appropriate neuroscience information in order to carry out a critique and propose modifications to an existing social work assessment tool/protocol, social work intervention plan, policy, delivery system, or program (described in the social work literature) which does not currently utilize appropriate, up-to-date neuroscientific information as its foundation. In this case, what would a neuroscientifically-informed social work approach look like?

Your FINAL NEUROSCIENCE RESEARCH PAPER will have 12 content pages (and must have 12 point font, and the recommended Times New Roman font). written in APA style formatting, with a cover page, an abstract, page numbering, in-text citations, headings & sub-headings, plus 10-15 research references, including your two (2) textbooks. Your research paper must include relevance/implications for social work practice. Your Final Neuroscience Research Paper will be submitted on to Canvas via Unicheck (plagiarism screener).

DO NOT submit your Final Neuroscience Research Paper to this professor/instructor by email, or it will not be graded!!

Your Final Neuroscience Research Paper will be due on TUESDAY, 08/11/20 before 11:59 PM (CST). Your Final Neuroscience Research Paper will be worth 30 points.

Select ONLY ONE of these topics for your Final Neuroscience Research Paper:

- **Topic 1)** Programs to address the needs of incarcerated adults with mental illness
- **Topic 2)** The intervention options available in a public mental health delivery system in a particular state or county
- **Topic 3)** Program models for children and adolescents with early onset mental conditions, early aggressiveness, or other neurological disorders in a public school system
- **Topic 4)** Program/policy/health care reform for persons with early stage Alzheimer’s disease
- **Topic 5)** Assessment and intervention plan for veterans with mild traumatic brain injury and their families
- **Topic 6)** Policy/architecture-space use/program model promoting increased breastfeeding of infants
- **Topic 7)** Assessment tools and policies to handle youth sports-related concussions optimally, OR
- **Topic 8)** Home and community (e.g., day care, church nursery, public parks, supermarkets) environment assessment tools to guide developmentally optimal settings for infants

Addresses competencies 1, 2, 4, 7 and 8.

THE TOTAL NUMBER OF GRADING POINTS AVAILABLE FOR THIS COURSE IS 100 POINTS.

<table>
<thead>
<tr>
<th>Sections/Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A: Reading Summaries &amp; Affirmation Verification Statement</td>
<td>12</td>
</tr>
<tr>
<td>Section B: Critical Analysis Essays #1 and #2 (15 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Section C: Mid-Term Neuroscience Research Paper</td>
<td>28</td>
</tr>
</tbody>
</table>
F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section, please note that this is an 11 week online course. It is important for future social work practitioners to be punctual in participation and in meeting deadlines. Class participation is expected, as is submitting written assignments ON TIME. Students are expected to complete and submit all course assignments on to Canvas, the official learning management system (LMS), by the end of the week (generally on Saturdays before 11:59PM [CST], except for the Final Neuroscience Research Paper, which will be due on Tuesday, August 11, 2020 before 11:59 PM [CST]).

DO NOT SUBMIT YOUR ASSIGNMENTS TO THIS PROFESSOR/INSTRUCTOR VIA EMAIL, OR THE ASSIGNMENTS WILL NOT BE GRADED (Grade Zero).

Thus, all students are expected to turn in all required assignments on the due dates and times. Only in cases of extreme emergency/hardship (e.g., documented personal illness, or death in immediate family) and very extenuating circumstances, will the submission of late assignments be considered. These exceptions will only be possible with the permission of the professor/instructor, and written documentation of the emergency/hardship will be required.

G. Grading

G. Grading

Basic Paper Grading Rubric for Reading Summaries, Critical Analysis Essays, Mid-Term Neuroscience Research Paper, and Final Neuroscience Research Paper:

- APA style Formatting: cover page, abstracts (but not with the Brief Reading Summaries), page numbering, main headings, sub-headings, in-text citations and high quality research references - must be included with the Mid-Term Neuroscience Research Paper and the Final Neuroscience Research Paper

- Abstracts are not required for the Reading Summaries

- Organization: in-depth topic content, logically written, and with correct page length (not too long or too short). Do Not have unnecessary white space.
• Grammar/Spelling: must use Spell Check before you submit your papers

• Relevance/Implications for social work practice: and also please include National Association of Social Workers (NASW) information

REMEMBER: The grades that you get, are the grades that you earn!! To get an "A", you have to earn an "A"!!

GRADING SCALE:

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>100 - 90</td>
<td>A</td>
</tr>
<tr>
<td>89 - 80</td>
<td>B</td>
</tr>
<tr>
<td>79 - 70</td>
<td>C</td>
</tr>
<tr>
<td>69 - 60</td>
<td>D</td>
</tr>
<tr>
<td>59 or less</td>
<td>F</td>
</tr>
</tbody>
</table>

Please note that for graduate-level social work students, you will not earn credit for this course, if your final grade falls below a “C”. To repeat, you must earn a "C" or above for credit for this course. Also, social work students must maintain and overall "B" grade point average.

Students are expected to keep track of their own performance throughout the semester, and seek guidance from available sources (including this professor/instructor), if their performance drops below satisfactory levels.

Also, please read the statement on "Student Support Services" included herein this syllabus.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the professor/instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

H. Make-Up Exams

H. Make-Up Exams
All assignments in this course are ON LINE only, and are to be completed ON TIME. Consequently, make-up assignments are discouraged.

Make-up assignments will only be available under situations of extreme emergency/hardship, and then only with the permission of this professor/instructor. Furthermore, written documentation for the emergency/hardship will be required.

I. Course Schedule

I. Course Schedule
NOTE: Should technical problems arise with course delivery, alternate but equivalent assignments may be given, as long as the overall learning objectives, general time frame and grading structure for the course are sustained.

**As the professor/instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required readings and Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| 1      | **TOPIC:** Biological Psychology - Part 1 | **READ:** Syllabus  
**READ:** Garrett & Hough - Chapter 1  
**READ:** Johnson - Parts I & II  
**REVIEW:** PowerPoint presentations: "What is Biopsychology?" & "Brain and Behavior"  
**REVIEW:** "6 Parts of the Brain & their Functions" and "Cognitive Scale"  
Photos  
**WRITE/SUBMIT:** as one document on to Canvas (REQUIRED for GRADING POINTS): Your Self-Introduction (Your Name, Career Interests, Hobbies and/or volunteer Activities)  
**AND**  
Your Affirmation Verification Statement (one papragraph which will be provided by your Professor/Instructor)  
**OPTIONAL** (Not Required/No grading points): You may post your Self-Introduction on to the Discussion Board. | **Self-Introduction & Affirmation Verification Statement (as one WORD document) on to Canvas by SATURDAY, 06/13/20 before 11:59 PM (CST) on to Canvas for 2 grading points. DO NOT email your assignment.** |
| 2      | **TOPIC:** Biological Psychology - Part 2 | **READ:** Garrett & Hough - Chapter 2  
**READ:** Johnson - Chapter 19 & Chapter 20  
**READ:** About Sample Student Papers, Publication Manual of the American Psychological Association (2019, 2020, 7th ed.) pp. 61-67. Also found in UTA Libraries APA Guide (Based on the 7th Edition) [https://libguides.uta.edu/apa](https://libguides.uta.edu/apa)  
**REVIEW:** PowerPoints presentations on "Communications within the Nervous System" and "The Nervous System"  
**WRITE/SUBMIT:** Your two (2) page Brief Written Summary of your readings, as a WORD document. For practice, APA style will be required. | **Brief Written Summary Paper due on SATURDAY, 06/20/20 before 11:59 PM (CST) on to Canvas for 2 grading points. DO NOT email your assignment.** |
| 3 | **TOPIC:** Major Structures of the Nervous Systems: Parts 1 & 2 | READ: Garrett & Hough - Chapter 3 & Chapter 4  
READ: Johnson - Chapters 33 & 37  
REVIEW: PowerPoint presentations on "Organization and Functions of the Nervous System" and "Methods and Ethics of Research"  
WRITE/SUBMIT: Your Critical Analysis Essay #1, as a WORD document (APA 2020, 7th ed. formatting style is required) | Critical Analysis Essay #1 due on SATURDAY, 06/27/20 before 11:59 PM (CST) on to Canvas for 15 grading points. DO NOT mail your assignment. |
| 4 | **TOPIC:** Neural Bases of Psychological Disorders: Parts 1 & 2 | READ: Garrett & Hough - Chapter 14  
READ: Johnson - Part VI  
REVIEW: PowerPoint presentation on "Psychological Disorders"  
VIEW: "Humorous TED Talk about Mental Illness"  
WRITE/SUBMIT: Your two (2) page Brief Written Summary of your readings, as a WORD document. For practice, APA style will be required. | Brief Written Summary Paper due on SATURDAY, 07/04/20 before 11:59 PM (CST) on to Canvas for 2 grading points. DO NOT email your assignment. |
| 5 | **TOPIC:** Drugs and Drug Addiction | READ: Garrett & Hough - Chapter 5  
READ: Johnson - Part IV  
REVIEW: PowerPoint presentations on "Substance Misuse and Dependence"."Drug, Addiction and Reward", and "Substance Use Disorder"  
DO: Continue working on your Mid-Term Neuroscience Research Paper  
WRITE/SUBMIT: Your (one paragraph) Affirmation Verification Statement (which will be provided by this Professor/Instructor) | Affirmation Verification Statement on to Canvas by SATURDAY, 07/11/20 before 11:59 PM (CST) on to Canvas for 2 grading points. DO NOT email your assignment. |
| 6 | **TOPIC:** Biological Bases of Intelligence | READ: Garrett & Hough - Chapters 12, 13 & 14  
READ: Johnson - Chapter 38  
REVIEW: PowerPoint presentations on "Learning and Memory" and "Intelligence and Cognitive Functioning"  
WRITE/SUBMIT: Your Mid-Term Neuroscience Research Paper (APA, 2020, 7th ed. formatting style for Student Papers is Required) | MID-TERM Neuroscience Research Paper due on SATURDAY, 07/18/20 before 11:59 PM (CST) on to Canvas for 28 grading points. DO NOT mail your assignment. |
<table>
<thead>
<tr>
<th>#</th>
<th>TOPIC</th>
<th>READ</th>
<th>REVIEW</th>
<th>WRITE/SUBMIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Emotions and Stress: Part 1</td>
<td>Garrett &amp; Hough - Chapter 8</td>
<td>PowerPoint presentation on &quot;Emotions and Health&quot;</td>
<td>Your (one paragraph) Affirmation Verification Statement (which will be provided by this Professor/Instructor)</td>
</tr>
<tr>
<td>8</td>
<td>Emotions and Stress: Part 2</td>
<td>Johnson - Chapter 23 and Chapter 24</td>
<td>PowerPoint presentation on &quot;Stress&quot;</td>
<td>Critical Analysis Essay #2 due on SATURDAY, 08/01/20 before 11:59 PM (CST) on to Canvas for 15 grading points. DO NOT mail your assignment.</td>
</tr>
</tbody>
</table>

LAST DAY OF THIS COURSE: THURSDAY, 08/13/20 at 11:59 pm (CST)
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

J. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted by phone: (817) 272-5352 below are some commonly used resources needed by students in online or technology supported courses:

http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page.......................... http://www.uta.edu/library
Subject Guides.............................. http://libguides.uta.edu
N. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

O. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

R. Academic Integrity
Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

S. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give
any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.