

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW395K	Instructor:	Arlene Montgomery, Ph.D. LCSW
Unique Number:	62108	E-mail:	yerzaborzoi@aol.com (not to be used for turning in assignments unless otherwise noted)
Semester:	Spring 2015	Phone:	Home (512) 480-8086; Office (512) 474-8317
Class Time:	Monday, 5:30 p.m.-8:30 p.m.	Office:	SW 3.104A Adjunct Faculty Office
Meeting Place:	SSW 2.116	Office Hours:	By appointment

MINDFULNESS AND SOCIAL WORK PRACTICE

I. Course Description

This course will cover selected findings from recent neurobiological research as it elaborates understanding of the neural mechanisms which promote and maintain mental health as well as address and repair mental distress, including certain symptoms of various mental illnesses. The interrelationship among secure attachment, mindfulness meditation, and effective therapy will be explored. Techniques and strategies for learning and improving mindfulness as therapeutic technique will be examined for diverse populations as well as issues such as: social work education; supervision; mental illnesses; substance use; end-of-life and palliative care. Although some of the scientific 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, particularly the social basis for self-regulation. 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:

1. understand how recent scientific findings guide and inform clinical interventions based upon mindfulness techniques;
2. critically compare and analyze therapeutic and social service implications of recent scientific findings related to the impact of the mindfulness experiences on/in the human brain;
3. critically evaluate mindfulness theories including Acceptance and Commitment Therapy, MBCT(Mindfulness-Based Cognitive Therapy) and others;
4. evaluate, select, and design a social service intervention involving mindfulness which takes into account both the appropriate psychological theory on self/affect regulation and the scientific research which supports the use of that particular theory;
5. adapt social service intervention methods to activities/programs which are designed to sensitively differentiate the needs of the 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, Recommended Texts, and Course Materials

Required Texts:

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

V. University and Class Policies

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT IN CLASS. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

CLASSROOM CIVILITY. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding student's participation in course assignments and activities, but students are responsible for communication clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/students/emhc/.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should

not be referred to in any form of electronic media, including any information that might lead to the identification of a client or compromise client confidentiality in any way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students 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://catalog.utexas.edu/general-information/the-university/#universitycodeofconduct>);(<http://deanofstudents.utexas.edu/sjs/>).

USE OF CLASS MATERIALS. The materials used in this class, including, but not limited to exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other thing, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and

frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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. Readings 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 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. Use of a laptop computer should only pertain to class and not personal matters/interests.

VI. Course Assignments

Worksheets

There are 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. Some worksheets will be created by students. Each worksheet is worth 1 point of the final grade. Should we not do 5 worksheets, the remaining points will be added to the worth of the final exam, accordingly.

Student generated handouts:

Texts

Each student will be required to prepare a written summary of the major points of a portion of chapters from the texts and provide copies (via email is fine) for fellow classmates and the instructor (hard copy required). Each emailed summary is due to fellow students the Sunday before the week the assignment is due and a hard copy to the instructor the day the assignment is due.

In addition to summarizing the text/articles, **each student** should choose 3 points they consider most important, emphasize them in some way in the summaries, and be prepared to particularly highlight those points in the class discussion.

Presentation to class

Choose two points from your text material (D.J.Siegel) and illustrate it to the class via exercise(s) from Teasdale, et al workbook .

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

(a.) speculate on how information in section of text summarized affects or is affected by one of the following characteristics: age, class, culture, ethnicity, country of origin, language(s), educational

attainment, religious background, sexual orientation, physical or mental challenge, economic oppression, social oppression

(b.) a neurobiological connection one or more concepts from the Siegel chapter to the Teasdale, et al exercise(s).

(c.) create a 5 question worksheet for the class regarding the text material (class will work cooperatively on worksheets following presentation of material); you may reference any material(s) presented prior to your own presentation for creating some of the questions.

Article summaries

Each student will summarize major points from an article on the syllabus and provide copies of their notes to fellow classmates and the instructor the Sunday before the week the assignment is due. The notes should include 1 speculation regarding relevant scientific findings that (i.) supports and (ii.) calls into question the scientific basis of selected principles of the treatment theory in the article summarized. The scientific findings can be from any of the material in the textbooks or in classmates summaries (cite this). When the article is discussed in class, the student is expected to actively support the discussion.

Presentation to class: Choose two points from your article material and find film example(s) to illustrate it to the class.

Paper: due last class day.

Choose a treatment theory from any assigned material or the reference list on this syllabus and:

1. Briefly summarize the treatment theory on which the social service intervention(s) is/are based.
2. List three tenets, strategies, principles, **or** treatment strategies/interventions (or some combination) that are emblematic of the theory in #1 above;
3. Choose a case example from Montgomery (2013) for whom the above treatment theory may be particularly suitable and briefly explain why that may be so (summarize the case material);
4. Describe ways in which mindfulness could be incorporated into the above three strategies, etc., with an exercise the client(s) you have selected (#2 above) might find helpful;
5. Support your clinical discussion in #3 above with the following;
 - The texts materials and articles that you presented to the class
 - 2 references from reference list on syllabus
 - Any other material assigned for the semester (2 references).

6. Using the mindfulness techniques from question #3, speculate on a particular population (e.g., adolescents) or clinical issue (certain clinical diagnoses or experiences, such as assault, homophobia, etc.) on which the technique would have a positive effect and discuss briefly why this may be the case and speculate on a particular population or clinical issue for which the technique would not be positive, and, in fact, may be detrimental and briefly discuss why this may be the case. Cite support for your clinical thinking.

Evaluation based on:

Reading assignment completion
Class participation
Class attendance
Successful completion of assignments

Grade Ranges Corresponding to Letter Grades

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Paper = 35 %

Worksheets = 10 %

Text summary and presentation=35%

Article summary and presentation-15%

Participation and attendance= 5%

Course Outline and Assignments

January 26 & February 2

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton. Chapters 1(A Mindful Awareness) and 2 (Brain Basics). Instructor will provide summary of chapters 1&2. **All also read chapter 3(A Week of Silence)for February 2.**

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

February 9

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton. *Chapter 4(Suffering and the Streams of Awareness)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

Bonifas, R.P. & Napoli, M. (2014). Mindfully increasing quality of life: A promising curriculum for MSW students. *Social Work Education: The International Journal*, 33:4, 469-484.

February 16

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton. *Chapter 5(Subjectivity and Science)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

Raab, K. (2014). Mindfulness, self-compassion, and empathy among health care professional: A review of the literature. *Journal of Health Care Chaplaincy*, 20(3), 95-108, DOI: 10.1080/08854726.2014.913876.

February 23

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton. *Chapter 6 (Harnessing the Hub: Attention and the Wheel of Awareness)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

Lynn, R. (2010). Mindfulness in social work education. *The International Journal*, 29(3), 289-304. DOI: 10.1080/02615470902930351.

March 2

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton. *Chapter 7 (Jettisoning Judgments: Dissolving Top-Down Constraints)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

Birnbaum, L. & Birnbaum, A.(2008). Mindful social work: From theory to practice. *Journal of Religion & Spirituality in Social Work: Social Thought*, 27(1-2), 878-104

March 9

The mindful brain: Reflection and attunement in the cultivation of well-being. New York: NY: Norton. *Chapter 8 (Internal Attunement: Mirror Neurons, Resonance, and Attention to Intention)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

Shier, M.L., &Graham, J.R. (2011). Mindfulness, subjective well-being, and social work: Insight into their interconnection from social work practitioners, social work education. *The International Journal*, 30(1), 229-44, DOI: 10.1080/02615471003763188.

SPRING BREAK MARCH 16-21

March 23

All read Chapters 1 & 2 in Fonagy, P., Gergely, G, Jurist, E. &, Target, M. (2004). *Affect regulation, mentalization, and the development of the self*. New York, NY: Other Press. (may become worksheet created by students, TBA)

March 30

Siegel, D.J. (2007). The mindful brain: Reflection and attunement in the cultivation of well-being. New York: NY: Norton. *Chapter 9 (Reflective Coherence: Neural Integration and Middle Prefrontal Function)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

Mesinga, J. (2011). The feeling of being a social worker: Including Yoga as a embodied practice in social work education. *The International Journal*, 30(6), 650. DOI: 10.1080/02615479.2011.586562.

April 6

Siegel, D.J. (2007). The mindful brain: Reflection and attunement in the cultivation of well-being. New York: NY: Norton. *Chapter 10 17(Flexibility of Feeling: Affective Style and an Approach Mindset)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

McCoryd, J.L. & Kerson, T.S. (2012). Teaching reflective social work practice in health care: Promoting best practices. *Journal of Social Work Education*, 49, 674-688.

April 13

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton. *Chapter 10 (Flexibility of Feeling: Affective Style and an Approach Mindset)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

McCormick, A.J.(2013). Buddhist ethics and end-of-life care decisions. *Journal of Social Work in End-of-Life & Palliative Care*, 9(2-3), 209-225.

April 20

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton. *Chapter 11 (Educating the Mind: The Fourth “R” and the Wisdom of Reflection)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

Carroll, M. (2009). Supervision: Critical reflection for transformational learning, Part 1. *The Clinical Supervisor*, 28, 210-220.

Carroll, M. (2010). Supervision: Critical reflection for transformational learning (Part 2). *The Clinical Supervisor*, 29(1), 1-19.

April 27

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton. *Chapter 13 (Reflection in Clinical Practice: Being Present and Cultivating the Hub)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

Fouk, M.A., Ingersoll-Dayton, B., Kavanagh, J., Robinson, E., & Kales, H.C. (2014). Mindfulness-based Cognitive Therapy with older adults: An exploratory study. *Journal of Gerontological Social Work*, 57:498-520.

May 4

Siegel, D.J. (2007). *The mindful brain: Reflection and attunement in the cultivation of well-being*. New York: NY: Norton. *Chapter 14 (The Mindful Brain in Psychotherapy: Promoting Neural Integration)*.

Teasdale, J., Williams, M., & Segal, Z. (2014). *The mindful way workbook*. New York: NY: Guilford.

Gockel, A. (2010). The promise of mindfulness for clinical practice education. *Smith College Studies in Social Work*, 80:2-3, 248-268, DOI: 10.1080/00377311003784184.

Reference List

- Allen, J.G., Fonagy, P., & Bateman, A.N. (2008) *Mentalizing in clinical practice*. Arlington, VA: American Psychiatric Publishing, Inc.
- Applegate, J. & Shapiro, J. (2005). *Neurobiology for clinical social work: Theory and practice*. New York, NY: Norton.
- Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to Interpersonal Neurobiology*. New York, NY: Norton.
- Bennett, S., & Nelson, J. (Eds.). (2010). *Adult attachment in clinical social work. Practice, research, and policy*. New York NY: Springer.
- Berzoff, J. Flanagan, L.M., & Hertz, P. (1996). *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts*. Northvale, New Jersey: Jason Aronson, Inc.
- Blieberg, E. (2001). *Treating personality disorders in children and adolescents: A relational approach*. New York, NY: Guilford Press.
- Carroll, M. (2009). Supervision: Critical reflection for transformational learning, Part 1. *The Clinical Supervisor*, 28, 210-220.
- Carroll, M. (2010). Supervision: Critical reflection for transformational learning (Part 2). *The Clinical Supervisor*, 29 (1), 1-19.
- Cassidy, J. & Shaver, P., (Eds.). (2008). *Handbook of attachment: Theory, research, and clinical applications*. New York, NY: The Guilford Press.
- Cozolino, L. (2002). *The neuroscience of psychotherapy: Building and rebuilding the human brain*. New York, NY: Norton.
- Dwyer, M.M. (2010). Religion, spirituality, and Social Work: Quantitative and qualitative study on the behaviors of social workers in conducting individual therapy. *Smith College Studies in Social Work*, 80(2-3), 139-158, DOI: 10/1080.00377317.2010.486359.
- Eagle, M. (2003). Clinical implications of attachment theory. *Psychoanalytic Inquiry*. Hillsdale, NJ: 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: Norton.
- Farmer, R.C. (2009). *Neuroscience and social work practice: The missing link*. Thousand Oaks, CA: SAGE.

- Flores, P.J. (2004). *Addiction as an attachment disorder*. Northvale, New Jersey: Jason Aronson.
- Fosha, D., Siegel, D.J., & Solomon, M. (2009). *The healing power of emotion: Affective neuroscience, development and clinical practice*. New York, NY: Norton.
- Gardner, J. R. (1999). Using Self Psychology in brief psychotherapy. *Psychoanalytic Social Work*, 6(3/4), 43-86.
- Glikman, H. (2004, April). Low-income fathers: Contexts, connections, and self. *Social Work*, 49(2), 195-206.
- Gockel, A., Cain, T., Malove, S., & James, S. (2013). Mindfulness as clinical training: Student perspectives on the utility of mindfulness training in fostering clinical intervention skills, *Journal of Religion & Spirituality in Social Work: Social Thought*, 32(1), 36-59, DOI: 10.1080/15426432.2013.749146.
- Gur, R.C. (2005). Brain maturation and its relevance to understanding criminal culpability of juveniles. *Current Psychiatry Reports*. 7, 292-296.
- 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.
- Hayes, S.C., & Strosahl, K. D. (Eds.). (2014). *A practical guide to acceptance and commitment therapy*. New York, NY: Springer.
- Hesse, A.M. (2002). Secondary Trauma: How working with trauma survivors affects therapists. *Clinical Social Work Journal*, 30(3), 292-310.
- Keyes, C. *The empathic brain: How the discovery of mirror neurons changes our understanding of human nature*. USA: Social Brain Press.
- 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, NY: Guilford Press.
- Miller, N.E., Luborsky, L., Barber, J., & Docherty, J.P. (Eds.). (1993). *Psychodynamic treatment research: A handbook for clinical practice*. New York, NY: Basic Books.
- Mahoney, D. M. (2000), Summer). Panic Disorder and self states: Clinical and research illustrations. *Clinical Social Work*, 28(2), 197-212.
- McGarrigle, T., & Walsh, C.A. (2011). Mindfulness, self-care, and wellness in Social Work: Effects of contemplative training. *Journal of Religion & Spirituality in Social Work: Social Thought*. 30(3), 212-233, DOI: 10.1080/15426432.2011.58738

- McPhil, Y-L. R. W. (2013). Returning to silence, connecting to wholeness: Contemplative pedagogy for critical Social work education. *Journal of Religion & Spirituality in Social Work: Social Thought*. 32(3), 269-285, DOI: 10.1080/15426432.2013.801748.
- Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist needs to know*. New York: Norton.
- Mikulincer, M. & Shaver, P. (2007). *Adult attachment: Structure, dynamics, and change*. New York, NY: The Guilford Press.
- Napoli, M., & Bonifas, R. (2011). From theory toward empathic self-care: Creating a mindful classroom for Social Work students. *Social Work Education: The International Journal*. 30(6), 635-649, DOI: 10.1080/02615479.2011.586560.
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- Nelson, J. (in press). *What made Freud laugh: An attachment perspective on laughter*. New York: Routledge.
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- Rothschild, B., & Rand, M. (2006). *Help for the helper: Self-care strategies for managing burnout and stress*. New York, NY: Norton.
- Rutherford, G.E., Walsh, C.A., & Rook, J. (2011). Teaching and learning processes for social transformation: Engaging a kaleidoscope of learners. *Journal of Teaching in Social Work*. 31(5), 479-492, DOI: 10.1080/08841233.2011.614206.
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- Schore, A.N. (2012). *The science of the art of psychotherapy*. New York, NY: Norton .
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- 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, NY: Norton.
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