

THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

Course Number: SW N387R33 **Instructor:** Tammy Linseisen, ACSW, LCSW
tlinseisen@mail.utexas.edu

Unique Number: 94635 **Office:** 3.124F

Semester: Summer 2013 **Phone:** 512-431-0014

Meeting Time/Place: Tues/Thurs,
8:30a-11:00a
Room 2.132 **Office Hours:** T/Th, after class

SW n387R33: Child and Adult Attachment in Clinical Social Work Practice

I. Standardized Course Description

The concept of attachment has gained increased recognition as the scope of brain research has grown. While attachment theory initially focused on early childhood relationships with caregivers, current literature includes the impact of disrupted attachment through the lifespan. This course will focus on attachment dynamics across developmental stages, including child, adolescent, and adult relationships. Both theoretical and treatment applications will be emphasized, and particular attention will be given to the impact of child maltreatment and parental/family functioning.

II. Course Objectives

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

- a. Identify various elements of attachment disruption using a biopsychosocial framework.
- b. Critically assess differential diagnoses in children and adults who might have attachment-related issues.
- c. Evaluate the ethics and effectiveness of treatments available for attachment-disordered individuals.
- d. Apply attachment theory in assessing and treating the individuals and families who interface with social work practice.
- e. Develop relational skills considered effective in working with children, families, and adults who have experienced attachment disruption.
- f. Discuss the interconnection of current brain research and interpersonal neurobiology on attachment theory and practice.
- g. Discern cross-cultural and global attachment issues and practices with particular emphasis on increasing cultural awareness and sensitivity.

III. Teaching Methods

This class will be taught using a variety of methods with an emphasis on clinical applications via an active, learning-centered model. Teaching methods might include role-plays and simulations, case examples, student presentations, videos, class discussions, small group interactions, collegial consultation, lectures and guest lectures. The assignments will provide the opportunity for "learning by doing" in role-play, small groups, and individual and group projects. To achieve success in learning in this course, you must stay current with course readings and materials. In addition, you must participate in discussions and small group work, risk yourself, stretch your creativity, and attend class! You are encouraged to ask questions as well as provide the professor with information and feedback along the way.

IV. Required Readings

Wallin, D. (2007). *Attachment in psychotherapy*. NY: Guilford.

Perry, B. & Szalavitz, M. (2008). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing*. NY: Basic Books.

Any additional course readings will be located on Blackboard, offered in handouts, or provided via internet and downloads.

V. Assignments

1. The Clinician's Own Attachment - Self Assessment (50 points)

Due 6/20/13

Self-awareness is one of the keys to effective clinical practice. When working with issues of attachment, it is important to reflect on one's own experiences, the impact of these experiences, resilient qualities, and predominant ways of healing. You will complete a reflective narrative about your own primary and secondary attachment figures and your subsequent attachment qualities and characteristics. An assignment sheet will be provided.

2. Attachment Intervention Paper (100 points)

Due 7/25/13 at beginning of class

This short-answer and essay oriented paper will offer you the opportunity to apply what you have learned from the course material, including readings, lectures, guest presentations, class presentations, and discussion material. The assignment will consist of some content but mostly application-oriented material and will be provided to you *approximately* two weeks before it is due.

3. Attachment Presentation and Paper (100 points)

Due: Uploaded to Blackboard and Successfully Tested prior to 8:00 AM on 7/11/13

Students can research a focused area of attachment that interests them and create a presentation to offer to the professor and the class electronically. The presentation will be posted to Blackboard and a facilitated question and answer/discussion will occur electronically. You will complete a 4-5 page paper that summarizes the literature you researched and provides any pertinent details beyond what your presentation slides include.

Some interesting topics include:

1. Attachment Issues in Adoption/Reactive Attachment Disorder
2. Attachment Across Cultures
3. Boys, Men, and Attachment
4. Attachment/Healing Trauma in Adolescence
5. Couples and Attachment/Treatment – GLBTQ and Heterosexual Relationships
6. Adult Attachment/Healing Trauma in Adults/Mental Health/Personality Disorders

Topic areas require approval from the professor in order to meet the expectations for this assignment.

4. Class Participation (50 points)

It is important to attend class on time, remain awake, remain for the entire class, and be actively and meaningfully present for effective learning and demonstration of professional behavior. Because you are graduate level social work students, it is expected that you will be able to participate on a deeper level in class discussions, taking healthy risks to work outside of your comfort zone. In order to receive the highest level of participation points, healthy risk-taking for professional growth must be demonstrated. Participation points will be determined by attendance, level of interest, respect for others' learning needs and contributions to classroom discussions and activities. Being prepared for class by reading assigned material is part of this professional expectation as well.

Evaluation and Grading: All students will be awarded points based on the quality of their work. Each assignment will indicate the number of points earned for the assignment. The grading scale is as follows:

282-300	A	222-230	C
270-281	A-	210-221	C-
261-269	B+	201-209	D+
252-260	B	192-200	D
240-251	B-	180-191	D-
231-239	C+		

Please note that you will not earn credit for graduate courses if your grade falls below a 'C'. You must earn a 'C' or above for credit to be given for the course.

I. CLASS POLICIES

Professional Conduct in Class.

Students are expected to act like professionals in class. This means arrive at class on time, be prepared to participate in the class discussion, and show respect for one another's opinions. The class will not, and should not, always agree with one another. In this environment it is a goal to be exposed to diverse ideas and opinions, and sometimes agreement with the ideas expressed by others will not occur. It is required, however, that you engage one another with respect and professionalism. Professional behavior is expected of all students in the classroom.

Attendance and Participation

The skills of leadership, assertiveness and critical thinking are an integral part of effective social work practice. All students are expected to participate fully in class activities and class discussion. Since the overall goal of this course is to help students apply knowledge and theory to practice, the success of the course is dependent upon students assuming an active role in class discussion. Attendance and participation for two-and-one-half hours of class is expected of all students. Missing more than two classes may require a Level Review, and absences can lead to a lowered grade. If you are going to be absent or tardy, please contact the professor via cell phone or email message prior to the absence or tardy. This exhibits professionalism.

Maintaining Confidentiality

Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics re: the sharing of information for educational purposes. However, discussion outside of class with individuals outside of the course regarding information shared in class about clients, supervisors or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the School and/or possible expulsion from the program.

Time Management

Students will lose 5 points **per calendar day** that an assignment is late. Assignments are due at the beginning of class. Papers turned in after class begins are considered late. On subsequent days, papers must be submitted by 8:30 a.m. to avoid an additional 5-point penalty (out of 100 points or prorated for point totals less than 100). Late papers will be accepted via email to the professor.

Professional Communication and Conflict Resolution

The student is expected to bring any concerns directly to the professor on an individual basis, if the issue is not appropriate to be discussed in class. Students should be prepared to discuss the concern openly, with willingness to accept feedback, and offer possible solutions.

Email will be a frequently used mode of communication between the professor and class. All students are responsible for checking their email and Blackboard on a regular basis for class updates. Students are also responsible for alerting the instructor about any

changes to their email addresses. Students can use email to ask the instructor questions between class meetings.

APA Guidelines and Crediting Sources

When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to University policy.

Special Learning Needs

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations. Students with learning challenges are encouraged to discuss special needs with the professor within the first two weeks of the semester.

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 also notify professors regarding any safety concerns as soon as possible.

Concerns about grades

Students with concerns or questions about grades are invited to discuss these with the professor. Students with concerns related to equitable distribution of work on a group project should first give the colleague in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due.

Use of Computers/Cell Phones/Smart Phones/ PDAs in the Classroom

This is a clinical course, and class participation is essential. Electronic note-taking is generally considered useful to some students but is only permitted during lecture portions of the course. Minimizing the use of computers/electronic devices ensures an environment that is conducive to group learning.

Cell phones should be silenced when class begins and remain this way throughout the duration of the class. This is considered an issue of professionalism. Text messaging during class times is disruptive to the professor and your peers and is therefore prohibited. Please step outside of class to surf the web, make calls, send or read texts, and send or read emails, post electronically in any way unless we are on an official break during regular class time.

Course-Instructor Survey

Students are encouraged to use their professional social work skills to discuss issues related to class. It is helpful to know of concerns in or about the class before the course-instructor survey results, and the input students provide is very beneficial to planning for the course each week. Students are encouraged to participate in the course/instructor survey at the end of the semester as well, but if issues can be addressed prior to that time, it is usually time well spent. Students are also invited and strongly encouraged to provide ongoing feedback to the professor during office hour visits throughout the semester.

II. COURSE SCHEDULE

6/6	Course Overview/Syllabus Review Class Orientation History of Attachment Healthy Attachment and Attunement	PLEASE NOTE: Readings are due to be read on the dates listed.
6/11	Strange Situation/Attachment Styles Brain Basics	Wallin, Chapters 1-3
6/13	<i>Babies</i> – Movie and Discussion Culture and Attachment Small Group Meetings	BB: van Ijzendoorn & Sagi-Schwartz reading Granqvist & Kirkpatrick reading (no regular office hours this week)
6/18	Attachment Styles, continued Little “t” and Big “T” Trauma Disorganized Attachment Ineffective (even harmful) Practices	Wallin, Chapter 4 The Boy Who Was Raised as a Dog Forbes & Post, Chapters 1-5 BB: Jernberg & Booth readings
6/20	Understanding the Attachment Process Affective Regulation Interpersonal Neurobiology	Wallin, Chapters 5-7 Attachment Self-Assessment Due on BB
6/25	Nonverbal Experience, Mentalizing, and Mindfulness Intersubjectivity and the Relational Perspective	Wallin, Chapters 8-10
6/27	Attachment and Psychopathology	BB: Dozier, et al reading

	Addiction as an Attachment Disorder Trauma and the Avoidant Client	Muller readings Flores readings
7/2	Attachment Work with Children, Adolescents, & Families, Part 1 Attachment and Family Systems Parenting from the Inside Out	BB: Siegel & Hartzell readings Brandell & Ringel, Chapters 5-6
7/4	No class Happy Fourth of July!	
7/9	Attachment-Based Parenting Somatic Experiencing Theraplay Trust-Based Relational Interventions (TBRI) Dyadic Developmental Psychotherapy	BB: Levine readings Purvis & Cross readings Becker-Weidman & Shell readings
7/11	No class meeting Presentations Uploaded to BB and Tested before 8 AM Facilitated Discussions	(No regular office hours this date)
7/16	Adult Attachment Interview (AAI) Adult Attachment and Interventions Sensorimotor Psychotherapy	Wallin, Chapter 11-14, 16 BB: Muller readings BB: Other readings as listed
7/18	Accelerated Experiential Dynamic Psychotherapy (AEDP)	BB: Fosha, Prenn readings
7/23	Accelerated Experiential Dynamic Psychotherapy (AEDP), cont. Attachment and Love Relationships Attachment-Based Couples Work	BB: S. Johnson readings Other readings as listed

7/25	Synthesis and Integration: Using Attachment-based Principles in Therapeutic Work	Final Paper Due at beginning of class
7/30	Synthesis and Integration, continued Course-Instructor Survey	

*Any additional information not listed on the course schedule will be provided in class as a handout, posted on Blackboard with notification, or emailed directly to the student.

Bibliography

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