

THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

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

Unique Number: 92070 **Office:** 3.124F

Semester: Summer 2015 **Phone:** 512-431-0014

Meeting Time/Place: Tues/Thurs,
8:30a-11:00a
Room 2.132 **Office Hours:** Th 11:00-12:00

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.

Solomon, M. F. & Tatkin, S. (2011). *Love and war in intimate relationships: Connection, disconnection, and mutual regulation in couple therapy*. NY: W. W. Norton.

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

V. **Assignments**

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

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. (Due 6/18/15)

2. Attachment Final Exam (100 points)

This multiple choice and short-answer examination 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 test will consist of both content and application-oriented material. (7/28/15)

3. Attachment Presentation and Paper (100 points)

Students will research a focused area of attachment that interests them and create an electronic presentation to offer to the professor and the class in an engaging and educational way, posted to Canvas. You will complete a 4-5 page fact sheet that summarizes the literature you researched and provides any pertinent details to assist fellow students to apply the material you have presented. The fact sheet will go beyond what the presentation slides include and should be organized in a publication-oriented format. (Due 7/16/15)

Presentation topics might be focused on identified populations, specific treatment options, or particular problem areas. Topic areas require approval from the professor in order to meet the expectations for this assignment. Small groups of people can work together if they are interested in the same topic areas.

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). All assignments will be posted to Canvas.

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 Canvas 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.

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, send or read emails, and/or 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

6/4	Course Overview/Syllabus Review Class Orientation	PLEASE NOTE: Readings are due to be read on the dates listed.
6/9	History of Attachment Healthy Attachment and Attunement The Strange Situation Attachment Styles	Wallin, Chapters 1-3
6/11	<i>Flipped Class – See Canvas for Assignments</i>	<i>The Boy Who Was Raised as a Dog</i> Culture and Attachment
6/16	Attachment Styles, continued Little “t” and Big “T” Trauma Disorganized Attachment Harmful and ineffective practices	van Ijzendoorn & Sagi-Schwartz reading Granqvist & Kirkpatrick reading Wallin, Chapter 4
6/18	Understanding the Attachment Process Affective Regulation Interpersonal Neurobiology Window of Tolerance	Wallin, Chapters 5-7 <i>Attachment Self-Assessment Due on Canvas</i>
6/23	Attachment Interventions with Children Theraplay Trust-Based Relational Intervention (TBRI)	Jernberg & Booth readings Zentner readings Purvis & Cross readings

6/25	Attachment and Family Systems Parenting from the Inside Out Dyadic Developmental Psychotherapy The Whole Brain Child	Siegel & Hartzell readings Becker-Weidman & Shell readings Siegel & Bryson readings
6/30	<i>Flipped Class – See Canvas for Assignments</i>	Midterm Course Check-In
7/2	The Adult Attachment Interview (AAI) Trauma and the Avoidant Client Intersubjectivity and the Relational Perspective	Wallin, Chaps. 8-10 Dozier, et al reading Muller readings
7/7	Adult Attachment, continued Addiction as an Attachment Disorder	Wallin, Chapter 11-14, 16 Muller readings Flores readings
7/9	Attachment Interventions with Adults: Trauma and the Body Somatic Experiencing (SE) Sensorimotor Psychotherapy	van der Kolk readings Levine readings Ogden readings
7/14	Accelerated Experiential Dynamic Psychotherapy (AEDP)	Fosha readings Prenn readings

7/16	Attachment Projects Reviewed/Discussed in Class	Presentations Uploaded by 8 AM Fact Sheets Reviewed in Class
7/21	Attachment and Love Relationships Emotion-Focused Therapy (EFT)	S. Johnson readings
7/23	Attachment and Love Relationships, continued Attachment in Same-Sex Relationships Psychobiological Approach to Couples Therapy (PACT)	Josephson chapter S. Tatkin readings
7/28	Final Exam Termination Course-Instructor Survey	Have a great rest of your summer!

*Any additional information not listed on the course schedule will be provided in class as a handout, posted on Canvas with notification, or emailed directly to the student. Professor reserves the right to make changes to the course schedule as needed.

Bibliography

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