

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

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**Course/Unique number:** SW 395K/62265

**Instructor:** Arlene Montgomery MSSW, Ph.D. , LCSW

**Semester:** Spring 2017

**Office Number:** SW 3.104A Adjunct Faculty Office

**Meeting Time:** Monday, 5:30 – 8:30 PM

**Meeting Place:** SSW 2.116

**Office Phone:** (512) 474-8317

**Home Phone:** (512) 480-8086

**Office Hours:** By appointment

**Email:** yerzaborzoi@aol.com (not to be used for turning in assignments unless otherwise noted)

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**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. (2010). *The mindful therapist : A clinician's guide to mindsight and neural integration*. New York: NY: Norton.

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

### V. SPRING 2017 UNIVERSITY 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 AND CIVILITY IN THE CLASSROOM

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. 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 also 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. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

#### 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. More information may be found at <http://diversity.utexas.edu/disability/>.

#### 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 professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

#### 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://deanofstudents.utexas.edu/conduct/>).

## 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.

## USE OF COURSE MATERIALS

The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor 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 sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

## 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, examination, work assignment, or 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.

## CAMPUS CARRY POLICY

The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

## 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 for keeping the university informed about a change of 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 <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

## CLASSROOM CONFIDENTIALITY

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

## TITLE IX REPORTING

In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct.

Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

## 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 between 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://operations.utexas.edu/units/csas/bcal.php>.

## 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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.
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## GRADING SCALE

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

### **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 the excused. Points will be deducted from the final grade for unexcused absences. The student is allowed one unexcused absence without penalty. Students will not be permitted to make up work missed during unexcused absences. Late assignments will not be accepted without penalty; some exceptions may be made by the instructor. Failure to attend class regularly and demonstrate through class discussion that one has read the assigned material will be considered in assigning the final grade. Use of a laptop computer should only pertain to class and not personal matters/interests.

### **VI. Course Assignments**

#### **Worksheets**

There are worksheets, collaboratively answered, and will be created by students.

## **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 in 2 parts: date of first 1/2 to be announced; second ½ due

last class day of university term.

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 & #4 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

Paper = 40%

Text summary and presentation=40%

Article summary and presentation-15%

Participation and attendance= 5%

## Course Outline and Assignments

### January 23

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Introduction (xi) and Chapter 1 Presence**. Instructor will provide summary of material. **All also read Chapter 2 , Attunement for January 30.**

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

### January 30

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. . **Chapter 3 Resonance**.

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 6

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Chapter 4 Trust**.

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 13

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Chapter 5 Truth**

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.

## February 20

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Chapter 6 Tripod**

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

## February 27

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Chapter 7 Triception**

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.

## March 6

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Chapter 9 Traits**

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

## **March 13-17 SPRING BREAK**

### **March 20**

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. . **Chapter 10 Trauma & Chapter 14 Tranquility**

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

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.

### **March 27**

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton **Chapter 8 Tracking**

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 3**

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Chapter 11 Transition**

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 17**

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Chapter 12 Training**

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 24

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Chapter 13 Transformation**

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 1

Siegel, D.J. (2010). *The mindful therapist*. New York: NY: Norton. **Chapter 15 Transpiration**

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.

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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.
- Keyzers, 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.
- Nelson, J. (2005). *Seeing through tears: Crying and attachment*. New York: Routledge.
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- Orange, D. M., Atwood, G.E., & Stolorow, R.D. *Working intersubjectively: Contextualism in Psychoanalytic practice*. Hillsdale, NJ: The Analytic Press.
- Rey, L.D. (1997). Religion as invisible culture: Knowing about and knowing with. *Journal of Family Social Work*, 2(2), 159-177.
- 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.
- Saltzman, N., & Norcross, J.C.(Eds.). (1990). *Therapy wars: contention and convergence in differing clinical approaches*. San Francisco, CA: Jossey-Bass.
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- Schore, A. (2003b). *Affect regulation and repair of the self*. New York, NY: Norton .
- Schore, A.N. (2012). *The science of the art of psychotherapy*. New York, NY: Norton .
- Seeley, K. M. (2004). Short-term intercultural psychotherapy: Ethnographic inquiry. *Social Work*, 49 (1) 121-140.
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