

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW n393R22	Instructor:	Arlene Montgomery, Ph.D. LCSW
Unique Number:	62045	E-mail:	yerzaborzoi@ AOL.COM (not to be utilized for submitting assignments)
Semester:	Fall 2011	Phone:	Office (512) 474-8317; Home (512) 480-8086
Class Time:	Tuesday 2:30-5:00	Office:	Adjunct Faculty Office
Meeting Place:		Office Hours:	By appointment

NEUROBIOLOGY AND SOCIAL WORK PRACTICE

I. Course Description

This course will cover selected findings from recent neurobiological research as it elaborates understanding of relationship dynamics with individuals, couples, families, and groups. Although this 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. The support that recent scientific findings provide for aspects of psychological treatment theories and differential diagnosis will be reviewed. This course will focus on using multiple perspectives in the advanced application of neurobiology research to inform clinical intervention, with emphasis placed at the micro and mezzo levels of practice. 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:

- a. understand how recent scientific findings guide and inform social service interventions;
- b. critically compare and analyze therapeutic and social service implications of recent scientific findings related to the impact of the relationship experiences on/in the human brain;
- c. evaluate, select, and design a social service intervention which takes into account both the appropriate psychological theory and the scientific research which supports the use of that particular theory
- d. adapt social service intervention methods to activities/programs which are designed to sensitively differentiate the needs of the client/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 and Course Materials

Schore, A.N. (2003). *Affect dysregulation and disorders of the self*. New York: W.W. Norton and Company, Inc.

Schore, A.N. (2003). *Affect regulation and the repair of the self*. New York: W.W. Norton and Company, Inc.

Many assigned articles, videos and CDs can be checked out from the Learning Resource Center in the Social Work Building. The instructor also has copies to loan the class.

V. Course 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 like 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.

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 (<http://www.utexas.edu/depts/dos/sjs/>).

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>.

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.

Special accommodations for students with a disability

In compliance with the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act, the instructor is available to discuss appropriate academic accommodations with the student. Students with

disabilities who need special accommodations should notify the instructor at the beginning of the semester. Please present a copy of the approved accommodations for instructor's records. To insure that the most appropriate accommodations can be provided, students should contact the Services for Students with Disabilities (SDD) Office at 471-6259 or 471-4641 TTY.

IV. Course Assignments/Grading

94-100=A
93-90 = A-
89-87 = B+
86-84 = B
83-80 = B-
79-77 = C+
76-74 = C
73-70 = C-
69-67 = D+
66-64 = D
63-60 = D-

59 & below = failing

Worksheets =1-6 points of final grade*

Student-generated hand-outs = 24 points of final grade
Examination #1 = 40 points of final grade
Examination #2 = 30 points of final grade

Worksheets(1-6% of final grade; each worksheet is worth 1% of final grade; should we not do 6 work sheets, those remaining points will be added to final exam, 4a,b)*

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.)

Examination #1(40% of final grade)

The focus of the open-note examination is two-fold:

- a. the application of selected concepts, the most important of which will be discussed and reviewed during class and
- b. the evaluation, selection, and design of a social service intervention which takes into account both the appropriate psychological theory and the scientific research which supports the use of that particular theory

Student generated handouts (24% of final grade {16% for text summaries; 8% for article}):

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 and instructor 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

Find a film example to illustrate **at least one of the points** to the class.

Text summaries

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

- a. see Appendix (pp.279-281 in Schore, text, *Affect Regulation and the Repair of the Self*) for principles of Regulation Theory)
 - i. re-state a principle of Regulation Theory which most closely relates to section of text summarized and apply to example from film of student's choosing
 - ii. 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

Article summaries

Each student will summarize major points from an article provided by the instructor 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:

- (a.) 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 text books or in classmates summaries

(reference this).When the article is discussed in class, the student is expected to actively support the discussion.

Presentation to class

Choose at least one point from the article material and find a film example to illustrate it to the class. (Depending on class size, may omit the film examples from the article summaries.)

Examination #2(30% of final grade)

The 10 (or so) page paper (excluding bibliography) will be informed by any material assigned. Additionally, 1 reference should be from the recommended reading list found at the end of the syllabus and 2 references from the articles reviewed by students (**3 points**). Format for referencing from class hand-outs and student summaries will be discussed in class. The paper is due on the last class day of the term.

The material will be the case of Karen. The paper should include the following:

1. Make a Multiaxial Assessment of the client.
 List the criteria met by Karen's symptoms and defenses (list them) that establish your diagnosis.
 For each criteria met and 3 of the defenses employed by Karen, speculate on the neuroscience supporting them.
 Discuss briefly the attachment category most similar to the diagnosis/diagnoses with examples of how it is similar to the diagnosis and linking neuroscience.
 Describe both the behaviors of the attachment category and the neuroscience that accounts for the behaviors. (**40 points**)
2. Give an example of the one of the client's most *stressful symptoms, memories, wishes, experiences, and/or defensive maneuvers* and describe:
 principles and/or techniques, and/or strategies of Regulation

useful in
be useful.
of this

Theory (specify which Principle) could be clinically addressing same and explain why so the principle would Mention 2 neurobiological findings that support the use principle/technique to treat Karen. (15 points).

1 scientific
technique
theories:

3. Describe a *treatment of an issue* of Karen's, mention finding that scientifically/neurobiologically supports a (describe technique) from one of the following Self Psychology, Object Relations Theory, Intersubjective/Relational/Feminist, Control-Mastery, or Psychoanalytic Theory (5 points)

4. In the dyadic experience (between Karen and her therapist, her parents or her mother {you may use a different dyad for each example}) according to recent scientific/neurobiological findings in the following:

a. Definition & neurobiology of projective identification (include the defenses that are involved in projective identification and their definitions & neurobiology, as well) and Schore's step-by-step description of projective identification (and the neurobiology of each step); how is this related to transference/counter/transference, neurobiologically? (15 points)

b. define neurobiologically and give an example of emotional dysregulation and define neurobiologically and give an example of mutual regulation (7 points)

c. give 1 example of the psychological defense of dissociation that was erected

in the face of therapist intervention (describe intervention and behaviors that suggest dissociation occurred), which could include therapist error;
 define & describe the neurobiological underpinnings of the dissociative experience (10 points)

d. Describe an ethical conflict and quote the ethical guideline from NASW Code of Ethics that could be a result of the interface between the particulars of the client (Karen) and something about **you**, the student, such as ethnicity, religion, family issue, age, gender, sexual orientation, race, class, cultural background, language, socioeconomic status, physical challenge, and/or other individual differences; speculate on how the interplay you describe between you and Karen could be explained neurobiologically. Note: a clinical conflict is not necessarily an ethical conflict, though it could be (5 points)

94-100=A
 93-90 = A-
 89-87 = B+
 86-84 = B
 83-80 = B-
 79-77 = C+
 76-74 = C
 73-70 = C-
 69-67 = D+
 66-64 = D
 63-60 = D-

59 & below = failing
August 29 & September 6

Introduction to course and to each other

Handouts on the following:

- a. the case of Karen*
- b. psychological defenses
- c. Mahler material
- d. attachment categories
- e. Cozolino material on brain
- f. definitions and concepts

*the case of Karen is from Lachmann, F. M., & Beebe, B. (1997). Chapter 3 The Contribution of Self-and-Mutual Regulation of Therapeutic Action: A Case Illustration. In Michael Moskowitz, Catherine Monk, Carol Kaye, and Steven Ellman (Eds.), *The neurological and developmental basis for psychotherapeutic intervention*. Northvale, New Jersey: Jason Aronson. 91-122.

Lecture on

Chapter 1, The experience-dependent maturation of a regulatory system in the orbital-prefrontal cortex and the origin of developmental psychopathology, 5-35 in *Affect dysregulation and disorders of the self*.

Chapter 3, Clinical implication of psychoneurobiological model of projective identification, 58-107, in *Affect regulation and the repair of the self*

Chapter 1, Interdisciplinary research as a source of clinical models, 3-32 in *Affect regulation and the repair of the self*

Discussion of:

Silverman, R.C. & Lieberman, A.F. (1999). Negative maternal attributions, projective identification, and the intergenerational transmission of violent relational patterns. *Psychoanalytic Dialogues*, 9(2), 161-186.

September 13 & 20
Read case of Karen

Chapter 2, The experience-dependent maturation of an evaluative system in the cortex, 36-53, in *Affect dysregulation and disorders of the self*

Pages:

36-38 Introduction

38-42 Mutual Gaze as a Dynamic Mechanism for the Coordination of Facial Appraisals and Changes in Psychobiological States

42-44 The Neurobiology of Dyadically Regulated Psychobiological States

44-46 Social Referencing Attachment Experiences and the Origin of the Appraisal of Emotionally Significant Environmental Events

46-53 The Experience-Dependent Maturation of an Evaluative System in the Frontolimbic Cortex Occurs in a Critical Period of Infancy (Instructor)

Chapter 3, Attachment and the regulation of the right brain, 54-70, in *Affect dysregulation and disorders of the self*

Pages:

54-59 Introduction and Bowlby's Original Chartings of the Attachment Landscape

59-64 Contributions from Neuroscience to Attachment Theory (Instructor)

64-66 Attachment Theory is Fundamentally a Regulatory Theory (All)

66-70 Future Directions of Attachment Research on Regulatory Processes (All)

Chapter 4. Parent-infant communications and the neurobiology of emotional development, in *Affect dysregulation and disorders of the self*.

Pages:

71-75 Introduction

75-78 Attachment Processes and Emotional Communications

78-82 *The Neurobiology and Psychobiology of Attachment*
 82-86 *Organization of a Regulatory System in the Right Brain*
(Instructor)

September 27

Chapter 5, Early organization of the nonlinear right brain and the development of a predisposition to psychiatric disorders, in *Affect dysregulation and disorders of the self*

Pages:

90-92 *Introduction*

92-95 *Functional Properties of Self-Organizing Developmental Systems*

95-97 *Nonlinear State Changes and the Organization of Attachment Dynamics*

97-100 *Central Role of Biomines in the Regulation of the Energy Metabolism of the Developing Brain(Instructor)*

100-104 *The Energy-Dependent Imprinting of Neural Circuits During Critical Periods of Infancy(Instructor)*

104-108 *The Organization of a Regulatory System in the Orbitofrontal Cortex that Manifests Chaotic Dynamics(2 students)*

108-112 *Right Brain as a Nonlinear system(2 students)*

112-115 *Critical Period Gene-Environment Interactions and the Development of a Vulnerability to Psychopathology(2 students)*

115-121 *Excessive Developmental Parcellation and the Pathomorphogenesis of Frontolimbic Circuits(2 students)*

121-126 *Early-Forming Structural Pathology of the Nonlinear Right Hemisphere and the Origins of a Predisposition of Psychiatric Disorders(2 students)*

126 *Dynamic Systems Theory and Ongoing Right-Hemispheric Development(Instructor)*

Chapter 6, The effects of a secure attachment relationship on right brain development, affect regulation, and infant mental health, 128-177, in *Affect dysregulation and disorders of the self*

Pages:

128-131 Introduction
 131-134 Overview of Interdisciplinary Perspective of Development
 134-138 Attachment, Stress Regulation and Infant Mental Health
 138-144 Affect Synchrony, Resonance, and Attachment
 Communications
 (2 students)
 144-150 Attachment and the Interactive Regulation of the right
 Brain (2 students)
 150-160 Attachment Transactions and the Hierarchical
 Organization of the Limbic System (Instructor)
 161-166 The Maturation of an Orbitofrontal Regulatory
 System (Instructor)
 166-169) Regulatory Functions of the Right Brain
 169-177 Continued Orbitofrontal and Right Brain Development and
 Adaptive Mental Health (3 students)

October 4, 11

Chapter 7, The effects of relational trauma and right brain development, affect regulation, and infant mental health, 178-233, in

Affect dysregulation and disorders of the self

Pages:

178-180 Introduction

180-184 An Overview of Traumatic Attachments and Brain Development

184-188 Negative Impact of Relational Trauma on Infant Mental Health

188-192 The Neurobiology of Infant Trauma (2 students)

192-199 The Neuropsychology and Neuropsycholanalysis of a Disorganized-Disoriented Attachment Pattern (2 students)

199-207 Critical Period Trauma and Deficient Orbitofrontal Connectivity

(2 students)

207-212 Relational Trauma, Orbitofrontal Dysfunction, and a Predisposition to Posttraumatic Stress Disorders (2 students)

212-216 The Neurobiology of the Dissociative Defense (Instructor)

216-222 Dissociation and Body-Mind Psychopathology Instructor

222-229 Early Relational Trauma and Enduring Right Hemisphere Dysfunction

(3 students)

229-233 Implications for Models of Early Intervention

Chapter 4 Advances in neuropsychanalysis, attachment theory, and trauma research: Implications for Self Psychology, 108-150, *Affect regulation and the repair of the self (INSTRUCTOR)*

Chapter 5, Early super-ego development: the emergence of shame and narcissistic affect regulation in the practicing period, 151-186, in *Affect regulation and repair of the self*.

Pages:

151-154 Introduction

154-155 The Psychophysiological Function of Shame

155-158 The Ascendancy of Narcissism, Elation, and Heightened Arousal during the Practicing Period

158-163 Shame Stress and the Neurophysiology of Arousal

Dysregulation During Practicing Reunion Episodes (2 students)

163-169 Maternal Response and the Regulation of Shame-Deflated Narcissistic Affect (3 students)

169-174 Shame and Affect Regulation Through the Rapprochement Crises

(2 students)

174-177 Implications for the Etiology of Narcissistic Disorders

177-182 The Emergence of Ego ideal Regulation of Narcissistic Affect (2 students)

182-186 Superego function in Mood Regulation and Further Theoretical Consideration

October 18, 25

Chapter 2, Minds in the making: Attachment, the self-organizing brain, and developmentally-oriented psychoanalytic psychotherapy, 33-57, in *Affect regulation and the repair of the self*.

Pages:

33-37 Introduction

37-41 The Neurobiology of a Secure Attachment

41-46 Maturation of an Orbitofrontal Regulatory System (2 students)

46-52 The Right Hemisphere, Attachment Theory, and the Empathic Reception of Unconscious Emotional Communications (2 students)

52-57 Implications of a Psychoneurobiological Model of Emotional Development for Clinical Practice (2 students)

November 4, Examination #2 Due at 4:45pm @ Student Services Desk

November 1, 8

Article presentations begin(supporting case of Karen)

Chapter 8, Dysregulation of the right brain: A fundamental mechanism of attachment and the psychopathogenesis of posttraumatic stress disorders, 234-265, in *Affect dysregulation and disorders of the self*

Pages:

234-236 Introduction & Attachment and the Development of Right Brain Stress-Coping Mechanisms

236-239 Stress and the Right Hemisphere

239-240 Right Brain Dysregulation, Dissociation, and PTSD, Pathogenesis: Introduction

240-241 Traumatic Attachment, Dysregulation, and the Pathogenesis of PTSD

241-243 *Overview of the Neurobiology of a Secure Attachment*
 243-246 *Attachment and Right Cortical Regulation of the Autonomic Nervous System (Instructor)*
 246-249 *The Neurobiology of Infant Trauma (Instructor)*
 249-252 *Disorganized/disoriented Attachment Neurophysiology (2 students)*
 252-255 *Impact of Relational Trauma on Right-Brain Development*
 255-259 *Trauma-induced Excessive Pruning of Right -Brain Circuits (Instructor)*
 259-262 *Continuity among Infant, Childhood, and Adult PTSD (Instructor)*
 262-265 *De-Evolution of Right Brain Limbic Circuits and PTSD Pathogenesis (Instructor)*

Chapter 9 *Effect of Early Relational Trauma on Affect Regulation: The Development of Borderline and Antisocial Personality Disorders and a Predisposition to Violence, 266-306, in *Affect dysregulation and disorders of the self.* (Instructor)*

November 15, 22

Article presentations continue

Chapter 6, *A century after Freud's project: Is rapprochement between psychoanalysis and neurobiology at hand?* 187-205, *Affect regulation and the repair of the self (Instructor)*

Chapter 8, The right brain as the neurobiological substratum of Freud's dynamic unconscious, 250-278, in *Affect regulation and the repair of the self (Instructor)*

**November 29
Review for Final Paper**

December 2, Examination #2 Due @4:45 at Student Services Desk

Recommended Reading for Neurobiology and Social Work Practice

Allen, J.G., Fonagy, P., & Bateman, A.N. (2008) *Mentalizing in clinical practice*.

Arlington, VA: American Psychiatric Publishing, Inc.

Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal*

neurobiology. NY: WW Norton & Co.

Bacal, H.A. (1990). John Bowlby. Bacal, H.A., & Newman, K.M. *Theories of Object*

Relations: Bridges to Self Psychology. New York: Columbia University Press.
207-222.

Barbanell, L. (2006). *Removing the mask of kindness: Diagnosis and treatment of the*

caretaker personality disorder. USA: Jason Aronson.

Barth, F. D. (2003). Separate but not alone: Separation –individuation issues in

college students with eating disorders. *Clinical Social Work Journal*, 31(2), 139- 153.

Bebee, B. & Lachmann, F.M. (2002). *Infant research and adult treatment*. Hillsdale,

New Jersey: Analytic Press.

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: Guilford Press.

Bragdon, A.D. & Gamon, D. (2000). *Brains that work a little bit differently: Recent*

discoveries about common brain diversities. USA: Allen D. Bragdon Publisher, Inc.

- Cohler, B. J. (1999). The gay therapist's response to a gay client practicing unsafe sex:
A dilemma in brief psychotherapy. *Psychoanalytic Social Work*, 6(3/4), 161-202.
- Damasio, A. (2003). *Looking for Spinoza: Joy, sorrow, and the feeling brain*. New York: Harcourt Brace and Company.
- Eagle, M. (2003). *Clinical implications of attachment theory: Psychoanalytic inquiry*. Hillside, New Jersey: Analytic Press.
- Edward, J, & Sanville, J. (Eds.). (1996). *Fostering healing and growth: Psychoanalytic social work approach*. Northvale, New Jersey: Jason Aronson.
- Elson, M. (1986). The fit between Self Psychology and social work practice. (pp.2-7)
and Self Psychology: A Theory of human development (pp. 8-23) in M. Elson
Self Psychology in clinical social work. New York: W.W. Norton & Company.
- Fosha, D., Siegel, D.J., & Solomon, M. (2009). *The healing power of emotion: Affective neuroscience, development and clinical practice*. New York: WW Norton & Co, Inc.
- Fossage, J. L. (1998). Self Psychology and its contributions to Psychoanalysis: An overview. *Journal of Analytic Social Work*. 5(2), 1-17.
- Foster, R.P. (1999). An intersubjective approach to cross-cultural clinical work. *Smith College Studies in Social Work*. 69(2) 260-292
- 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.

- 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.
- Hesse, A.M. (2002). Secondary Trauma: How working with trauma survivors affects therapists. *Clinical Social Work Journal*, 30(3), 292-310.
- Howard, P. J. (2000). *The owner's manual for the brain: Everyday application from mind-brain research*. Atlanta: Bard Press.
- Karen, R. (1990, February). Becoming attached. *The Atlantic Monthly*, 35-70.
- Kottler, J. A., & Blau, D.S. (1989). *The imperfect therapist: Learning from failure in therapeutic practice*. San Francisco: Jossey-Bass.
- Kottler, J.A. (1993). *On being a therapist*. San Francisco: Jossey-Bass.
- LeDoux, J. (1996). *The emotional brain*. New York: Simon and Schuster.
- Leone, C. M. (2001). Toward a more optimal selfobject milieu: Family psychotherapy from the perspective of self psychology. *Clinical Social Work Journal*. 29(3), 269.
- 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: Guilford Press.

- Mahoney, D. M. (2000, Summer). Panic Disorder and self states: Clinical and research illustrations. *Clinical Social Work*, 28(2), 197-212.
- Marano, H.E. (2003, July/August). The opposite sex: The new sex scorecard. *Psychology Today*, 38-46.
- McWilliams, N, (1994). *Psychoanalytic diagnosis: understanding personality in the clinical process*. New York: The Guilford Press.
- Merlin, D. (2001). *A mind so rare: The evolution of human consciousness*. London: W.W. Norton & Co.
- Meyer, W. A. (2001). Why they don't come back: A clinical perspective on the no-show client. *Clinical Social Work Journal*, (1994), 325-339.
- Miller, N.E., Luborsky, L., Barber, J., & Docherty, J.P. (Eds.). (1993). *Psychodynamic treatment research: A handbook for clinical practice*. New York: Basic Books.
- Montgomery, A. (2002). Converging perspective of dynamic theory and evolving neurobiological knowledge. *Smith College Studies in Social Work*. 72(2), 177-196.
- Moskovitz, M., Monk, C., Kaye, C., & Ellerman, S.J.(Eds.).(1997). *The neurological and developmental basis for psychotherapeutic intervention*. Northvale, New Jersey: Jason Aronson, Inc.
- Nol, J. (2004). Control-mastery: Theory and application. *Psychoanalytic Social Work*, 11(1), 37-54.
- Orange, D. M., Atwood, G.E., & Stolorow, R.D. *Working intersubjectively: Contextualism in Psychanalytic practice*. Hillsdale, NJ: The Analytic Press.
- Ornstein, R. (1997). *The right mind: Making sense of the hemispheres*. Orlando, Florida: Harcourt Brace & Company.

Ramachandran, V.S., & Hubbard, E.M. (2003, May). Hearing colors, tasting shapes,
Scientific American, 288(5), 52-59.

- Ratey, J.J. (2001). *A user's guide to the brain: Perception, attention, and the four theaters of the brain*. New York: Pantheon Books
- Restak, R. (2003). *The new brain: How the modern age is rewiring your mind*. USA: St. Martin's Press.
- Rosenfield, I. (1992). *The strange, familiar, and forgotten: An anatomy of consciousness*. New York: Alfred Knopf.
- Rothschild, B. & Rand, M. (2006). *Help for the helper: Self-care strategies for managing burnout and stress*. New York: WW Norton & Co., Inc.
- Saltzman, N., & Norcross, J.C.(eds.) (1990). *Therapy wars: contention and convergence in differing clinical approaches*. San Francisco: Jossey-Bass.
- Sameroff, A, J., McDonough, S.C., & Rosenblum, K.L. (2004). *Treating parent-infant relationship problems*. New York: Guilford Press.
- Sapolsky, R. (2003, March). Bugs in the brain. *Scientific American*, 288 (3), 94-97.
- Schallice, T. (1991). *From neurobiology to mental structure*. Cambridge: Cambridge University Press.
- Scharff, J. A., & Scharff, D.E. (1992). *Scharff notes: A primer of object relations therapy*. Northvale, New Jersey: Jason Aronson.
- Schore, A. N. (1994). *Affect regulation and the origin of the self: The neurobiology of emotional development*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Searles, H. (1965). *The effort to drive the other person crazy: An element in the etiology and psychology of schizophrenia*. *Collected papers on schizophrenia and related subjects*. New York: International Universities Press.

- Seeley, K. M. (2004). Short-term intercultural psychotherapy: ethnographic inquiry. *Social Work*, 49 (1) 121-140.
- Shaw, S.L.& Dallos, R. (December, 2005). Attachment and adolescent depression. *Attachment & Human Development* (7)4. 409-424.
- 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: W. W. Norton & Co.
- Stone, N. (1999). Developmental perspective in brief treatment of gay youth. *Psychoanalytic Social Work*. 6(3/4), 145-160.
- Scharff, J.S.,& Scharff, D. E. (1992). Relation to other theoretical systems and clinical approaches. *Scharff notes: A primer of object relations therapy*. Northvale, New Jersey: Jason Aronson Inc. 55-70.
- Swiller, H.I. (1998). Alexithymia: Treatment utilizing combined individual and group psychotherapy. *International Journal of Group Psychotherapy*. 38(1), 47-61.
- Vaillant, G.E. (1977) *Adaptation to life*. Boston: Little, Brown, and Company.
- van der Kolk, B.A., McFarlane, A.C., & Weisaeth, L. (Eds.). (1996). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York: Guilford Press.
- Vaughn, S. (1997). *The talking cure: The science behind psychotherapy*. New York: G.P. Putnam's Sons.