

THE UNIVERSITY OF TEXAS SCHOOL OF SOCIAL WORK

Course Number: SW N387R33 **Instructor:** Tammy Linseisen, ACSW, LCSW
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Unique Number: 94895 **Office:** 3.124F

Semester: Summer 2011 **Mobile phone for more urgent matters:**
512-431-0014

Meeting Time/Place: Tues/Thurs,
8:30a-11:00a
Room 2.132 **Office Hours:** Tuesdays, 12-1p
Other times by appointment

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**

Brandell, J. & Ringel, S. (2007). Attachment and dynamic practice: An integrative guide for social workers and other clinicians. New York: Columbia University Press.

All 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 6/21/11

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. Take-Home Final (50 points)

Due 7/25/11 by 8 AM

This test 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 exam will consist of some content but mostly application-oriented material.

3. Group Project (100 points)

Due Date depends on which project you select.

Groups of 5 will create a classroom presentation on a special topic selected on June 7. The presentation will be one hour, 15 minutes in length followed by a 15-minute question/answer/evaluation session. The topics are:

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

*The number of the presentation topics corresponds to the day on which it will be shown. Please pick accordingly.

In addition to the class presentation, the task group will provide a two-to-three page handout for the class with pertinent information pertaining to your topic.

4. Special Project (50 points)

This project offers choices so that students can delve into particular areas of interest. Options include:

- a) Students can create an interactive role play of attachment-oriented therapeutic interventions. Time in class can be reserved to present this role play with class input and involvement. A separate assignment sheet will be provided.
- b) Students can research a focused area of attachment that interests them and write an 8-10 page paper that summarizes literature on this topic.
- c) Students can pitch their own idea to the professor regarding an attachment intervention, a developmental stage of attachment, a specific population or a specific area of research.

5. Class Participation (50 points)

It is important to attend class on time, remain awake, remain for the entire class, and to 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 before 5:00 p.m. to avoid an additional 5-point penalty. 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. Laptop computers will not be necessary in the classroom, and prohibiting their use ensures an environment that is conducive to group learning.

Cell phones should be turned off when class begins and remain off 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.

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

6/2	Syllabus Review Course Overview Class Orientation	PLEASE NOTE: Readings are due to be read on the dates listed.
6/7	Group Selections Syllabus Review Course Overview	
6/9	Bowlby, Ainsworth The Theory of Attachment The Brain Interpersonal Neurobiology	Brandell & Ringel, Introduction Chaps. 1 & 2
6/14	Guest Lecture: Trust-Based Relational Interventions The Brain's Involvement	Karyn Purvis chapters on BB
6/16	Guest Lecture: Sensory Processing – The Body's Responses to Attachment/Trauma	See BB for readings
6/21	Parenting from the Inside Out	See BB for readings <i>Attachment Self-Assessment Due</i>

6/23	Bad Attachment Treatment Intergenerational Transmission of Trauma	See Blackboard for readings Brandell & Ringel, Chaps. 3 & 4
6/28	Group Presentation 1 Adoption Reactive Attachment Disorder	See BB
6/30	Group Presentation 4 Attachment & Adolescence	Brandell & Ringel, Ch. 6
7/5	Group Presentation 2 Attachment Across Cultures	See BB
7/7	Group Presentation 3 Boys, Men, and Attachment Gender Dynamics of Attachment	See BB
7/12	Group Presentation 6 Adult Attachment Mental Health	Brandell & Ringel, Ch. 7
7/14	No Class	
7/19	Attachment-based Play Therapy as Intervention Guest Lecture: Theraplay Kathryn Zentner, LCSW	Theraplay chapters, on BB Forbes, Post – chapters to be posted Steele, <i>article</i> , “Unrelenting catastrophic trauma within the family...”
7/21	Group Presentation 5 Couples Relationships, Love and Attachment Bringing it all Together: A Discussion Closure and Endings	See BB

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

Bibliography

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- Forbes, H. T., LCSW., & Post, B. B., PhD, LCSW. (2006). *Beyond Consequences, Logic and Control* (Vol. 1). Orlando, FL: Beyond Consequences Institute, LLC.
- Hughes, D. (2004, September). An attachment-based treatment of maltreated children and young people. *Attachment and Human Development*, 6(3), 263-278.
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- Siegel, D. J. (2007). *The Mindful Brain*. New York, NY: W. W. Norton & Company.
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- Solomon, M. F., & Siegel, D. J. (Eds.). (2003). *Healing Trauma*. New York, NY: W. W. Norton & Company.
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