Course Number: SW 395 K **Instructor:** Arlene Montgomery, PhD, LCSW
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Semester: Spring 2020 **Office:** 3.104A
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& Place: SSW 2.116 **Office Hours:** by appointment

Mindfulness and Social Work Practice

I.   STANDARDIZED 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.   STANDARDIZATION OF 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 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 MATERIALS

Siegel, D.J. (2010). *The mindful therapist: A clinician's guide to mindsight and neural integration.* New York: NY: Norton.
*Teasdale, J., Will*iams, M., & Segal, Z. (2014). *The mindful way workbook.* New York: NY: Guilford.

V.   COURSE REQUIREMENTS

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 class-mates summaries (cite this). When the article is discussed in class, the student is expected to actively support the discussion.

Presentation to class: Choose one point from your article material & text material and find film example(s) to illustrate it to the class.

Paper: the paper is done in 2 parts; first ½ due date TBA (questions 1-5) & last ½ due last class day of university term (questions 6-7).

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 text(s) materials and articles that you presented to the class, 2 references from reference list on syllabus and 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.

7. For the population and/or issue from #6 above, choose 4 neurobiological facts or concepts that support the use of the mindfulness techniques and 2 neurobiological facts or concepts that do not support their use.

VI.   Grading

Evaluation based on:
Reading assignment completion
Class participation
Class attendance
Successful completion of assignments

Paper = 40%
Text summary and presentation=35%
Article summary and presentation-20%
Participation and attendance= 5%

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

VII.   CLASS POLICIES

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**.**

VIII.   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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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.

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 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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.

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/sjs/.

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.

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. For more information, visit: http://diversity.utexas.edu/disability/.

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.

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 on the basis of sex https://titleix.utexas.edu/. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at https://titleix.utexas.edu/.

CAMPUS CARRY POLICY. The University's policy on concealed firearms 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.

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.

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 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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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://www.utexas.edu/safety/bcal.

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.

IX.   COURSE SCHEDULE

	Topic	Assignment Due	Readings
01-27	**Introduction (xi) from Siegel and introduction to class**		**Presenter summarizes articles; class reading articles optional; presenter chooses Teasdale exercise; see bibliography for full citation of articles**
02-03	**Chapter 1 Presence Siegel;** **Chapter 1, Attunement, Siegel**	*All read Siegel, 2010, unless otherwise noted*	**Teasdale, et al;** **Bonifas & Napoli, …..mindfulness and SW students**

			Siegel, 2007, Ch. 8, internal attunement & mirror neurons Hanson. *Buddha's brain; C*h. 9, ...compassion & assertion
02-10	**Chapter 3 Resonance, Siegel** **Chapter 4 Trust, Siegel**	*All read Siegel*	**Teasdale, et al;** **Raab, ...mindfulness and social work education** **Siegel, 2017,** Ch.6....neuroplasticity and cultural systems….
02-17	**Chapter 5 Truth, Siegel**	*All read Siegel*	**Teasdale, et al;** **Lynn, ….mindfulness and SW education** **Siegel(2017),** Ch. 4, Is the Mind's Subjective Reality Real?
02-24	**Chapter 6 Tripod, Siegel**	*All read Siegel*	**Teasdale, et al;** **Birnbaum & Birnbaum,….mindful social work….** **Brown,** et al., Ch. 18,….mindfulness for under- and over -controlled disorders
03-02	**Chapter 7 Triception, Siegel**	*All read Siegel*	**Teasdale, et al;** **Shier & Graham, ….SW education and mindfulness….** **Pollack,** et al., Ch. 10 ...deepening symptom relief...
03-16	**Chapter 10 Trauma, Siegel**	*All read Siegel*	**Teasdale, et al;** **Germer,** et al.,Chapter11, **Mindfulness, Insight, & Trauma**
03-23	**Chapter 9 Traits, Siegel;**	*All read Siegel*	**Teasdale, et al;** **Hanson,** Ch.4;, Taking in the Good; **Mesinga...including Yoga**

03-30	**Chapter 14 Tranquility, Siegel**	*All read Siegel*	**Teasdale et al; McCoryd & Kerson, ...health care and reflective practices;** **Pollack, et al.,Ch.8, making mindfulness accessible**
04-06	**Chapter 11 Transition, Siegel**		**Teasdale, et al; McCormick, ...end-of-life decisions & ethics Germer, Ch. 10...working with children**
04-13	**Chapter 8 Tracking**	*All read Siegel*	**Teasdale, et al; Siegel(2007), Ch. 11 ...reflective thinking….**
04-20	**Chapter 13 Transformation, Siegel**	*All read Siegel*	**Teasdale, et al; Foulk, et al., ...with older adults Brown, et al., Ch.21...mindfulness and addiction**
04-27	**Chapter 15 Transpiration, Siegel**	*All read Siegel*	**Teasdale, et al; Gockel(2010)...mindfulness in clinical practice;** **Brown, et al., (2015), Ch.3, ...Cross-cultural issues in mindfulness...**
05-04	**Chapter 12 Training, Siegel**		**Carroll,2009; Carroll, 2010; both articles on supervision**

X.   BIBLIOGRAPHY

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