

+

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

Course Number: SW 393R22	Instructor: Arlene Montgomery, Ph.D. LCSW
Unique Number: 61655	E-mail: marksak@utexas.edu
Semester: Fall 2022	Phone: Home (512) 480-8086
Class Time: Monday 5:30-8:30	Office Hours: By appointment virtual
Meeting Place: SSW 2.130	

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, videos, case examples, and individual and group presentations are designed to enhance the learning experience.

IV. Required Texts & Material, Recommended Texts, and Course Materials

Required Texts:

Schore, A.N. (2012). *The science of the art of psychotherapy*. New York: W.W. Norton & Co.

Montgomery, A. (2013). *Neurobiology essentials for clinicians: What every therapist needs to know*. New York: W.W. Norton & Co.

Required materials

(from Moskowitz, M., Monk, C., Kaye, C., & Ellerman, S.J.(Eds.)(1997). *The neurological and developmental basis for psychotherapeutic intervention*. The contribution of self-and mutual regulation to the therapeutic action: A Case Illustration. Northvale, New Jersey: Jason Aronson, Inc.).

Schore, A.N. (2003). *Affect regulation and the repair of the self*. New York, NY: Norton, pp.279-281.

Montgomery, A.(2019). Attachment and neurobiology. *Encyclopedia of Social Work, on-line*.

Suggested Texts:

Cassidy, J. & Shaver, P., (Eds.). (2008). *Handbook of attachment: Theory, research, and clinical applications*. New York: The Guilford Press.
(Second edition: available in paperback)

Applegate, J. & Shapiro, J. (2005) *Neurobiology for clinical social work: Theory and practice*. New York: W.W. Norton & Co.

Cozolino, L. (2002) *The neuroscience of psychotherapy: Building and rebuilding the human brain*. New York: WW Norton & Co.

Badenoch, B. (2008) *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. New York: WW Norton & Co.

Bennett, S. & Nelson, J. (Eds.). (2010). *Adult attachment in clinical social work. Practice, research, and policy*. New York: Springer.

Farmer, R.C. (2009). *Neuroscience and social work practice: The missing link*. Thousand oaks, CA: SAGE.

Mikulincer, M. & Shaver, P. (2007). *Adult attachment: Structure, dynamics, and change*. New York: The Guilford Press.

Nelson, J. (2005). *Seeing through tears: Crying and attachment*. New York: Routledge.

Nelson, J. (in press). *What made Freud laugh: An attachment perspective on laughter*. New York: Routledge.

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

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

Schore, A.N.(2019). *The development of the unconscious mind*. New York: W.W. Norton.

Schore, A.N. (2019). Right brain psychotherapy. New York: W.W. Norton.

Siegel, D.N. (2015). *Brainstorm: The power and purpose of the teenage brain*. New York: Penguin.

Wallin, D. (2007) Attachment in psychotherapy. New York: The Guilford Press.

V. Course Requirements

Evaluation based on:

Reading assignment completion

Class participation.

Class attendance

Successful completion of assignments.

Paper #1 = 30% (due via email Saturday noon, Nov. 5)

Paper #2 = 35% (first ½ due Saturday, Nov. 17 at noon; second ½ of paper #2 is due last day of fall semester, at midnight)

Text summary and presentation=10%

Article summary and presentation=5%

Group presentation=14%

Weekly summaries = 5%

Attendance= 1%

Student generated handouts:

Text Summary (10% of final grade)

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) for fellow classmates and the instructor.

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 and find film example(s) to illustrate it to the class. Post the link to the class no later than the night before the presentation. The class is expected to view the link before the class.

Additionally, each student will **create an exercise for** the class to illustrate one of the main “take-home messages” from the material presented. For, example, a role play, a reading of the text from a case in the Montgomery text, or other creative ways to teach certain aspects of the material.

Define and give example of a neurobiological concept.

Additionally, **each student’s** text summary should address in writing the following as it is related to the material summarized:(3%)

- a. See Appendix (pp.279-281 in Schore, text, Affect Regulation and the Repair of the Self, 2003 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.

Note: although the above commentary should be on the summary, this material will not be reviewed during the presentation. However, it can be used by all students when writing the papers.

Article summaries (5% of final grade)

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 day before the assignment is due.

The notes should include the following critical thought:

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

Note: although the above commentary should be on the summary, **this material will not be reviewed during the presentation.**

Presentation to class

Choose two points from your article material and find film example(s) to illustrate it to the class.

For the text and article summaries, create a 6 question “quizlette” for the class to answer at the end of the presentation.

Group Presentation(14%)

The group does the following:

- chooses one of the following developmental stages (describe them) to speculate on the underlying neurobiological processes:

Piaget stages of development

Kohut’s stages of narcissistic development(Self Psychology)

Mahler’s stages of development(used by Otto Kernberg’s development of borderline functioning)

Kohlberg’s stages of moral development

Freud’s stages of development

Eric Erickson’s stages of development

Maslow’s hierarchy of needs

Carol Gilligan stages of moral development for females

{for an example, see Montgomery handout on Bowlby’s stages of grief and speculation of underlying neurobiological processes}

- create an exercise for the class to apply the speculations to case material from Montgomery text (small group working together or, if virtual, break-out room group work)
- include cultural considerations

Summaries = 5%: on Sunday noon following the week's studies, briefly mention 5 concepts or issues that increased your learning; any material read, presented, or from class discussion can be your focus

Paper #1,

30% of final grade}: The focus of the examination is the application of selected neurobiological concepts as related to treatment considerations as well as to evaluate, select, and design a social service intervention.

The 10 (or so) page paper (excluding bibliography) will be informed by any material assigned. Additionally, 1 reference should be from the list of suggested texts found at beginning or syllabus or from the recommended reading list found at the end of the syllabus; 1 reference from the articles reviewed by students, and also reference your own article (**3 points**).

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

1. (**8 points**) Make a diagnosis of the client, using DSM 5-TR format. including codes, T,Z codes, as appropriate.

List the criteria met by Karen's symptoms (give examples) and list 5 of the defenses that help establish your diagnosis.

For each criteria met and 3 of the defenses employed by Karen, speculate on the neuroscience supporting them.

Describe **both** the behaviors of the speculated attachment category of childhood and adulthood and the neuroscience that accounts for the behaviors.

Discuss briefly the attachment category most similar to the diagnosis/diagnoses with examples of how it is similar to the diagnosis and to the linking neuroscience.

Choose a case from Montgomery text and discuss & give examples of 3 symptoms, defenses or issues (or some combination) that are similar to Karen's.

2. Give an example of the client's stressful symptom, memory, wish, experience, **and/or** defensive maneuver and describe principles and/or techniques, and/or strategies using

Regulation Theory (specify which Principle) could be clinically useful in addressing same and explain why the principle would be useful.

Mention 2 neurobiological findings that support the use of this principle/technique to treat Karen. (**3 points**).

3. Evaluate the above technique's potential positive and negative effect on the treatment issue. For the negative impact aspect of using this technique, design and evaluate an appropriate clinical intervention from any other theory that would correct the negative impact. Briefly describe and give citation for theory. **(3 points)**
4. Using the dyadic experience between Karen and her therapist, find an example of at least 5 of the steps of projective identification.

Definition & neurobiology of projective identification (include the defenses that are involved in projective identification and their definitions, examples, & neurobiology, as well) and Schore's step-by-step description of projective identification, see p. 262 of Montgomery text (and the neurobiology of each step, to be in class discussion); how is this related to transference/counter/transference, neurobiologically? Additionally, choose a case from Montgomery text and speculate on the client's projected material toward the therapist.

(8 points)

5. 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.

From the Montgomery text, from one of the cases, choose an example of a dissociative moment or experience of the client. Speculate on the traumatic reminder that prompted the dissociation.

(2 points)

6. 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. Additionally, choose a case from the Montgomery text with whom you may have a strong reaction(counter-transference) that involves something about you, as well. Briefly describe your speculation.

(3 points)

Paper #2: Application of Attachment Theory, Research and the Neurobiology of Attachment to a Fictional Character

The clinical data is taken from the "case material" on Suzanne, the character in *Postcards from the Edge*. This examination is intended to represent a working draft of a clinical assessment of the forces that have had an effect on the client's presenting problem. Charts or other schematics to present material are acceptable. **For each question**, use an

article from the Reference list at end of syllabus, the text material, article that you presented, and/or any material presented by fellow classmates. **(2 points)**

First ½ of paper

Draft of assessment interviews with client: (#1-4 = **1 point**)

1. Social Work Setting:
2. Referral Source:
3. Presenting Problem:
4. Identifying data: Create a description of Suzanne from the following list of qualities, characteristics and stressors: age, gender, culture, ethnicity, country of origin, language, educational attainment, religious background, sexual orientation, physical or mental challenge, economic oppression, and social oppression. Additionally, describe her general physical and mental health, previous treatment (if relevant), employment situation, living situation, relevant relationship issues, and other important issues.
5. **(1 point)** Mention any three of the above descriptors (question #4) which may have an effect on the diagnosis and give neurobiological explanation for why this might be so.
6. **(5 points)** Make a diagnosis listing criteria met with examples and at least 3 defenses with examples and the neurobiological description which is the mechanism for the criteria and defenses.
7. **(5 points)** What may be the neurobiological significance of the diagnosis as it relates to the attachment category? Speculate on the childhood and the adult attachment category with examples of behavior(s) and note the relationship to the Autonomic Nervous System.
8. **(2 points)** Give an example of your own right brain reaction to an example of any material on this case and explain it from any neurobiological perspective as referenced from any principle of Regulation Theory; include countertransference challenges as they relate to the therapist's attachment history and style and strategies.
9. **(10.5 points)** For projective identification, take the step-by-step approach as found in Ch. 8 Montgomery, p. 262 (2013) using the argument on the stairs with mother. Describe the neurobiological mechanism behind each step with examples from scene.

Second ½ of paper

10. (4 points) RE: 2nd kissing scene
 - a. From the encounter between Suzanne and Jack), speculate on the adult attachment category of both people, with some detail.

- b. Give a neurobiological explanation for the biology of affect regulation that is implicit in their attachment category.
- c. What disowned part of a conflict/ambivalence might each one be likely to project onto the other?
- d. Why would each one tend to keep the other side of the conflict/ambivalence (make your best clinical speculation)?

11. (1 point) Give a neurobiological explanation for the exchange between Suzanne and Doris when Suzanne comes in late one night. Give some dialogue, such as, “Do you mind if I drink?...Do you mind if I drop acid? Or “I hardly think that my drinking can be compared with your drug taking” in order to illustrate the neurobiology implicit in the encounter.

12. (1 point) From the Evelyn Ames conversation, “I’m in it for the endorphin rush...” Describe and explain Suzanne’s reaction (from neurobiological perspective) at any point in the conversation.

13. (1 point) Using the neurobiological information regarding the shame experience, explain Jack and Suzannes’ reactions during their argument (e.g., “You know what this is, it’s a jealous tantrum....” Or any other interactions or dialogue within that argument).

14. (1.5 points) Define and give *examples from movie* of 4 neurobiological concepts.

VI. Grades

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 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 should be explained as soon as possible to the instructor. Leaving will be considered an unexcused absence unless arrangements have been made with the instructor for the absence to be 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.

VIII. University Policies

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Office for Inclusion and Equity. The University does not maintain a list of religious holy days.

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 campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). 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 and COVID-19 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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: Required readings; to be presented	Assignment Due: Additional presentation material(article/chapt)	Readings: (recommended)
09-22-22 Class #1	Introduction to course For next class, view film, Postcards from the Edge		
09-29-22 Class #2	Attachment: Montgomery, A. (2013). Chapter 1, Affect Regulation and the Autonomic Nervous System, 3-27. Schoore, A.N. (2012). Chapter 6 Attachment, affect regulation, and the developing right brain: Linking developmental neuroscience to pediatrics.	<i>Sable, P. (2012). ...pet connection</i> <i>Cassidy, J. (1999)...the nature of the child's ties....</i> <i>Karen, R. (1990)....attachment....</i> <i>Nelson, J. & Bennett, S. (2008) ...introduction, special issue on attachment</i> <i>Bowlby, J. (1960)...grief and mourning in early childhood</i>	
09-12-22 Class #3	Group presentation: Piaget Neurobiology of fear and trauma:	<i>Siegel, D. (2003). Brain symmetry, neural integration....</i> <i>Basham, ...homecoming as a safe haven or the new</i>	Assessment tool: In Scarf, M. (1995). Intimate worlds, life inside the family. NY: Random House, from Chapter 2: The Beavers Scale

	<p>Schore, A. N. (2012)Chapter 3. Right brain affect regulation: An essential mechanism of development, trauma, dissociation, and...</p> <p>Montgomery, A. (2013). Chapter 2, Defense Mechanisms and the Limbic System,</p>	<p><i>front:attachment & detachment in military couples</i></p> <p><i>Nelson, J. (in press) ..forming the internal working models of attachment...</i></p>	<p>of Family Health and Competence: Levels 1-5)</p>
<p>09-19-22 Class #4</p>	<p>Group presentation: Mahler</p> <p>Coping with fear and trauma Montgomery, A. (2013). Ch. 3, Threat Management</p>		<p>Greenberg, G. (July 2001).</p> <p>Aisenberg, E. (2008).</p>

	<p>Schore, A.N. (2012). Chapter 2. Relational trauma and the developing right brain: An interface of Psychoanalyt ic Self Psychology and Neuroscience . (52-70).</p> <p>Schore, A.. (2012). Chapter 8 Attachment trauma and the developing right brain: Origins of pathological dissociation (259- 320). Group presentation: Kohut</p>		
<p>09-26-22 Class #5</p>	<p>Montgomery, A. (2013). Chapter 8, Integrating Selected Neurobiological Concepts into the Supervisory Process, pp. 244-277.</p> <p>Work on paper together;</p>	<p><i>van Ijzendoorn, M. & Sagi, A. (1999) ...cross-cultural patterns of attachment</i></p>	

<p>10-03-22 Class #6</p>	<p>Clinical work with relational templates resulting in coping with fear and trauma</p> <p>Schore, AN. (2012). Chapter 5 Therapeutic enactments: Working in right brain windows of affect tolerance (152-222).</p>	<p>Kaslow: Chapter 10 Cultural issues in Relational Diagnosis: Hispanics in the United States</p> <p>Kaslow: Chapter 11 Cultural Considerations in Diagnosis,</p> <p><i>Wallin, D. (2007). The unresolved patient...</i></p> <p><i>How Power Affects the Brain</i></p>	<p>Vaillant(974) chart</p> <p>Defensive Functioning Scale (807-810); Glossary (811-813); GARF Scale (814); SOFAS Scale (817) in DSM-IV-TR</p>

<p>10-10-22</p> <p>Class # 7</p>	<p>Neuroception and attachment-informed interventions</p> <p>Montgomery, A. (2013). Chapter 4, Therapeutic Engagement Issues and the Vagal System, 65-113.</p> <p>Group Presentation: Kohlberg</p>	<p><i>Beebe, B. (2003) Brief Mother-Infant Treatment....</i></p> <p><i>Berlin, L., Zeanah, C., & Lieberman, (2008). Prevention and intervention programs supporting attachment.....</i></p>	
<p>10-17-22</p> <p>Class #8</p>	<p>Early dysregulation and resulting attachment injuries</p> <p>Schore, A.N., (2003a). Parent-infant communications and the neurobiology of emotional development. <i>Affect dysregulation and disorders of the self</i>. New York: W.W. Norton & Co. Chapter 4 (75-86).</p>	<p><i>Lyons-Ruth, K. (2008)....attachment disorganization</i></p> <p><i>Boo, K. (2006, February 6). Swamp Nurse</i></p> <p><i>Brown, K. M. & Sorter, D. (2010)....listening closely...significance of therapist's voice intensity, rhythm, & tone...</i></p> <p><i>Mikulincer, M. & Shaver, P. (2007)...individual difference in attachment-system,</i></p> <p><i>Solomon, J. & George, C. (2008)....measurement of attachment in children...</i></p> <p><i>The neurobiology of feeling safe Robertson on attachment Panksepp, J. (2013). How primary-process emotional systems guide child development:</i></p>	

		<i>Ancestral regulators of hu</i>	
10-24-22 Class # 9	Attachment styles as templates for disordered personality functioning	Wallin, D. The dismissing patient. In: <i>Attachment in Psychotherapy, New York: The Guilford Press, 211-223.</i> Wallin, D. (2007). Wallin, D. The preoccupied patient. In: <i>Attachment in Psychotherapy, New York: The Guilford Press, 224-241.</i> Bennett, S. & Nelson, J. (Eds.). (2010). <i>Blieberg (2001)..treating personality disorder in children and adolescents</i> Wallin, D. (2007) <i>Attachment in psychotherapy. (84-98).</i> Traumatic Antecedents of Borderline Personality Disorder. In <i>Psychological trauma</i> (pp. 111-126) Bessel A. van der Kolk. (in Canvas)	<i>Review for class., DSM 5-TR</i> <i>Personality Disorders Alternative DSM-5-TR model for Personality Disorders</i>
10-31-22 Work on paper outside of class	Montgomery, A. (2013). Chapter 5, Personality Disorders as Affect Management Strategies, 114-192. Ch. 9. Schore, 2012, Borderline Personality Disorder.....		
<u>Paper #1 due Saturday 11-05-22 at noon</u>			

<p>09-07-22 Class#10</p>	<p>Developmental issues in assessing attachment styles</p> <p>Montgomery, A. (2013). <i>adolescence</i>. Chapter 6.</p> <p>Schore, 2012...how elephants....</p>	<p><i>Sagi, A, van I Jzendoorn, M., Aviezer, O. Donnell, F., & Mayselless, O.. (1994)...sleeping outside the home in a Kibbutz.....</i></p> <p><i>van Ijzendoorn, M. & Sagi, A. (2008) ...attachment in the Kibbutz....</i></p>	
<p>11-14-22 Class # 11</p>	<p>Group Presentation: Maslow</p> <p>Schore, J. R. & Schore, A.N. (2008). The central role of affect regulation in attachment</p>	<p>van der Kolk, B. A. (1987)...psychological consequences of overwhelming life experiences....</p>	
<p>11-21-22 Class #12</p>	<p>Compare and contrast cultural sculpting of attachment</p> <p>Schore, A.N.(2012). Bowlby's environment of evolutionary adaptedness: Current decrement in U.S. Culture (339-382).</p> <p>Cozolino, 2016, chapter 8, core shame....q</p>	<p><i>Takahashi, K. (1990).</i> <i>Tronick, E. (2007) Multiple caretaking in the context of human evolution:</i> <i>Tronick, E. (2007) The Manta pouch:</i> <i>Tronick, E. (2007) Mother-infant interaction among the Gusii of Kenya.</i></p>	

	Group Presentation: Erickson		
11-28-22 Class #13	<p>Assessing “normative”</p> <p><i>Wallin, Assessing the patient’s state of mind with respect to attachment. In: Attachment in Psychotherapy, 206-210. Text material, in Canvas</i></p> <p><i>Schore, 2012, ...family law & neuroscience of attachment...</i></p> <p>Group Presentation: Gilligan</p>	<p>Nelson, J. (2005). ...crying in the clinical hour</p> <p>Scheper-Hughes, N. (1992). ...death without weeping</p> <p>& Schoch, R. (1992). <i>Q & A on death without weeping article(Scheper-Hughes)</i></p>	<p>Review for class from DSM 5-TR:</p> <p><i>Depressive Disorders, ; Anxiety Disorders, ; Dissociative Disorders; Trauma- and Stressor-Related Disorders; Somatic Symptom and Related Disorders; Sleep-Wake Disorders,</i></p>
12-05-22 Class #14	<p>Considering therapeutic change vis a vis the neurobiology of attachment and regulation issues</p> <p>Schore, A.N. (2012). Chapter 4 The right brain implicit self</p>	<p><i>Nelson J. (in press).laughter in the clinical hour....</i></p>	

	lies at the core of psychoanalysis (118-151) Group Presentation: Freud		

X. Bibliography

Aisenberg, E. (2008). Evidence-Based practice in mental health care to ethnic minority communities: Has practice fallen short of its evidence? *Social Work*, 53(4), 297-306.

Attachment processes in couple and family therapy. (2006). S.M. Johnson & V.E. Whiffen(Eds.). New York: Guilford.

Ammamiti, M. & Gallese, V.(2014). *The birth of intersubjectivity: Psychodynamics neurobiology, and the self*. Chapter 5. Neurobiological basis of motherhood. (75-100). New York: W.W.Norton and Company.

Allen, J.G., Fonagy, P., & Bateman, A.N. (2008) *Mentalizing in clinical practice*. Arlington, VA: American Psychiatric Publishing, Inc.

Applegate, J and Shapiro, J. (2000). *Neurobiology for clinical social work: Theory and practice* New York: W.W. Norton & Co. Chapter 9 (40-57; 160-177).

- Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to Interpersonal neurobiology*. NY: WW Norton & Co.
- Bacal, H.A., & Newman, K.M. (1990). *Theories of Object Relations: Bridges to Self Psychology*. New York: Columbia University Press.
- Barbanell, L. (2006). *Removing the mask of kindness: Diagnosis and treatment of the caretaker personality disorder*. USA: Jason Aronson.
- Basham, K. Homecoming as safe haven or the new front: Attachment and detachment in military couples. *Clinical Social Work Journal*, 36:1, 83-96.
- Beebe, B. (2003) Brief mother-infant treatment: Psychoanalytically informed video feedback, *Infant Mental Health Journal*, 24 (1), 24-52.
- Beebe, B. & Lachmann, F.M. (2002). *Infant research and adult treatment*. Hillsdale, New Jersey: Analytic Press.
- Belli, H., Cenk, U. (October 2012). Dissociative symptoms and dissociative disorder comorbidity in patients with obsessive-compulsive disorder. *Comprehensive Psychiatry*. 53:7, 975-980.
<https://doi.org/10.1016/j.comppsy.2012.02.004>.
- Berlin, L., Zeanah, C., & Lieberman, (2008). Prevention and intervention programs for supporting early attachment security, In: Cassidy, J. & Shaver, P., (Eds.). (2008). *Handbook of attachment: Theory, research, and clinical applications*. New York: The Guilford Press, 748-761.
- Bennett, S. and Nelson, J. (2008). Closing thoughts: Special issue on attachment. *Clinical Social Work Journal*. 36:1, 109-112.
- Bennett, S. & Nelson, J. (Eds.). (2010). *Adult attachment in clinical social work: Practice, research, and policy*. New York: Springer. 1-8.
- 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.

- Blihar, D., Delgado, E., Buryak, M., Gonzalez, M. & Waechter, R. (Sept. 2020). A systemic review of the neuroanatomy of dissociative identity disorder. *European Journal of Trauma & Dissociation*. 4:3, 100148. <https://doi.org/10.1016/j.ejtd.2020.100148>.
- Boo, K. (2006, February 6). Swamp nurse. *The New Yorker*, 54-65.
- Bollas, C. (1987). Chapter 9 Extractive introjection. In: *The shadow of the object: Psychoanalysis of the unthought known*. New York: Columbia University Press. 157-172.
- Boyson, G.A. & van Bergan, A. (February 2014). Simulation of multiple personalities: A review of research comparing diagnosed and simulated dissociative identity disorder. *Clinical Psychology Review*.34:1, 14-28. <https://doi.org/10.1016/j.cpr.2013.10.008>.
- Bowlby, J. (1960). Grief and mourning in infancy and early childhood. *Psychoanalytic Study of the Child*, XV, 9 – 27.
- 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.
- Brown, K. M. & Sorter, D. Listening closely: The significance of the therapist's voice intensity, rhythm, and tone. In: Bennett, S. & Nelson, J. (2010). *Adult attachment in clinical social work: Practice, research, and policy*. New York Springer. 97-111.
- Bryant-Davis, T., & Ocampo C. (2006). A therapeutic approach to the treatment of racist-incident-based trauma. *Journal of Emotional Abuse*, 6(4), 1-22 doi: 10.1300/J135v06n04-01
- Cassidy, J. (1999). The nature of the child's ties. In Cassidy, J. & Shaver, P. (Eds). *Handbook of Attachment: Theory, research and clinical applications*. New York: The Guilford Press, 3-20.
- Chavez-Duenas NY, Adames HY, Perez-Chavez JG, & Salas SP, (2019). Healing ethno-racial trauma in Latinx immigrant communities: Cultivating hope, resistance, and action. *Am Psychol*. Jan;74(1):49-62. doi:10.1037/amp0000289.
- 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.
- Carter, C.S., & Porges, S.W. (2013). Chapter 5. Neurobiology and the evolution of mammalian social behavior. In: Narvaez, D., Panksepp, J., Schore, A.N., & Gleason, T. R. (Eds.).(2103). *Evolution, early experience and human development: From research to practice and Policy*.Oxford: Oxford, pp.132-151.

- Cozolino, L. (2016). Chapter 7 Attachment and intimate relationship (102-117) and Chapter 8. Core shame.(118-135) In: *Why therapy works; Using our minds to change our brains*. New York: W.W. Norton & Company.
- Cozolino, L. (2016). Chapter 7 Attachment and intimate relationship (102-117) and Chapter 8. Core shame.(118-135) In: *Why therapy works; Using our minds to change our brains*. New York: W.W. Norton & Company. Cozolino, L. (2016). Chapter 7 Attachment and intimate relationship (102-117) and Chapter 8. Core shame.(118-135) In: *Why therapy works; Using our minds to change our brains*. New York: W.W. Norton & Company.
- Damasio. A. (2003). *Looking for Spinoza: Joy, sorrow, and the feeling brain*. New York: Harcourt Brace and Company.
- Doige, N. (2015). *The brain's way of healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity*. New York: Penguin Books.
- Drews, A.A., & Bursch, B. (2010). Ch. 16 Somatoform disorders and chronic pain. In *Handbook of Clinical Psychology Competencies*. J. Thomas, M. Hersen (Eds.). Springer Science+Business Media, LLC 2010. 1589-1616. DOI 10.1007/978-0-378-097570-2_58
- 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). *Self Psychology in clinical social work*. New York: W. W. Norton & Co.
- Fosha, D., Siegel, D.J., & Solomon, M. (2009). *The healing power of emotion: Affective neuroscience, development and clinical practice*. New York: WW Norton & Co.
- Fonagy, P., Luyten, P., Allison, E., & Campbell, C. (2016). Reconciling psychoanalytic ideas with attachment theory. (780-804). In: *Handbook of attachment: Theory, research and clinical applications*. J. Cassidy & P.R. Shaver (Eds.). New York: Guilford.
- Fowler, J.C., Allen, J. G., Oldham, J.M., & Fruch, B. C. (July 2013). Exposure to interpersonal trauma, attachment insecurity, and depression severity. *Journal of Affective Disorders*. 149:1-3, 313-318.

<https://doi.org/10.1016/j.jad.2013.01.045>.

Gagny, M., Grenevald, L., El-Hage, W., Chrusciel, J., Sanchez, S., Schwan, R., Klemina, I., Biberon, J., de Toffol, B., Thiriaux, A., Visseaux, J. F., Martin, M.L., Meyer, M., Maillard, L., & Hingray, C. (January 2021). Explanatory factors of quality of life in psychogenic non-epileptic seizure. *Seizure*. 84, 6-13.
<https://doi.org/10.1016/j.seizure.2020.10.028>.

Grossmann, K., Grossmann, K.E., Spangler, G. Suess, G. & Unzner, L. (1985). Introduction to Part IV: Cross-national studies of attachment in infancy and maternal sensitivity and newborns' orientation responses as related to quality of attachment in Northern Germany. In: Bretherton, I. & Waters, E. (Eds.) *Growing points of attachment theory and research Society for Research in Child Development*, 50, 1-2, and.231-256

Karen, R. (1990). Becoming attached. *Atlantic Monthly*, 265, (2 February) 35–70.

Karr-Morse with Meridith A. Wiley(2012). Chapter 3, Scared sick: The role of childhood trauma in adult disease.(29-52). *Scared sick : How experience becomes biology*. New York: Basic Books.

Gabbard, G.O., Miller, L.A., & Martinez, M. (2007) Chapter 5. A neurobiological perspective on mentalizing and internal object relations in traumatized patients with Borderline Personality Disorder. In J.G. Allen. & P. Fonagy,(Eds.). *Handbook of mentalization-based treatment*.New Jersey: John Wiley & Sons.

Gardner, J. R. (1999).Using Self Psychology in brief psychotherapy. *Psychoanalytic Social Work*, 6(3/4), 43-86.

Ginot, E. (2015). Chapter 9 Intergenerational enactment of trauma: The role of unconscious self-systems. In *The neuropsychology of the unconscious: Integrating brain and mind in psychotherapy*.New York, NY: WW Norton.

Glikman, H. (2004, April). Low-income fathers: Contexts, connections, and self. *Social Work*, 49(2), 195-206.

Greenberg, G. (July 2001). The Serotonin Surprise. *Discover*, 22(7). 64-69.

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.

Hambrick, E.P., Brawner, T.W., Perry, B.D., Brandt, K., Hofmeister, C. & Collins, J.O. (2018). Beyond the ACE score: Examining relationships between timing of developmental adversity, relational health and developmental outcomes in children. *Archives of Psychiatric Nursing*, 33(3), 238-247.

Hill, D.(2015). *Affect regulation theory.* Chapter 11 Pervasive dissociated shame: A third sequela of relational trauma (183-192).Chapter11. New York: W.W. Norton & Company.

Silverman, R.C. & Lieberman, A. F.(1999). Negative material attributions, projective identification, and the intergenerational transmission of violent relational patterns. *Psychoanalytic Dialogues: A Journal of Relational Perspectives.* 9(2), 161-187.

Hesse, A.M. (2002). Secondary Trauma: How working with trauma survivors affects therapists. *Clinical Social Work Journal*, 30(3), 292-310.Hill, D.(2015). *Affect regulation theory.* Chapter 11 Pervasive dissociated shame: A third sequela of relational trauma (183-192).Chapter11. New York: W.W. Norton & Company.

Silverman, R.C. & Lieberman, A. F.(1999). Negative material attributions, projective identification, and the intergenerational transmission of violent relational patterns. *Psychoanalytic Dialogues: A Journal of Relational Perspectives.* 9(2), 161-187.

Howell, E.F. Itzkowitz, S.(Eds.). 2016. Is trauma-analysis psycho-analysis?
The dissociative mind in psychoanalysis: Understanding and working with trauma. New York: Routledge.

Howard, P. J. (2000). *The owner's manual for the brain: Everyday application from mind-brain research.* Atlanta: Bard Press.

Iacoboni, M. (2009). *Mirroring people: The science of empathy and how we connect with others.* New York: Picador

Johnson, H.C. (2104). *Behavioral neuroscience for the human services: Foundations in emotion, mental health, addiction, and alternative therapies.* New York, NY: Oxford University Press.

Karen, R. (1990, February). Becoming attached. *The Atlantic Monthly*, 35-70.

- Kaslow, F.W.(Ed.) *Handbook of relational diagnosis and dysfunctional family patterns*. (1996). Chapter 10 Cultural issues in Relational Diagnosis: Hispanics in the United States; Chapter 11 Cultural Considerations in Diagnosis (152-170), Canada: John Wiley and Sons.
- 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.
- Lanius, R., Lanius, U., Fisher, J., & Ogden, P. Psychological trauma and the brain: Toward a neurobiological treatment model(139-164). In
- Neborsky, R.J. & Solomon, M.F. Attachment bonds and intimacy: Can the primary imprint of love change.(155-185). *Short-term therapy for long-term change*. M.F. Solomon, R.J. Nebrosky, M. Alpert, F. Shapiro, & D. Malan (Eds.). New York: W.W.Norton & Company.
- LeDoux, J. (1996). *The emotional brain*. New York: Simon and Schuster.
- 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.
- Lyons-Ruth, I., Dutra, L., Schuder, M., & Bianchi, I. (2006). From infant attachment disorganization to adult dissociation: Relational adaptations or traumatic experiences? *Psychiatric clinics of North America*, 29,63-86.
- Lyons-Ruth, K., & Jacobvitz, D. (2008). Attachment disorganization: Genetic factors, parenting, context, and developmental transformation from infancy to adulthood. In J. Cassidy & P. Shaver(Eds.), *Handbook of attachment: Theory, research, and clinical application* (pp. 666-697), New York: Guilford.
- Lyons-Ruth, K. (2008). Attachment disorganization: Cassidy, J. & Shaver, P., (Eds.). (2008). *Handbook of attachment: Theory, research, and clinical applications*. New York: The Guilford Press, 672-680.
- Liotti, G. (1992). Disorganized/disoriented attachment in the etiology of dissociative disorders. *Dissociation*, 5(4), 196-204.

- Mattei, L. Coloring development: Race, and culture in Psychodynamic theories(221-237)
In J. Berzof, L.M.Flanagan, & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts*. New Jersey: Aronson.
- Neborsky, R.J. & Solomon, M.F. Attachment bonds and intimacy: Can the primary imprint of love change.(155-185). *Short-term therapy for long-term change*. M.F. Solomon, R.J. Nebrosky, M. Alpert, F. Shapiro, & D. Malan (Eds.). New York: W.W.Norton & Company.
- Panksepp, J. & Biven, L. (2012). *The archaeology of mind: Neuroevolutionary origins of human emotions*. New York: Norton.
- Porges, S.W. (2004). *Neuroception: A subconscious system for detecting threats and safety*. *Zero to Three*, 32,19-24.
- 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.
- Margulis, E.H.(2014). On repeat: *How music plays the mind*. New York: Oxford University Press.
- McGilchrist, I. (2010). Introduction and Chapter 1 Asymmetry and the Brain. In *The master and his emissary: The divided brain and the making of the modern world*. New Haven: Yale University Press.
- Mc Gilchrist, I. Ways of attending: *How our divided brain constructs the world*. London and New York: Routledge.
- 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.
- Mikulincer, M. & Shaver, P. (2007). Individual differences in attachment-system functioning. *Attachment in adulthood*. New York: The Guilford Press. (21-28 & 36-44).
- 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.
- Nelson, J. (2005). *Seeing through tears: Crying and attachment*. New York: Routledge, 15-41.
- Nelson, J. (in press) Affect attunement and misattunement and the formation of internal working models of attachment. *What made Freud laugh: An attachment perspective on laughter*. New York: Routledge. 71-152)
- Nelson, J. (2005). Crying in the clinical hour, and how therapists deal with crying and caregiving, including their own. In: *Seeing through tears: Crying and attachment*. New York: Routledge, 151-192.
- Nelson J. (in press). Laughter in the clinical hour. In: *What made Freud laugh: An attachment perspective on laughter*. New York: Routledge. Chapter 10.
- Nelson, J. Separation, loss, and grief in adults: An attachment perspective. In: Bennett, S. & Nelson, J. (Eds.). (2010). *Adult attachment in clinical social work: Practice, research, and policy*. New York: Springer, 79-95.
- Nelson, J. & Bennett, S. (2008) Introduction: Special issue on attachment. *Clinical Social Work Journal*, 36:1, pp. 3-8.
- Ogden, P., Minton, K., & Pain, C. (2006). Chapter 3 Attachment: The role of the body in dyadic regulation. In *Trauma and the body: A sensorimotor approach to psychotherapy*. New York, NY: Norton.
- Orange, D. M., Atwood, G.E., & Stolorow, R.D. *Working intersubjectively: Contextualism in Psychanalytic practice*. Hillsdale, NJ: The Analytic Press.
- Outcome research and the future of psychoanalysis: Clinicians and researchers in dialogue*.(2020). M. Leuzinger-Bohleber, M. Solms, & S.E. Arnold (Eds). London and New York: Routledge.
- Ornstein, R. (1997).*The right mind: Making sense of the hemispheres*. Orlando, Florida: Harcourt Brace & Company.

- Pally, R. (2019). *The mind-brain relationship*. London & New York: Routledge.
- Panksepp, J. (2013). How primary-process emotional systems guide child development: Ancestral regulators of human happiness, thriving, and suffering. In: Narvaez, D., Panksepp, J., Schore, A.N., & Gleason, T. R. (Eds.).(2103). *Evo;ution, early experience and human development: From research to practice and Policy*.Oxford: Oxford, pp.74-94.
- Perry, B.D. (1999). Memories of fear: How the brain stores and retrieves physiologic states, feeling, behaviors, and thoughts from traumatic events. In J.M. Goodwin & R. Attias (Eds.), *Images of the body in trauma* (pp. 26-47). New York: Basic Books.
- Perry, B.D., Hambrick, E., & Perry, R.D. (2016) A neurodevelopmental perspective and clinical challenges. In R. Fong and R. McCoy (Eds.), *Transracial and intercountry adoptions: Cultural guidance for professionals* (pp. 126-153). New York NY: Columbia University Press.
- Perry, B.D. & Winfrey, O.(2021). *What happened to you?: Conversations on trauma, resilience, and healing*.New York:Flatiron Books.
- Psychosis, trauma and dissociation: *Evolving perspectives on severe psychopathology*. Second Edition. A. Moskowitz, M.J.Dorahy, & I. Schafer(Eds). NJ:Wiley Blackwell.
- Ramachandran, V.S., & Hubbard, E.M. (2003, May). Hearing colors, tasting shapes, *Scientific American*, 288(5), 52-59.
- Rasmussen, B., & Bliss, S. (20140. Beneath the surface: An exploration of neurobiological alterations in therapists working with trauma. *Smith College Studies in Social Work*. 84(2-3), 332-349.
- Ratey, J.J. (2001). *A user's guide to the brain: Perception, attention, and the four theaters of the brain*. New York: Pantheon Books.
- Rejil, S., Smith, J., Dubourg, M. & Untas, A.(September 2020). Psychotherapy across the lifespan.: How do therapists describe the feeling of integration? *European Journal of Trauma & Dissociation*. 4:3, 100162.
<https://doi.org/10.1016/j.ejtd.2020.100162>.
- Restak, R. (2003). *The new brain: How the modern age is rewiring your mind*. USA: St. Martin's Press.

- Ringel, S. (2015, May). Attachment research developmental implications, and clinical interventions with children, adults, and couples. *Encyclopedia of Social Work*.
doi: 10.1093/acrefore/9780199975839.013.855.
- Robertson, J. (1953, April). Some responses of young children to the loss of maternal care. *Nursing Times*, 382-386.
- Robertson, J. (1958c). *Going to Hospital with Mother*{Film}. London: Tavistock Child Development Research Unit.
- 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.
- Scaer, R. (2005). *The trauma spectrum: Hidden wounds and human resiliency*. New York: Norton.
- Scaer, R.(2012). *Keys to brain-body balance*. New York: Norton.
- Scaer, R. (2014). *The body bears the burden*, Third Edition. London and New York: Routledge.
- Sable, P. (2012). The pet connection: An attachment perspective. *Journal of Clinical Social Work*. 41:1 (93-99).
- Sagi,A.,van IJzendoorn, M., Aviezer, O. Donnell, F., & Mayseless, O. Sleeping out of home in a kibbutz communal arrangement: It makes a difference for infant-mother attachment. (1994). *Child Development*, 65 (4), 992-1004.
- 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.
- Sapolsky, R. M. (2009).Stress, stress-related disease, and emotional regulation (pp.606-615). In James J. Gross (Ed.). *Handbook of emotion regulation*. New York: The Guilford Press.
- 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.
- Scheper-Hughes, N. (1992). *Death without weeping*. Berkeley: University of California Press, 408-433
- Schoch, R. (1992). California Q & A: Nancy Scheper-Hughes. *California Monthly*, 102(5), 18-23.
- Schore, A. N. (1994). *Affect regulation and the origin of the self: The neurobiology of emotional development*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Schore, A.N. (2003a). *Affect dysregulation and disorders of the self*. New York, NY: Norton.
- Schore, A.N. (2003b). *Affect regulation and the repair of the self*. New York, NY: Norton.
- Schore, A.N. (2012). *The science and the art of psychotherapy*. NY: Norton.
- Schore, J.R., & Schore, A.N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. *Clinical Social Work Journal*, 36,9-20.
- Schore, A.N. (2019). Chapter 4 All our sons: The developmental neurobiology and neuroendocrinology of boys at risk. *The development of the unconscious mind*. New York: W.W. Norton & Co.
- Schore, A.N. & Marks-Tarlow, T.(2019). Chapter 5 How love opens creativity, play, and the arts through early right brain development. In Schore, A.N..*Right brain psychotherapy*. New York, NY: WW Norton.
- Scientists discover a new class of neurons for remembering faces.(7/24/21). *Science of Psychotherapy*. <https://www.the-science-of-psychotherapy.com/scientists-discover-a-new-class-of-neurons-for-remembering-faces/>.
- 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.
- Siegel, D. (2003). Brain asymmetry, neural integration, and trauma. In Solomon, M & Siegel, D. (Eds.). *Healing trauma: An interpersonal neurobiology of psychotherapy*. New York: W.W. Norton, 14-29.
- Silverman, R.C. & Lieberman, A. F.(1999). Negative material attributions, projective identification, and the intergenerational transmission of violent relational patterns. *Psychoanalytic Dialogues: A Journal of Relational Perspectives*. 9(2), 161-187.
- Sinason, V. & Silver, A.S. (2009). Chapter 17 Treating dissociative and psychotic disorders psychodynamically. In Moskowitz, A., Schafer, I., & Dorahy.(Eds.),
- 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.
- Solomon, M. & Siegel, D. (2003).(Eds). *Healing trauma: An interpersonal neurobiology of psychotherapy*. New York: W.W. Norton, 124-141.
- Solomon, J. & George, C. (2008). The measurement of attachment security in infancy and childhood. In Cassidy, J. & Shaver, P. (Eds.), *Handbook of attachment: Theory, research, and clinical applications*. New York: The Guilford Press, (287-302)
- Spitz, R.N. (1945). Hospitalism—An inquiry into the genesis of psychiatric conditions in early childhood. *Psychoanalytic Study of the Child*, 1, 53-74.
- Stehman, C.R., Testo, A., Gershaw, R. & Kellog, A.R. (2019 May). Burnout, dropout, suicide: Physician loss in emergency medicine, Part 1. *West J Emerg Med*. 20(3), 485-494.doi: 10.5811/westjem.2019.4.40970.
- Stern, D. (1998). The process of therapeutic change involving implicit knowledge: some implications of developmental observations for adult psychotherapy. *Infant Development*, 19(3), 300-308.
- Stern, D.B. (2010). Partners in thought: Working with unforgettable experience, dissociation, and enactment. Chapter 8, On having to find what you don't know how to look for: Two views of reflective function, New York: Routledge.
- Steinberg, M., Rounsaville, B., et al., (1994). Distinguishing between multiple personality disorder (dissociative identity disorder) and schizophrenia using the Structured Clinical Interview for DSM IV Dissociative Disorders. *Journal of Nervous and Mental Disorders*, 182, 495-502.

- Taylor, S.E. (2002). Chapter 1. The power of tending(1-7). Chapter 2. The origins of tending and Chapter 3. The tending brain.(16-35). In: *Tending instinct: How nurturing is essential to who we are and how we live*.New York: Henry Holt.
- Taffel, R.(2014). The rise of the two-dimensional parent. *Psychotherapy Networker*. September/October, 38(5), 18-25.
- Takahashi, K. (1990). Are the key assumptions of the ‘Strange Situation’ procedure universal? A view from Japanese research. *Human Development*, 33, 23-30.
- Tassie, A.K..(2015). Vicarious resilience from attachment trauma: Reflections of long-term therapy with marginalized young people. *J. of Social Work Practice*, 29:2, 191-214. doi:10.108002650533.2014.933406.
- Taylor, S.E.(2002).Chapter 1. The power of tending(1-7). Chapter 2. The origins of tending and Chapter 3. The tending brain.(16-35). In: *Tending instinct: How nurturing is essential to who we are and how we live*.New York: Henry Holt.
- The key role of astrocytes in cognitive development. (July 4 2021). *Science of Psychotherapy*. <https://www.the-science-of-psychotherapy.com/the-key-role-of-astrocytes-in-cognitive-development/>.
- Tronick, E.Z. (2003). Of course all relationships are unique: How co-creative processes generate unique mother-infant and patient-therapist relationships and change other relationships. *Psychoanalytic Inquiry*, 23(3), 473-491).
- Tronick, E. (2007). The role of culture in brain organization, child development, and parenting. In: *The neurobehavioral and socio-emotional development of infants and children*. New York: W.W. Norton, 97-101.
- Tronick, E. (2007) Multiple caretaking in the context of human evolution: Why don't the Efe know the Western prescription for child care? In: *The neurobehavioral and socio-emotional development of infants and children*. New York: W.W. Norton, 102-122.
- Tronick, E. (2007) The Manta pouch: A regulatory system for Peruvian infants at high altitude. In: *The neurobehavioral and socio-emotional development of infants and children*. New York: W.W. Norton, 123-133.
- Tronick, E. (2007) Mother-infant interaction among the Gusii of Kenya. In: *The neurobehavioral and socio-emotional development of infants and children*. New York: W.W. Norton, 134-152.
- Vaillant, G.E. (1977). *Adaptation to life*. Boston: Little, Brown, and Company.
- van der Kolk, B. A. (1987). The psychological consequences of overwhelming

life experiences. In *Psychological trauma*. Bessel A. van der Kolk (Ed.). USA: American Psychiatric Association, 1-30.

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.

van Ijzendoorn, M. & Sagi, A. (1999) Cross-cultural patterns of attachment: Universal and Contextual Dimensions. In: *J. Cassidy & P. Shaver (Eds.). Handbook of attachment: Theory, research, and clinical applications*. New York: The Guilford Press, 880-882 & 896-901.

van Ijzendoorn, M. & Sagi, A. (2008) Attachment in the Kibbutz: The Israeli Case. In *Cross-cultural patterns of attachment: Universal and Contextual Dimensions*. In: *J. Cassidy & P. Shaver (Eds.) (2008). Handbook of attachment: Theory, research, and clinical applications*. New York: The Guilford Press, 889-892).

van Minnen, A., Voorendon, E.M., Rozendaal, L., & de Jongh, A. (August 2020). Sequence matters: Combining prolonged exposure and EMDR therapy for PTSD. *Psychiatry Research*. 290, 113032.
<https://doi.org/10.1016/j.psychres.2020.11302>.

Vaughn, B.E., Bost, K.K., & van IJzendorn, H. (2008). Attachment and temperament: Additive and interactive influences on behavior, affect, and cognition during infancy and childhood. In *J. Cassidy & P. Shaver(Eds.), Handbook of attachment: Theory, research, and clinical application* (pp. 192-216), New York: Guilford.

Vaughn, S. (1997). *The talking cure: The science behind psychotherapy*. New York: G.P. Putnam's Sons.

Vaughn, B.E., Bost, K.K., & van IJzendorn, H. (2008). Attachment and temperament: Additive and interactive influences on behavior, affect, and cognition during infancy and childhood. In *J. Cassidy & P. Shaver(Eds.), Handbook of attachment: Theory, research, and clinical application* (pp. 192-216), New York: Guilford.

Voeller, K.K.S. (1986). Right-hemisphere deficit syndrome in children. *American Journal of Psychiatry*, 143, 1004-1009.

Wachtel, P.L. (2008). Chapter 4. From the two-person to contextual: Beyond infancy and the consulting room (54-95). *Relational theory and the practice of psychotherapy*. New York: Guilford.

Wallin, D.J. (2007). *Attachment in psychotherapy*. New York, NY: Guilford.

Wallin, D. (2007). The dismissing patient. In: *Attachment in Psychotherapy*, New York: The Guilford Press, 211-223.

Wallin, D. (2007) *Attachment in psychotherapy*. New York: The Guilford Press., (84-98).

Wallin, D. (2007). Assessing the patient's state of mind with respect to attachment.
In: *Attachment in Psychotherapy*, New York: The Guilford Press, 206-210.

Wallin, D. (2007). The preoccupied patient. In: *Attachment in Psychotherapy*,
New York: The Guilford Press, 224-241.

Wallin, D. (2007). The unresolved patient: Healing the wounds of trauma and loss.
Attachment in psychotherapy. New York: The Guilford Press, 242-25

Wilson, A. & Prillaman, J.L.(1997) Early development and disorders of internalization. In
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.