I. COURSE PURPOSE

This advanced elective provides an overview of the research and conceptual framework of attachment theory as it pertains to new directions in clinical practice and to social work policy. It describes the evolution of attachment theory from the original works of Bowlby and Ainsworth to the expansion of contemporary theory based on neurobiological research. The course emphasizes the importance of attachment and right brain affect regulatory functioning as basic to healthy development across the lifespan. Findings from a wealth of clinical and longitudinal research studies document the importance of attachment security in the prevention of relational and behavioral disorders in individuals, couples, families, and groups. Attention is placed on appreciating the role of secure parenting and the development of attachment relationships within the context of diverse cultures. Special emphasis is given to the implications of attachment research for policy formulation, analysis, and implementation, particularly to child welfare policy and the prevention and sequelae of child maltreatment. This course introduces students to attachment-based treatment models for child and adult disorders and examines the evidence for an attachment-based social work practice. Prerequisite: SSS 571-572.
II. COMPETENCIES AND PRACTICE BEHAVIORS

Practice behaviors that are covered this class are indicated by **bold**. Practice behaviors that are not covered in this class are indicated by grey.

1. Professional Identity:
*Identify as a professional social worker & conduct oneself accordingly.*

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
<th>Clinical</th>
<th>Combined</th>
<th>Social Change</th>
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<tbody>
<tr>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
<td>1.1 Social workers demonstrate professional use of self across all practice settings.</td>
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</tr>
<tr>
<td>1.2 Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain therapeutic and professional relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>1.2 Develop, manage, and maintain professional relationships with clients within the person-in-environment and strengths perspectives.</td>
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</tbody>
</table>

2. Ethical Practice
*Apply social work ethical principles to guide advanced practice.*

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<tr>
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<th>Social Change</th>
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<tbody>
<tr>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
<td>2.1 Social workers recognize and manage personal biases in practice settings.</td>
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</tr>
<tr>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards</td>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards</td>
<td>2.2 Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards</td>
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Revised 12/19/16
### 2.3 Social workers apply ethical principles through the use of an ethical decision making model that helps in the resolution of an ethical dilemma.

3. Critical Thinking

*Apply critical thinking to inform and communicate professional judgments.*

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>3.1 Social workers engage in reflective practice.</strong></td>
<td>3.1 Social workers engage in reflective practice.</td>
<td>3.1 Social workers engage in reflective practice.</td>
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</tr>
<tr>
<td><strong>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</strong></td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>3.2 Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
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4. Diversity in Practice

*Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they impact practice.*

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<thead>
<tr>
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<th>Clinical</th>
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<th>Social Change</th>
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<tbody>
<tr>
<td><strong>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</strong></td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
<td>4.1 Social workers use their self-awareness to understand the influence of their personal biases and values in working with others.</td>
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</table>
### 4.2 Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.

Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.

### 5. Human Rights & Justice

*Advance human rights through understanding how social and economic justice factors impact practice*

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<thead>
<tr>
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<th>Social Change</th>
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<tbody>
<tr>
<td><strong>5.1</strong> Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
<td>5.1 Social workers practice with the understanding that societal structures and values may oppress, marginalize, and alienate, or create, enhance, and privilege different cultural groups within a society.</td>
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</tr>
<tr>
<td><strong>5.2</strong> Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
<td>5.2 Social workers advocate at multiple levels for the human rights of marginalized populations.</td>
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### 6. Research Based Practice

*Engage in research-informed practice and practice-informed research*

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<tr>
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<tbody>
<tr>
<td><strong>6.1</strong> Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
<td>6.1 Social workers critically evaluate and utilize theoretical models and empirical research methods for the purpose of informing and evaluating social work practice and programs.</td>
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</table>
7. Human Behavior  
*Apply knowledge of human behavior and the social environment*

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<th>Social Change</th>
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<tbody>
<tr>
<td><strong>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</strong></td>
<td>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
<td>7.1 Social workers differentially apply theories of human behavior that address the bio-psycho-social-spiritual nature of clients and the social environment to guide social work practice.</td>
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8. Policy Practice  
*Engage in policy practice to advance social and economic well-being and to deliver effective social work services.*

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<tr>
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<th>Social Change</th>
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<tbody>
<tr>
<td><strong>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</strong></td>
<td>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td>8.1 Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
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9. Practice Contexts  
*Respond to contexts that shape advanced social work practice.*

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<thead>
<tr>
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<th>Social Change</th>
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<tbody>
<tr>
<td><strong>9.1 Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable</strong></td>
<td>9.1 Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable</td>
<td>9.1 Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable</td>
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</tbody>
</table>
members of society.

9.2 Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.

members of society.

9.2 Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.

members of society.

9.2 Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.

10. Engage, Assess, Intervene, Evaluate

Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

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<tr>
<th>Practice Behaviors</th>
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<th>Social Change</th>
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<tr>
<td>Engagement:</td>
<td>Social workers:</td>
<td>Social workers:</td>
<td>Social workers:</td>
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<td>• 10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
<td>• 10.1.1 Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.</td>
<td>• 10.1.1 Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
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<td>• 10.1.2 Develop culturally responsive therapeutic relationships.</td>
<td>• 10.1.2 Develop culturally responsive therapeutic relationships.</td>
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<td></td>
<td>• 10.1.3 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
<td>• 10.1.3 Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 10.1.4 Effectively use interpersonal skills to establish collaboration between multiple stakeholders involved in enhancing organizational, community, and social well-being.</td>
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### Assessment:

**Social workers:**

- **10.2.1** Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.
- **10.2.2** Use differential diagnostic processes.
- **10.2.3** Assess organizations, communities, and policy environments using relevant theories and models.

### Intervention:

**Social workers:**

- **10.3.1** Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.
- **10.3.2** Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.
- **10.3.3** Adapt appropriate intervention strategies based on continuous clinical assessment.
- **10.3.4** Use appropriate and collaborative interventions to affect organizational, community, and societal change.
<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>Evaluation:</th>
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<tbody>
<tr>
<td>Social workers:</td>
<td>Social workers:</td>
<td>Social workers:</td>
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<tr>
<td>• 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
<td>• 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
<td>• 10.4.1 Critically analyze, monitor, and evaluate interventions and program implementation and outcomes.</td>
</tr>
<tr>
<td>• 10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</td>
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<td>• 10.4.2 Revise intervention and program implementation plans based on ongoing process and outcome evaluation.</td>
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</tbody>
</table>
III. FURTHER EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able to:

1. Demonstrate understanding of attachment as an evolutionary, universal, continuous, and motivational system that serves to link emotional experience, brain development, ongoing affective regulation, and neurobiological development for individuals across the lifespan.

2. Demonstrate understanding of the importance and influence of one’s attachment style in general and especially within parent-child relationships, adult romantic relationships, and professional client-clinical relationships.

3. Demonstrate understanding of the influence of attachment processes on the development of behavioral disorders and psychopathology among children and adults, as well as interventions to address relationally based disorders.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings:

All required readings not in textbooks are listed in the syllabus and posted on Blackboard. The following three books are required, and the majority of the readings are from these texts:


B. Recommended Readings

Additional recommended readings are posted on Blackboard. The following text provides further historical and conceptual overviews of the theories discussed in this class, and it supplements the required texts through the provision of clinical process examples. The book will be on reserve in the library.


C. Other Recommended Resources and Media:

Books:


**Journals:**

*Attachment and Human Behavior*

*Infant Mental Health Journal*

*Clinical Social Work Journal, Special Edition on Attachment*

**Websites:**

http://www.education.umn.edu/icd/parent-child/default.html

http://www.psychology.sunysb.edu/attachment/

http://www.zerotothree.org/vol20-2.html

http://www.psych.uiuc.edu/~rcfraley/lab.htm

**D. Course Assignments:**

**Assignment #1: In Class Concept Test**—to be given in week #6.
This test will examine the students’ knowledge of terms and concepts that underpin the theory of attachment, based on readings and lectures from classes 1-5. The test will be short answer and will involve concept definition and application. A study guide will be provided prior to the test.

**Assignment #2: Group Presentations**—classes 6-13
Students will be divided into groups of approximately 3-4 students, and groups will be responsible for presenting 30-minute presentations on a topic assigned for the day. See page 23 at end of syllabus for details of the assignment.
Assignment #3: Paper—due class 14
This 8-10 page paper assignment is designed to demonstrate the student’s knowledge and critical thinking about the theory and empirical research on attachment through writing either:
1) AN INDIVIDUAL PAPER—An analysis of a concept or treatment approach applied to an age population relevant to clinical social work practice or policy; OR
2) A COLLABORATIVE PAPER—An analysis of a case given to the student, using theory and research to evaluate the case and create a treatment plan; written in groups of two.
See page 24-25 at end of this syllabus for details of the assignment and an outline for the two paper options.

Assignment #4: Class attendance and verbal participation. See page 26 for participation rubric.

E. Grading Policy: The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and the two NCSSS required papers.

Grades will be based on the CUA Grading Policy as described in the Graduate Announcements. The paper is due at the beginning of class and will be considered late if it is turned in later than that time. Unless you have made prior arrangements with the instructor, five points will be deducted for each day the assignment is late. Extensions will not be granted the day an assignment is due. If you should need an extension (e.g., for a health or family crisis), you must discuss this with the instructor at least 48 hours ahead of the due date (excluding weekends and/or holidays). No credit will be given for assignments submitted after they have been reviewed in class. The following provides weights for the various course assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>25%</td>
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<tr>
<td>Assignment 2</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>35%</td>
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<tr>
<td>Preparation, Attendance, and Participation</td>
<td>10%</td>
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<thead>
<tr>
<th>Grading System</th>
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<tbody>
<tr>
<td>Letter Grade</td>
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<td>A</td>
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<tr>
<td>A-</td>
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<td>B+</td>
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</table>
F. **Attendance and Participation**

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. The use of laptops or other devices should be used in such a manner that they do not disturb or distract other students. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

G. **Course and Instructor Evaluation:**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

V. **CLASS EXPECTATIONS**

**Scholastic Expectations:**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

**Academic Honesty:**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.
**Accommodations:**

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td><strong>PART I:</strong> ATTACHMENT THEORY AND NEUROBIOLOGICAL RESEARCH: OVERVIEW OF BASIC CONCEPTS</td>
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<tr>
<td>1</td>
<td><strong>Introduction to course; Historical context of attachment theory; Bowlby and the secure base of attachment</strong></td>
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**Themes**
- Significance of neurobiology for understanding affect regulation and attachment
- Historical context of attachment theory and Bowlby’s earliest influences
- Exploration of Bowlby’s secure base concept
- Relationship of the child’s attachment system to the exploratory system
- The universality and continuity of attachment

**Required Readings**

**Recommended Readings**

| 2 | **Mary Ainsworth and the Strange Situation (SS); Internal Working Models (IWM) of attachment** |

**Themes**
- Bowlby’s theories regarding the child’s adjustment to separation and loss
- Ainsworth’s empirical contribution, developed from studies of mothers and babies in Uganda and Baltimore
- Home visitation and the SS observational measure
- Exploration of IWM of attachment: secure, insecure avoidant, and insecure resistant attachment
- Mental representations of attachment
Required Readings

Recommended Readings

3 Mary Main and the Adult Attachment Interview (AAI)

Themes
- The theory and concepts underpinning Main’s AAI
- States of mind with respect to attachment
- Meta-analysis and validity of AAI as predictive of child attachment
- The impact of unresolved trauma and loss on adult attachment security
- Solomon’s and Main’s conceptualization of disorganized attachment

Required Readings

Recommended Readings

4 Fonagy and the concept of mentalization;
Adult Attachment Styles as viewed through social psychology
Cultural context and attachment

Themes
- Fonagy’s view of reflective functioning and mentalization in adults
- Self-report research on adult attachment styles
- The correlation between SS and AAI in cross-cultural studies
- Cross-cultural studies of IWM in European and non-Western cultures

Required Readings

Recommended Readings

The neurobiology of attachment and affect regulation

Themes
- Understanding the brain’s organization and function
- The neurobiology of short and long-term memory
- Early affect regulation as part of attachment and relational experiences
- Psychobiology of affective attunement and brain development
- The neurobiology of the development of the self

Required Readings

Recommended Readings
PART II: ATTACHMENT IN INFANCY, CHILDOOD, AND ADOLESCENCE

6 Secure parenting; Circle of Security; Influences of age, class, temperament, and culture on caregiving and parenting

Themes
- Understanding the internal world of the child
- The role of caregiver-infant mirroring
- Viewing attachment and exploration as a “Circle of Security”
- Behavioral indicators of infant cues for exploration or safe haven
- Parenting in different cultures and with multiple caregivers

Required Readings


Recommended Readings

7 Abuse, neglect, and trauma leading to childhood disorganization; Longitudinal studies regarding attachment in childhood and adolescence

Themes
- The neurobiology of childhood stress and deprivation
- Assessment of childhood disorganization from trauma, abuse, and neglect
- Assessment of childhood disorganization from parent disorganization
- Resilience and attachment of at-risk children
- Viewing attachment in context across the lifespan: The Minnesota Longitudinal Study
- Understanding childhood Reactive Attachment Disorder (RAD) in comparison to disorganized attachment

Required Readings

**Recommended Readings**


8 Foster care, adoption, and daycare

Implications of child welfare policies

**Themes**

- Attachment influenced by daycare and multiple caregivers
- The neurobiology of disrupted attachment
- Permanency planning and its effect on child attachment
- Challenges in establishing new child-caregiver attachments
- Coaching at-risk children and caregivers in the child welfare system
- Organizational challenges in child welfare agencies
- Ethical dilemmas in child welfare placement decisions

**Required Readings**


**Recommended Readings**


9 Treatment of high-risk children, adolescents, and families

**Themes**

- The importance of enhancing parental reflective functioning
• The challenges of parenting children with attachment disorders
• Attachment-based intervention with foster children and their caregivers
• Attachment-based intervention with adoptive children and their parents
• Outcome studies and implications of attachment intervention research

Required Readings

Recommended Readings

PART III: ATTACHMENT IN ADULTHOOD

10 Overview of adult attachment in individuals, couples, and families
Attachments in later adulthood and in caregiving relationships

Themes
• What is adult attachment and what does it mean to be attached in adulthood?
• Predictors of stability and change of attachment security in adults
• A systems approach to viewing attachments in families
• Psychobiological perspectives on adult attachment and health
• Loss and bereavement and the nature of detachment in adulthood
• The caregiving behavioral system: Secure base and safe haven caregiving
• Attachment and caregiving within late adulthood

Required Readings

Recommended Readings

11 Trauma and domestic violence
Adult psychopathology as an outgrowth of attachment disorders

Themes
- Enhancement of reflective functioning and mentalization
- Attachment-related trauma and Posttraumatic Stress Disorder
- The relationship of attachment to the development of personality disorders
- The relationship of attachment to depressive, anxiety, and dissociative disorders
- Criminality and antisocial behavior viewed as attachment disorders

Required Readings

Recommended Readings

12 Relational treatment with individual adults

Themes
- Attachment theory as a bridge between cognitive and psychoanalytic theory and practice
- Attachment-based dynamic relational treatment with individual adults
- The therapist as a “secure base” in clinical treatment
- Understanding attachment patterns within the transference relationship
- Using intersubjectivity in treatment

Required Readings


Recommended Readings

13 Attachment-based treatment of couples and families

Themes
- Links between family therapy and attachment research
- Treatment of stress, conflict, and violence in adult close relationships
- Repair of ruptures in partner attunement
- Reshaping early childhood and present-day attachment injuries in couples
- Enhancing the parenting of adolescent mothers

Required Readings

Recommended Readings

PART IV: FOCUS ON THE FUTURE

14 Conclusion with focus on social work education and research
Themes
• Enhanced practice with an eye on prevention
• Application of theory to organizational and educational domains

Required Readings

Recommended Readings
ASSIGNMENT #2: GROUP PRESENTATION

OBJECTIVE OF ASSIGNMENT: To inform students of recent empirical studies focused on the use of attachment theory for clinical practice.

DIRECTIONS FOR ASSIGNMENT: Students will be divided into 10 groups of 3-4 students and will select a group topic and date by class 2. Student will be responsible for presenting in classes 6-13. Each group will present information on current information and research regarding attachment-based interventions and recent empirical studies about the topic under discussion.

Oral group presentation: The formal presentation should be approximately 30 minutes and should include a Power Point, handouts, and/or anything else you want to provide to make the presentation interesting. In addition, include and distribute to the class a list of all references used to inform the oral presentation. The group presentation will count 50% of the overall assignment grade; everyone in the group will receive the same grade. Students will be graded on: (1) accuracy of information presented, (2) clarity of the oral presentation, (3) creativity of oral presentation, and (4) quality of the actual Power Point (for example, do not make your PP too dense with words). Part of the presentation, but not all of it, should include highlights of the study critique that follows.

Written research critique: As part of the oral presentation, each student should include a more in depth presentation of one research study published since 2005. The study should be an empirical evaluation of the outcomes or efficacy of one of the intervention programs or interventions presented in the overall group assignment. Please submit a written 2-page summary of the research article critique for an individual grade, which will count 50% of the overall assignment grade. The written assignment will be graded on: (1) accuracy of the information written, (2) clarity of the written presentation, (3) demonstration of critical thinking skills, and (4) writing quality. The 2-page paper should be single-spaced, written in outline form, and should cover the following topics with these flush-left headings:

Title of paper: Write the title in APA style
Focus of study: Brief summary (do not copy the abstract)
Methodology: Design, sample size, measures, and hypotheses
Findings: Brief summary
Implications: Researcher’s views of the strengths and limitations of the study
Student’s critique: Critique the study, thinking critically about the importance of the findings, how they could inform social work practice, and how effective the intervention could be for populations you treat. This portion should be about one third of the overall 2-page paper, and these ideas should be original to you, not the authors.

GRADING: The group assignment will count 30% of the overall course grade; 50% of the assignment #2 grade will be based on the oral group presentation, and 50% will be based on the individually written 2-page research study critique.
ASSIGNMENT #3: SCHOLARLY PAPER

Objective of assignment: This approximately 8-10 page paper demonstrates the student’s understanding of theoretical concepts and empirical research related to attachment and its usefulness for social welfare policy analysis or clinical social work practice. Students have a choice of one of two topic options:

1) **INDIVIDUAL Empirical research paper:** Students should explore a specific issue or area of concern as it pertains to attachment processes within a particular age group along the lifespan (e.g., you might examine attachment as it pertains to resiliency among at-risk young children, eating disorders among adolescents, separation issues for college students, domestic violence among middle age adults, or caregiving of elder parents). The paper should: (1) summarize and synthesize the contemporary theory and research on the topic, including neurobiological research; (2) apply the concepts to a particular target population; (3) critique the theory for its policy and/or clinical implications, giving attention to issues regarding diversity and social work values and ethics; and (4) conclude with recommendations for addressing either suggestions for policy changes or suggestions for a new treatment intervention. The paper should use a minimum of 8-10 new sources (beyond the required course readings); include recent empirical research and/or conceptual articles on your topic and population; and use original sources when describing the theory; and use contemporary critiques of the theory when possible.

2) **COLLABORATIVE Clinical application paper:** The instructor will give students a clinical family case to examine and evaluate based on attachment theory and research. Two students will work together on this assignment, writing one paper based on their collaboration. Students will have to provide a case formulation for the individuals in the case based on an application of attachment theory and research related to clinical practice. The paper should: (1) summarize and synthesize the literature on contemporary attachment theory and research applicable to the dynamics in the case; (2) apply the concepts to the individuals in the case to explain the clients’ functioning and the potential relationship between the clients and you (discuss likely transference and countertransference issues related to attachment); (3) critique the theory for its clinical implications, giving attention to issues regarding diversity and social work values and ethics; and (4) conclude with suggestions for an explicit treatment approach or model of practice based on attachment theory and intervention research. The paper should use a minimum of 8-10 new sources (beyond the required course readings); use original sources when describing the theory; and use contemporary critiques of the theory when possible.

An outline for the paper and a rubric for grading both options for this assignment is located on the following page.
## SCHOLARLY PAPER GRADING CRITERIA

<table>
<thead>
<tr>
<th>Content (80%)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong> A brief opening paragraph about the focus and purpose of the paper. The introduction should give the reader a clear sense of what you are going to address. For assignment option #1, identify the theoretical concept and target population and/or social problem you will be discussing. For assignment option #2, summarize the presenting problem in the case and the theoretical concepts that you see are relevant to your assessment. <em>(1/2 page)</em></td>
<td>5</td>
</tr>
<tr>
<td><strong>Literature Review:</strong> Using conceptual and empirical literature on attachment, discuss: a) the underlying assumptions and basic premises of the attachment concepts under discussion; b) a synthesis of the empirical research or conceptual literature that validates or supports the application and analysis that will follow. <em>When possible, include empirical research published within the past 5-10 years; you may use older conceptual literature when you are using original sources (e.g., Bowlby, Ainsworth, Main).</em> <em>(3 pages)</em></td>
<td>30</td>
</tr>
<tr>
<td><strong>Analysis and Application:</strong> For assignment option #1, provide an overview of your target population and social problem and how attachment research discussed in the literature review informs social work practice or policy related to this age group. For assignment option #2, provide a bio-psycho-social-spiritual case formulation that incorporates attachment theory and research to explain the functioning of the individuals in the case and their family dynamics. <em>(2-3 pages)</em></td>
<td>20</td>
</tr>
<tr>
<td><strong>Critique of Theoretical Concept’s Application:</strong> Discuss the strengths and weaknesses of the usefulness of using attachment theory for understanding your topic under discussion. Critique how well this theory and research fits with social work values and ethics and to work with diverse and marginalized populations. How well does the theoretical concept inform an understanding of the change process or inform policy development? <em>Be sure to provide a rationale for your conclusions and use additional literature, if available.</em> <em>(1 page)</em></td>
<td>10</td>
</tr>
<tr>
<td><strong>Conclusion:</strong> Conclude your paper by making recommendations for either: (1) clinical treatment approaches based on attachment theory and research; or (2) changes in social policy. <em>(1½ -2½ pages)</em></td>
<td>15</td>
</tr>
</tbody>
</table>

## Points for graduate-level writing (20%)

| **Use of at least 8-10 references beyond required readings from this course or other courses** | 5 |
| **Organization of paper; clarity of writing; use of well-developed sentences and paragraphs; use of correct grammar and spelling; no writing errors** | 10 |
| **Use of correct APA formatting for title page, headings and headers, citations, and references, following the *APA Manual, 6th edition*** | 5 |

## TOTAL

100
PROFESSIONAL CONDUCT

Class participation is more than mere attendance. It is arriving on time, reading the assigned material, preparing for class with questions, contributing appropriately to class discussions, doing assignments, and participating in class activities. The class participation grade is a subjective grade given by the professor. The professor will use this matrix to determine the class participation grade [modified from Maznevski, M. (1996). Grading Class Participation. Teaching Concerns. http://www.virginia.edu/~trc/tcgpart.htm].

<table>
<thead>
<tr>
<th>Points</th>
<th>CLASS PARTICIPATION GRADING CRITERIA</th>
<th>(Carpenter-Aeby, 2001)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No effort</td>
<td>Absent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No effort, disruptive, disrespectful.</td>
</tr>
<tr>
<td>60-70</td>
<td>Infrequent Effort</td>
<td>Present, not disruptive (This means coming in late.)</td>
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<tr>
<td></td>
<td></td>
<td>Tries to respond when called on but does not offer much.</td>
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<tr>
<td></td>
<td></td>
<td>Demonstrates very infrequent involvement in class.</td>
</tr>
<tr>
<td>70-80</td>
<td>Moderate Effort</td>
<td>Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.</td>
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<tr>
<td></td>
<td></td>
<td>Offers straightforward information (e.g. straight from the case or reading), without elaboration or very infrequently (perhaps once a class).</td>
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<td></td>
<td>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</td>
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<tr>
<td></td>
<td></td>
<td>Demonstrates sporadic involvement.</td>
</tr>
<tr>
<td>80-90</td>
<td>Good Effort</td>
<td>Demonstrates good preparation: knows case or reading facts well, has thought through implications of them.</td>
</tr>
<tr>
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<td></td>
<td>Offers interpretations and analysis of case material (more than just facts) to class.</td>
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<tr>
<td></td>
<td></td>
<td>Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates consistent ongoing involvement.</td>
</tr>
<tr>
<td>90-100</td>
<td>Excellent Effort</td>
<td>Demonstrates excellent preparation: has analyzed case exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offers analysis, synthesis, and evaluation of case material, e.g. puts together pieces of the discussion to develop new approaches that take the class further.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contributes in a very significant way to ongoing discussion: keeps analysis focused, responds very thoughtfully to other students’ comments, contributes to the cooperative argument-building, suggest alternative ways of approaching material and helps class analyze which approaches were effective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrates ongoing very active involvement.</td>
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<tr>
<td>TOTAL</td>
<td></td>
<td>100 points</td>
</tr>
</tbody>
</table>

Revised 1/2/16
# SCHEDULE FOR SPRING 2016

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS #</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/11/2016</td>
<td>1: Introduction to course &amp; to Bowlby’s original ideas</td>
<td></td>
</tr>
<tr>
<td>(MLK Holiday: 01/18/16) 01/25/2016</td>
<td>2: Introduction to Ainsworth &amp; Strange Situation</td>
<td>Group &amp; final assignment determined</td>
</tr>
<tr>
<td>02/01/2016</td>
<td>3: Main &amp; the Adult Attachment Interview</td>
<td></td>
</tr>
<tr>
<td>02/08/2016</td>
<td>4: Mentalization; adult attachment styles; cultural differences</td>
<td></td>
</tr>
<tr>
<td>02/15/2016</td>
<td>5: Neurobiology of attachment &amp; affect regulation</td>
<td></td>
</tr>
<tr>
<td>02/22/2016</td>
<td>6: Secure parenting &amp; Circle of Security</td>
<td>Concept Application Test</td>
</tr>
<tr>
<td>02/23/2016 (Administrative Monday)</td>
<td>7: Abuse, neglect, &amp; trauma; disorganized attachment &amp; RAD</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>No Class 2/29/16</td>
<td>8: Attachment &amp; child welfare; foster care, adoption, &amp; daycare</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>03/07/2016</td>
<td>9: Treatment of high-risk children &amp; adolescents</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>03/14/2016</td>
<td>10: Adult attachment across the lifespan; adult caregiving</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>No Class 3/28/16</td>
<td>11: Trauma &amp; adult psychopathology; PTSD</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>04/11/2016</td>
<td>12: Relational treatment with individuals</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>04/18/2016</td>
<td>13: Attachment-based treatment of couples &amp; families</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>04/25/2016</td>
<td>14: Social work education, supervision, &amp; attachment; closing thoughts</td>
<td>Scholarly Papers Due; Be prepared to discuss final papers</td>
</tr>
</tbody>
</table>

Revised 1/2/16