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

The Council on Social Work Education (CSWE), requires that students meet 10 core competencies, which are operationalized as practice behaviors. Each course is designed to cover one or more of the ten core competencies and each course is also designed to cover some, but not all of the practice behaviors within a competency. Upon completion of this course, students will able to demonstrate the following practice behaviors within the noted competencies:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Identity:</strong> Identify as a clinical social worker &amp; conduct oneself accordingly.</td>
<td>Social workers demonstrate professional use of self across all practice settings. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.</td>
<td>#3</td>
</tr>
<tr>
<td><strong>Ethical Practice:</strong> Apply social work ethical principles to guide clinical practice.</td>
<td>Social workers recognize and manage personal biases in practice settings. Social workers recognize and negotiate the complexities that can arise when organizational policies/procedures interact with competing professional standards for ethical social work practice.</td>
<td>#2</td>
</tr>
<tr>
<td><strong>Critical Thinking:</strong> Apply critical thinking to inform and communicate clinical judgments.</td>
<td>Social workers engage in reflective practice. Social workers evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations.</td>
<td>#1, 2, and 3</td>
</tr>
<tr>
<td><strong>Diversity in Practice:</strong> Engage diversity and demonstrate awareness of the complexities regarding identity differences and how they play out in clinical practice.</td>
<td>Social workers use their self-awareness to understand the influence of their personal biases and values in working with others. Social workers practice within the context of difference in shaping the life experiences of clients, themselves, and the working alliance.</td>
<td>#2 and #3</td>
</tr>
<tr>
<td><strong>Human Rights &amp; Justice:</strong> Advance human rights through understanding how social and economic justice factors impact clinical practice.</td>
<td>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>#2</td>
</tr>
<tr>
<td><strong>Research Based Practice:</strong> Engage in research-informed practice and practice-informed research.</td>
<td>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>#2</td>
</tr>
<tr>
<td><strong>Human Behavior:</strong> Apply knowledge of human behavior and the social environment.</td>
<td>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>#1, 2, and 3</td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>Policy Practice:</strong> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>Advocate with and inform administrators and legislators to influence policies that affect clients and services.</td>
<td>#3</td>
</tr>
<tr>
<td><strong>Practice Contexts:</strong> Respond to contexts that shape practice.</td>
<td>Social workers assess the current political, economic, social, and cultural climate as it affects the most vulnerable members of society. Social workers intervene through advocacy to serve the most vulnerable persons within the political, economic, social, and cultural contexts.</td>
<td>#1, 2, and 3</td>
</tr>
<tr>
<td><strong>Engage, Assess, Intervene, Evaluate:</strong> Engage, assess, and intervene with individuals, families, and groups.</td>
<td><strong>Engagement:</strong> Social workers:  - Use empathy, active listening, and other clinical skills to establish rapport in order to set treatment goals with clients.  - Develop culturally responsive therapeutic relationships.  - Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. <strong>Assessment:</strong> Social workers:  - Use multi-dimensional assessment tools that include bio-psycho-social-spiritual data to assess client’s strengths, capacities, and readiness for change.  - Use differential diagnostic processes.</td>
<td># 2 and 3</td>
</tr>
</tbody>
</table>
### Intervention:

Social workers:

- Develop, with clients, an intervention plan that incorporates client strengths, capacities, and protective factors.
- Use culturally appropriate clinical techniques for a range of presenting concerns identified in the assessment.
- Adapt appropriate intervention strategies based on continuous clinical assessment.

### III. ADDITIONAL 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.

### 1. COURSE REQUIREMENTS

#### A. Required Texts

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. Additional 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

Books:

Journals:
*Attachment and Human Behavior*
*Infant Mental Health Journal*
*Clinical Social Work Journal, Special Edition on Attachment*

[http://www.psychology.sunysb.edu/attachment/](http://www.psychology.sunysb.edu/attachment/)  
[http://www.psych.uiuc.edu/~rcfraley/lab.htm](http://www.psych.uiuc.edu/~rcfraley/lab.htm)

D. Course Assignments

**Assignment #1: Online Concept Test**—completed between weeks 5 & 6  
This online objective 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. See page 18 at end of syllabus for more information.

**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 18 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 19 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 21 for participation rubric.

E. Grading Policy and Weights of Assignments
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>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>35%</td>
</tr>
<tr>
<td>Preparation, Attendance, and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading System

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numeric Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
</tr>
</tbody>
</table>

F. Preparation, Attendance & Participation
Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and
contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued. **Unexcused absences will lower the participation grade. More than three unexcused absences will result in a grade of F for participation.** See page 20 at the end of this syllabus for detailed information regarding the grade for professional conduct related to preparation, attendance, and class participation.

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 requests.

V. **CLASS EXPECTATIONS**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements ([http://ncsss.cua.edu/courses/index.cfm](http://ncsss.cua.edu/courses/index.cfm)), including scholastic and behavioral requirements. **NCSSS is committed to creating an open and inclusive learning environment where all members - including students, faculty, administrators, and staff – strive to listen to and learn from one another. We recognize that in a multicultural society, it is inevitable that issues or tensions relative to diversity and different life experiences will arise. It is how we handle these events that matters. Therefore, when such issues occur – inside or outside of the classroom - we agree to engage in respectful and productive discussion with one another until learning is enhanced and understanding is deepened by all involved.**

A. **Scholastic Expectations**

All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Behavioral Requirements**

Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
• Use an appropriate level of class time and instructor’s time and attention in and out of class
• Behave in a manner that is consistent with the ethical principles of the social work profession.

C. 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 (http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm) and appropriate Program Handbooks.

D. Confidentiality

Each student is expected to adhere to the Confidentiality Agreement that is signed at the beginning of every semester. This agreement covers “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS BSW or MSW programs are for professional learning purposes only and are subject to strict professional standards of confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation. Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss practice settings, program responsibilities and projects with individuals who are not in teaching or supervision roles directly related to the situation.

E. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, you must present that documentation to your instructors and arrange a meeting with as soon as possible to discuss these accommodations.

F. Use of Electronic Devices

No laptops or other electronic devices are permitted in the classroom, unless you have a specific documented learning disability. Please turn off all cell phones or other devices that would disrupt the learning environment of the classroom and put them away and removed from the classroom environment.
# Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART I: ATTACHMENT THEORY AND NEUROBIOLOGICAL RESEARCH: OVERVIEW OF BASIC CONCEPTS</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>Introduction to course; Historical context of attachment theory; Bowlby and the secure base of attachment</strong></td>
</tr>
</tbody>
</table>

**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

5 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**


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 #1: CONCEPT TEST

This online, 40-minute objective test will evaluate students’ understanding of the primary theoretical concepts and terms presented in the first five weeks of the course. Students will be given a list of key terms to study in preparation for the 25-question multiple-choice quiz. The closed-book test will be taken on Blackboard between weeks 5 and 6.

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.
<table>
<thead>
<tr>
<th>SCHOLARLY PAPER GRADING CRITERIA</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (80%)</strong></td>
<td></td>
</tr>
<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. (1/2 page)</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> (3 pages)</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. (2-3 pages)</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> (1 page)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Conclusion:</strong> Conclude your paper by making recommendations for <em>either:</em> (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>
<tr>
<td><strong>Points for graduate-level writing (20%)</strong></td>
<td></td>
</tr>
<tr>
<td>Use of at least 8-10 references beyond required readings from this course or other courses</td>
<td>5</td>
</tr>
<tr>
<td>Organization of paper; clarity of writing; use of well-developed sentences and paragraphs; use of correct grammar and spelling; no writing errors</td>
<td>10</td>
</tr>
<tr>
<td>Use of correct APA formatting for title page, headings and headers, citations, and references, following the <em>APA Manual, 6th edition</em></td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
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>
</tr>
<tr>
<td></td>
<td></td>
<td>Tries to respond when called on but does not offer much.</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td>Does not offer to contribute to discussion, but contributes to a moderate degree when called on.</td>
</tr>
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<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>
<td></td>
<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>
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<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>
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<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>
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<td>Demonstrates ongoing very active involvement.</td>
</tr>
</tbody>
</table>

TOTAL 100 points

Revised 12/05/2015
<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS #</th>
<th>ASSIGNMENTS</th>
</tr>
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<tbody>
<tr>
<td>01/12/2015</td>
<td>1: Introduction to course &amp; to Bowlby’s original ideas</td>
<td></td>
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<tr>
<td>(MLK Holiday: 01/19/15)</td>
<td>01/26/2015</td>
<td>2: Introduction to Ainsworth &amp; Strange Situation</td>
</tr>
<tr>
<td>02/02/2015</td>
<td>3: Main &amp; the Adult Attachment Interview</td>
<td></td>
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<tr>
<td>02/09/2015</td>
<td>4: Mentalization; adult attachment styles; cultural differences</td>
<td></td>
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<tr>
<td>02/16/2015</td>
<td>5: Neurobiology of attachment &amp; affect regulation</td>
<td>Presentation by doctoral Teaching Assistant</td>
</tr>
<tr>
<td>02/23/2015</td>
<td>6: Secure parenting &amp; Circle of Security</td>
<td>Online concept tests between weeks 5 &amp; 6; Group Presentations</td>
</tr>
<tr>
<td>(Administrative Monday)</td>
<td>02/24/2015</td>
<td>7: Abuse, neglect, &amp; trauma; disorganized attachment &amp; RAD</td>
</tr>
<tr>
<td>03/02/2015</td>
<td>8: Attachment &amp; child welfare; foster care, adoption, &amp; daycare</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>(Spring Break: 03/09/15)</td>
<td>03/16/2015</td>
<td>9: Treatment of high-risk children &amp; adolescents</td>
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<tr>
<td>03/23/2015</td>
<td>10: Adult attachment across the lifespan; adult caregiving</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>03/30/2015</td>
<td>11: Trauma &amp; adult psychopathology; PTSD</td>
<td>Group Presentations; Presentation by TA</td>
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<tr>
<td>(Easter Monday: 04/06/15)</td>
<td>04/13/2015</td>
<td>12: Relational treatment with individuals</td>
</tr>
<tr>
<td>04/20/2015</td>
<td>13: Attachment-based treatment of couples &amp; families</td>
<td>Group Presentations</td>
</tr>
<tr>
<td>04/27/2015</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>

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