

Subject Description Form

Subject Code	APSS5751														
Subject Title	Mental Health Practice and Interpersonal Neurobiology: Attachment, Trauma and Healing in the Context of Relationships														
Credit Value	3														
Level	5														
Pre-requisite / Co-requisite/ Exclusion	Nil														
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Class attendance and participation</td><td>10%</td><td>0%</td></tr><tr><td>2. Presentation</td><td>0%</td><td>30%</td></tr><tr><td>3. Final Paper</td><td>60%</td><td>0%</td></tr></table> • The grade is calculated according to the percentage assigned; and • The completion and submission of all component assignments are required to pass the subject;			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class attendance and participation	10%	0%	2. Presentation	0%	30%	3. Final Paper	60%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment													
1. Class attendance and participation	10%	0%													
2. Presentation	0%	30%													
3. Final Paper	60%	0%													
Objectives	Human emotional attachments develop early and have a profound influence on subsequent development. These early emotional attachments range from highly nurturing to extremely traumatizing and they shape the development of one’s brain and mind. Consequently, they define who we are, how we relate to others and the world and one’s lifelong mental health. This course explores theoretical, research, developmental and clinical implications of attachment bonds across the life cycle with the support of knowledge on interpersonal neurobiology, mental health, trauma and healing. In addition, the course draws from gender formation in contexts and culture-sensitive practice, which recognize the many ways in which culturally specific beliefs or common practices influence human development and relationships. Issues of social policy in Hong Kong will be addressed as they pertain to issues such as access to resources necessary for families to provide a safe and nurturing environment for children to grow up in.														
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a. Describe the importance of early relationships and attachment history in the development of structure and functioning of human beings and their interpersonal relationships in later life; b. Recognize the brain as a social organ, delineate key parts and functions of the brain and show the interrelationship of the interpersonal world and the brain based on the theories and discoveries of interpersonal neurobiology; c. Understand childhood trauma as the result of negative and disruptive attachment bonds and its impact on human development and mental health; d. Realize how our survival instincts and the effects of daily stress can interfere with the development and function of the interpersonal brain and mental health;														

	e. Acquire knowledge on trauma healing models and their theoretical foundation; f. Demonstrate sensitivity to gender dynamics and cultural/contextual factors of close relationships; g. Critically examine the social policies that directly impact childhood development and family wellbeing in Hong Kong; h. Promote a humanistic and holistic understanding of users’ needs, rights and life meaning concerning various mental health challenges																																																				
Subject Synopsis/ Indicative Syllabus	1. The development of attachment styles, attachment ruptures, mental models and mental health 2. The neurobiology of attachment: the relationship among attachment, neuroscience, neuroplasticity and psychotherapy 3. Triangle of wellbeing: Brain, mind and relationships 4. Mindsight, attunement, emotional regulation, integration, neuroplasticity and mental health 5. Trauma and the brain, PTSD symptoms, implicit vs explicit memory, Repressed/recovered memory and dissociation 6. The relationship between trauma and mental illness 7. Trauma healing models and their guiding principles, mindfulness and wheel of awareness 8. Gender formation in the context of Chinese culture, cultural sensitivity in adapting theories and concepts from the West 9. Child development, family functioning and parenting resources in Hong Kong																																																				
Teaching/Learning Methodology	The approach will be composed of lectures and seminars. Lectures focus on the introduction of the general concerns of the related topics revolving around interpersonal neurobiology and culture, and seminars are to help students to explore their topics of interest in depth and in ways that the knowledge can inform their practice as marriage and family therapists.																																																				
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="7">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th><th>g</th></tr><tr><td>1. Class attendance and participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Presentation</td><td>30%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Final Paper</td><td>60%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100%</td><td colspan="7"></td></tr></table> Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: 1. Class attendance and participation (10%) Students are expected to complete assigned readings prior to class, make appropriate notes, and prepare themselves to actively participate and/or lead discussions of the assigned readings during each class. They are expected to actively take part in case discussion and role-play exercises. Attendance is essential to the mastery of course material. Attendance at all class meetings, for the full session, is expected. Excessive absences, late arrivals, or early departures will result in a reduction of one or more letter grade(s) for the course.	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed							a	b	c	d	e	f	g	1. Class attendance and participation	10%	✓	✓	✓	✓	✓	✓	✓	2. Presentation	30%		✓	✓	✓	✓	✓	✓	3. Final Paper	60%		✓	✓	✓	✓	✓	✓	Total	100%							
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																																	
		a	b	c	d	e	f	g																																													
1. Class attendance and participation	10%	✓	✓	✓	✓	✓	✓	✓																																													
2. Presentation	30%		✓	✓	✓	✓	✓	✓																																													
3. Final Paper	60%		✓	✓	✓	✓	✓	✓																																													
Total	100%																																																				

	2. Group Presentation (30%) This is a student-led discussion of readings and of a review of a specific area in the attachment, trauma healing and/or interpersonal neurobiology literature. The review is a presentation of approximately 1.5 hours and class discussion, accompanied by an informational summary and references distributed to class members. The presentation should be built around the following outline: - What question or issue is the author responding to? - What is the author's choice of theory? - What is the author's central point (stated in a few sentences)? - What is the logic of the author's argument? - What key points does the author make to build her/his argument? - What is the evidence the author presents to support her/his points and overall argument? - Do you believe the author's logic is sound and the evidence is compelling? Why or why not? - How does the literature relate to your practice in the context of Hong Kong. (The grade for the presentation will be based on the clarity and comprehensiveness of the student's presentation of the above topics and raising of issues for class discussion of the ideas in the paper.) 3. Final Paper (60%) Students choose a topic from the aspect of mental health and family relationships and write an analytical paper on how the knowledge learned in the course can illuminate the understandings of the issue. The implications on mental health, trauma healing are discussed. The emphasis is on students' understanding of the topic and the analytical ability to apply in mental health and family practice in Hong Kong. Students should use APA format in their paper writing. (2,000 words).	
Student Study Effort Expected	Class contact:	
	▪ Lecture	39 Hrs.
	Other student study effort:	
	▪ Preparation for presentation	30 Hrs.
	▪ Assignment	50 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<u>Essential</u> Siegel, D. J. (2012). <i>The developing mind, second edition: How relationships and the brain interact to shape who we are</i>. New York, NY: Guilford Press. Siegel, D.J., & Bryson, T.P. (2014). <i>No-drama discipline: The whole-brain way to calm the chaos and nurture your child's developing mind</i>. New York, NY: Bantam. Cassidy, J. & Shaver, P. R. (eds.) (2002). <i>Handbook of attachment</i>. New York, NY: Guilford Press. Alegria, M., Atkins, M., Farmer, E., Slaton, E., & Stelk, W. (2010). One size does not fit all: Taking diversity, culture, and context seriously. <i>Administration and Policy in Mental Health Services Research</i>, 37(1/2), 48-60.	

Supplementary

Applegate, J., & Shapiro, J. (2005). Attachment: The relational base of affect regulation. In *Neurobiology for clinical social work: Theory and practice* (pp. 58-81). New York, NY: Norton.

Badenoch, B. (2008). Meeting teens and their brains in mind. In *Being a brain-wise therapist: A practical guide to interpersonal neurobiology* (pp. 286-298). New York, NY: Norton.

Bernier, A., & Meins, E. (2008). A threshold approach to understanding the origins of attachment disorder. *Developmental psychology*, 44, 969-982.

Bornstein, M. H., Putnick, D. L., Heslington, M., Suwalsky, J. T. D., Venuti, P., de Falco, S., Giusti, Z. & de Galperin, Z. (2008). Mother-child emotional availability in ecological perspective: Three countries, two regions, two genders. *Developmental Psychology*, 44(3), 666-680.

Bornstein, M. H., Putnick, D. L., Suwalsky, J. T. D., Venuti, P., de Falco, S., de Galperin, Gini, M. & Tichovolsky. (2012). Emotional relationships in mothers and infants: Culture-common and community-specific characteristics of dyads from rural and metropolitan settings in Argentina, Italy, and the United States. *Journal of Cross Cultural Psychology*. 43(2), 171-197.

Brandell, J., & Ringel, S. (2007). Adolescents. In *Attachment & Dynamic Practice: An integrative guide for social workers & other clinicians* (pp. 135-159). New York, NY: Columbia University Press.

Chan, S. M., Bowes, J., & Wyver, S. (2009). Chinese parenting in Hong Kong: Links among goals, beliefs and styles. *Early Child Development and Care*, 179 (7), 849-862.

Cohen, P., & Kasen, S. (1999). The context of assessment: Culture, race, and socioeconomic status as influences on the assessment of children. In D. Shaffer, C. Lucas, & J. Richters (Eds.), *Diagnostic assessment in child and adolescent psychopathology* (pp. 299-318). New York, NY: Guilford Press.

Cozolino, L. (2010). The neurobiology of attachment. In *The Neuroscience of Psychotherapy* (2nd ed., pp. 213-238). New York, NY: Norton.

Ding, Y. H., Xu, X., Wang, Z. Y., Li, H. R., & Wang, W. P. (2012). Study of mother-infant attachment patterns and influence factors in Shanghai. *Early Human Development*. 88, 295-300.

Farber, H.R., & Siegel, D.J. (2011). Parental presence: An interpersonal neurobiology approach to healthy relationships between adults and their parents. In S.M. Dunham, S.B. Dermer, & J. Carlson (Eds.) *Poisonous Parenting: Toxic relationships between parents and their adult children* (pp. 49-62). New York, NY: Routledge.

Huang, J., & Prochner, L. (2003). Chinese parenting styles and children's self-regulated learning. *Journal of Research in Childhood Education*, 18(3), 227-238.

Keller, H. (2016). Attachment: A pancultural need but a cultural construct. *Current Opinion in Psychology*, 8, 59-63.

Kohlhoff, J., Barnett, B., & Eapen, V. (2015). Adult separation anxiety and unsettled infant behavior: Associations with adverse parenting during childhood and insecure adult attachment. *Comprehensive Psychiatry*, 61, 1-9.

- Lansford, J., Sharma, C., Malone, P., Woodlief, D., Dodge, K., Oburu, P., Pastorelli, C., Skinner, A., Sorbring, A., Tapanya, S., Maria, L., Tirado, U., Zelli, A., Al-Hassan, S., Alampay, L., Bacchini, D., Bombi, M., Bornstein, M., Chang, L., Deater-Deckard, L., & Di Giunta, L. (2014). Corporal punishment, maternal warmth, and child adjustment: A longitudinal study in eight countries. *Journal of Clinical Child & Adolescent Psychology*, 43, 670-685.
- Li, J. B., Delvecchio, E., Miconi, D. Salcuni, S., & Riso, D. D. (2014). Parental attachment among Chinese, Italian, and Costa Rican adolescents: A cross-cultural study. *Personality and Individual Difference*, 71, 118-123.
- Lim, S. L., & Lim, B. K. (2003). Parenting style and child outcomes in Chinese and immigrant Chinese families- current findings and cross-cultural considerations in conceptualization and research. *Marriage & Family Review*, 35(3), 21-43.
- Mattei, L. (2011). Coloring development: Race and culture in psychodynamic theories. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in* (3rd ed., pp. 258-283). Lanham, MD: Rowman & Littlefield.
- Mingo, M. V., & Easterbrooks, M. A. (2015). Patterns of emotional availability in mother-infant dyads: Associations with multiple levels of context. *Infant Mental Health Journal*, 36(5), 469-482.
- Nader, K. (2007). Culture and the assessment of trauma in youths. In J. P. Wilson, & C. S. Tang (Eds.), *Cross-cultural assessment of psychological trauma and PTSD* (pp. 169-196). New York, NY: Springer.
- Nelson, B.W., Parker, S.C., & Siegel, D.J. (2014). Interpersonal neurobiology, mindsight, and the triangle of well-being: The mind, relationships & the brain. In E. Tronick, B. Perry, & K. Brandt (Eds.), *Infant & Early Childhood Mental Health*. Washington, DC: American Psychiatric Publishing.
- Nguyen, L., Huang, L., Arganza, G., & Liao, Q. (2007). The influence of race and ethnicity on psychiatric diagnoses and clinical characteristics of children and adolescents in children's services. *Cultural Diversity and Ethnic Minority Psychology*, 13, 18-25.
- Perry, D. G., & Pauletti, R. E. (2011). Gender and adolescent development. *Journal of Research on Adolescence*, 21(1), 61-74.
- Read, L. (2008). Childhood trauma and psychosis: Evidence, pathways, and implications. *Journal of Postgraduate Medicine*, 54(1), 287-292.
- Schore, J., & Schore, A. (2012). Modern attachment theory: The central role of affect regulation in development and treatment. In *The science of the art of psychotherapy* (pp. 28-51). New York, NY: W.W. Norton
- Shek, D. T. L. (2006). Assessment of perceived parental psychological control in Chinese adolescents in Hong Kong. *Research on Social Work Practice*, 16(4), 382-391.
- Siegel, D.J. (2007). Mindfulness training and neural integration. *Journal of Social, Cognitive, and Affective Neuroscience*, 2(4), 259-263.
- Siegel, D. J. (2010). *The mindful therapist: A clinician's guide to mindsight and neural integration*. New York, NY: W.W. Norton.

	Siegel, D.J. (2010). <i>Mindsight: The new science of personal transformation</i>. New York, NY: Bantam. Siegel, D.J. (2012). <i>Pocket guide to interpersonal neurobiology: An integrative handbook of the mind</i>. New York, NY: W.W. Norton. Siegel, D.J. (2013). <i>Brainstorm: The power and purpose of the teenage brain</i>. New York, NY: Penguin Putnam. Siegel, D.J., & McIntosh, J. (2011). Family law and the neuroscience of attachment, part II. In R.E. Emery & A. Schepard (Eds.), <i>Family Court Review: An Interdisciplinary Journal</i>, 49(3), 513-520. Song, H., Thompson, R. A., & Ferrer, E. (2009). Attachment and self-evaluation in Chinese adolescents: Age and gender differences. <i>Journal of Adolescence</i>, 32, 1267-1286. Sroufe, A., & Siegel, D.J. (2011). The verdict is in: The case for attachment theory. <i>Psychotherapy Networker</i>. http://www.drdansiegel.com/uploads/1271-the-verdict-is-in.pdf Van der Kolk, B. A. (2005). Developmental trauma disorder: Towards a rational diagnosis for children with complex trauma histories. <i>Psychiatric Annals</i> (35:5), 401-408. Van der Kolk, B. A. (2014). <i>The body keeps the score: Brain, mind, and body in the healing of trauma</i>. New York: Viking.
--	--