

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

Course Number:	SW 390N7	Instructor's Name:	Cynthia Franklin, Ph.D., LMSW-ACP, LMFT
Unique Number:	61135	Office Number:	SSW 3.130C
Semester:	Fall 2000	Office Phone:	471-0533 (UT) 260-2985 (H) CFranklin@mail.utexas.edu
Meeting Time/Place:	Wed, 11:30-2:30 Rm 2.140	Office Hours:	Mon or Wed 2:30-3:30 by appointment

THEORIES OF DIRECT PRACTICE IN SOCIAL WORK

I. Standardized Course Description

This course covers some of the major theories used in direct practice social work. Philosophical, theoretical and empirical underpinnings of different practice theories will be investigated. Emphasis is placed on understanding and critically analyzing the philosophical assumptions and scientific basis of various theories. Students will become familiar with research methodologies such as process/outcome paradigms, experimental designs, and meta-analysis, which have been used both to develop and investigate the effectiveness of direct practice theories. Since social work has relied on other social science disciplines for much of its theoretical base, major theories will be covered from these disciplines. Both psychological and sociological theories are included, but the course focuses on psychological theories used in clinical and direct practice fields. There has been a proliferation of direct practice theories. Currently there are more than 500 identifiable theories for clinical practice, at least 20 cognitive therapies, and numerous other variations on the themes of systems, social construction, humanistic/existential, eclectic, etc. It is impossible to cover all theories in one course. A selection of theories from different models or perspectives have been chosen based on the experience of the professor and their importance to social work practice. In the selection of theories, consideration was also given to current trends in today's clinical practice fields. It is understood that students will study in-depth these select theories but in the process of their study will master the broader philosophical, epistemological, and empirical methods that undergird all practice theories.

II. Course Objectives

1. Develop knowledge of the major philosophical and research paradigms for critically analyzing direct practice theories.
2. Understand the basics of theory construction including how the context, person and process of theory development contribute to theories.
3. Be able to critically evaluate the scientific merit and the professional utility of different theories including a thorough analysis of studies on their efficacy and effectiveness.

4. Critically analyze key constructs, concepts, guiding principles and the experimental and/or hermeneutic basis for practice theories.
5. Understand and appreciate the heuristic value of different theories and how heuristics contribute to practice science.
6. Explore the basic philosophical, moral and ethical premises inherent in different theories and relate those to the issues of social justice and the values of the social work profession.

III. Teaching Methods

This is a doctoral seminar. Students are expected to attend class on a regular basis and be prepared to engage in a dialogue with the professor and student colleagues. Being prepared means that a student made a serious attempt at completing readings and can participate in discussions and critical analysis of practice theories. Respect and professional behavior toward other students and the professor is expected.

IV. Safety Policy

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

V. Required Texts

Bergin, A. E., & Garfield, S. L. (1994). *Handbook of psychotherapy and behavior change* (4th ed.). New York: Wiley.

Gurman, A. S., & Messer, S. B. (1995). *Essential psychotherapies: Theory and practice*. New York: Guilford.

Richardson, F. (1999). *Re-envisioning psychology: Moral dimensions of practice*. San Francisco: Jossey-Bass.

Slife, B. D., & Williams, R. N. (1995). *What's behind the research: Discovering hidden assumptions in the behavioral sciences*. Newbury Park, CA: Sage.

VI. Course Requirements

There are three assignments.

1. Annotated Bibliography to Be Used in Teaching (25% of your grade). Each student is to develop a comprehensive annotated bibliography of one of the practice theories studied in class. Areas to be covered in the bibliography include philosophy and theoretical developments, major debate articles, outcome studies, process research, and meta-analysis. It is assumed that the student will master the literature in this area. This requires a systematic search of literature in journals across disciplines and a search of major

publications in the area of study. Students should copy the bibliographies and make them available to other class members. **Due at the time of your presentation.**

2. Paper on Practice Model (50% of your grade). Each student is to develop a 20 to 25 page paper on a practice model covered in the class. The following outline is suggested for the development of the paper. **Due at the end of the class.**

- I. History and context for the development of the theory, including relevant background information on the major contributors to the theory's development.
- II. Experimental and philosophical basis for the theory.
 - a) Describe the theory and its main tenets concerning the way humans function and how humans change.
 - b) Identify key constructs and guiding metaphors.
 - c) Identify major assumptions and the philosophical basis of the theory.
 - d) Critically analyze the values inherent in the major assumptions and theoretical constructs.
 - e) Report on and critically analyze the experimental and/or hermeneutic research support for the theoretical constructs. What is the basis for making these claims?
- II. Practice procedures and techniques used in the theory.
 - a) Operationalize and critically analyze assessment and measurement and intervention methods stemming from the theory.
 - b) Operationalize and critically analyze behavior change procedures, including the process used in facilitating change.
- III. Research and empirical support for the model.
 - a) Review efficacy studies on the theory and its methods. Be specific and critically analyze the studies.
 - b) Review research supporting clinical effectiveness of the model. What research is available to support the effectiveness of the model? With what specific populations is the model most effective? When should the model be applied to be most effective? Be specific. Review and summarize studies of research effectiveness, including relevant meta-analyses conducted on the theory and its methods.
- IV. Heuristic value of the theory.
 - a) How influential has the theory been in the grand scheme of social science theory?
 - b) How has the theory contributed to research, debate, discussion, and new developments in the field?
- V. Summary and discussion
 - a) Include an analysis of key points and findings.
 - b) Discuss future directions for the development of the theory.

- 3) Facilitate Class Presentation and Discussion on Practice Model (25% of your grade). Each student is responsible for making a presentation and facilitating a class dialogue with students and professor on their practice model. **Check the syllabus for the day of your presentation.**

Course Grades

The final course grade will be calculated as follows:

	25%	90–100 = A
Annotated Teaching Bibliography	50%	80–89 = B
Theory Paper	25%	70–79 = C
Presentation		60–69 = D
		Below 60 = F

VI. Class Policies

No late assignments will be accepted, except in extreme emergencies and then only with permission of the instructor. All late assignments will be assessed point penalties at a rate of 5 points a day. If you are in an emergency situation, contact your instructor and receive a new due date. Academic dishonesty will be dealt with in accordance with the policies of the University.

VII. Course Schedule

Aug. 30 Read the syllabus and class introduction

Sept. 6 Methods for Analysis of Direct Practice Theories: Major Philosophical Paradigms

Required

Slife & Williams, Chapters 1–7

Cushman, P. (1990). Why the self is empty: Toward a historically situated psychology. *American Psychologist*, 45 (5), 599-611.

Franklin, C. (1995). Expanding the vision of the social constructionist debates: Creating relevance for practitioners. *Families in Society*, 76 (7), 395-407.

Franklin, C., & Jordan, C. (1995). Qualitative assessment: A methodological review. *Families in Society*, 76 (5), 281-295.

Gergen, K. J. (1994). Exploring the post-modern: Perils or potentials? *American Psychologist*, 49 (5), 412-416.

Loving, C. C. (1997). From the summit of truth to its slippery slopes: Science education's journey through positivist-postmodern territory. *American Educational Research Journal*, 34 (3), 421-452.

Richardson-The book

Saari, C. (1994). An exploration of meaning and causation in clinical social work. *Clinical Social Work Journal*, 22 (3), 251-261.

Saxton, P. (1991). Comments on social work and psychotherapies. And Author's Reply by Specht, H. *Social Service Review*, 65 (2), 314-320.

Specht, H. (1992). Author's reply: A less complex statement of social work's mission. *Social Service Review*, 66 (1), 152-159.

Smith, M. B. (1994). Self-hood at risk: Postmodern perils and the perils of postmodernism. *American Psychologist*, 49 (5), 405-411.

Wakefield, J. C. (1992). Why psychotherapeutic social work don't get no re-specht. *Social Service Review*, 66 (1), 141-151.

Recommended

Denner, B. (1995). Stalked by the postmodern beast. *American Psychologist*, 50 (5), 390-391.

Gergen, K. J. (1995). Postmodern psychology: Resonance and reflection. *American Psychologist*, 50 (5), 394.

Mente, D. (1995). Whose truth? Whose goodness? Whose beauty? *American Psychologist*, 50 (5), 391.

Russell, R. L., & Gaubatz, M. D. (1995). Contested affinities: Reaction to Gergen's (1994) and Smith's (1994) postmodernisms. *American Psychologist*, 50 (5), 389-390.

Smith, M. B. (1995). About postmodernism: Reply to Gergen and others. *American Psychologist*, 50 (5), 393-394.

White, D., & Wang, A. (1995). Universalism, humanism, and postmodernism. *American Psychologist*, 50 (5), 392-393.

Sept. 13 Methods for Analysis of Direct Practice Theories: Experimental Designs

Required

Bergin & Garfield, Chapters 1, 2, 4, & 20

Benbenishty, R. (1996). Integrating research and practice: Time for a new agenda. *Research on Social Work Practice*, 6 (1), 77-82.

Beutler, L. E., Williams, R. E., Wakefield, P. J., & Entwistle, S. R. (1995). Bridging scientist and practitioner's perspectives in clinical psychology. *American Psychologist*, 50 (12), 984-994.

Chambless, D.L., et.al. (1996). An up-date on empirically validated therapies. *The Clinical Psychologist*, 49,2, 5-18.

Curtis, G. C. (1996). The scientific evaluation of new claims. *Research on Social Work Practice*, 6 (1), 117-121.

Gerdes, K. E., Edmonds, R. M., Haslam, D. R., & McCartney, T. L. (1996). A statewide survey of licensed clinical social workers' use of practice evaluation procedures. *Research on Social Work Practice*, 6 (1),27-39.

Howard, M.O. & Jenson, J.M. (1999). Clinical practice guidelines. Should social work develop them? *Research on Social Work Practice*, 9, 283-301.

Jacobson, N. S., Follette, W. C., & Revenstorf, D. (1984). Psychotherapy outcome research: Methods for reporting variability and evaluation clinical significance. *Behavior Therapy*, 15, 336-352.

Jacobson, N. S., Follette, W. C., & Revenstorf, D. (1986). Toward a standard definition of clinically significant change. *Behavior Therapy*, 17, 308-311.

Jacobson, N. S., & Revenstorf, D. (1988). Statistics for assessing the clinical significance of psychotherapy techniques: Issues, problems, and new developments. *Behavioral Assessment*, 10, 133-145.

Kazi, M. A. F. (1996). The centre for evaluation studies at the University of Huddersfield: A profile. *Research on Social Work Practice*, 6 (1), 104-116.

Kazi, M. A. F., & Wilson, J. T. (1996). Applying single-case evaluation methodology in a British social work agency. *Research on Social Work Practice*, 6 (1), 5-26.

Kirk, S.A. (1999). Good intentions are not enough. Practice guidelines for social work. *Research on Social Work Practice*, 9, 302-310

- Knox, K. S. (1996). To graph or not to graph: A clinician's perspective. *Research on Social Work Practice*, 6 (1), 100-103.
- Levy, R. L. (1996). Data analysis problems in single-case evaluation: Much ado about nothing. *Research on Social Work Practice*, 6 (1), 66-71.
- Mattaini, M. A. (1996). The abuse and neglect of single-case design. *Research on Social Work Practice*, 6 (1), 83-90.
- Messick, S. (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, 50 (9), 741-749.
- Rubin, A. (1996). The inflaming and defaming of the shrewd. *Research on Social Work Practice*, 6 (1), 91-99.
- Rubin, A., & Knox, K. S. (1996). Data analysis problems in single-case evaluation: Issues for research on social work practice. *Research on Social Work Practice*, 6 (1), 40-65.
- Seligman, M. E. P. (1995). The effectiveness of psychotherapy: The consumer's report study. *American Psychologist*, 50 (12), 965-974.
- Strupp, H.H. & Anderson, T. (1997). On the limitations of therapy manuals. *Clinical Psychology: Science and Practice*, 4, 76-82.
- Wong, S. E. (1996). Single-case evaluation on trial: Broken promise or new scapegoat. *Research on Social Work Practice*, 6 (1), 72-76.
- Wambach, K.G., Haynes, D.T., & White (1999). Practice guidelines: Reapproachment or estrangement between social work practitioners and researchers. *Research on Social Work Practice*, 9, 322-330.

Sept. 20 Methods for Analysis of Direct Practice Theories: Meta-Analysis

Required

Bergin & Garfield, Chapter 5

- Bangert-Drowns, R. L. (1992). Review of developments in meta-analytic method. In A. E. Kazdin (Ed.) *Methodological issues and strategies in clinical research* (pp. 439-467). Washington, DC: APA.
- Franklin, C., Grant, D., Corcoran, J., O'Dell-Miller, P., & Bultman, L. (1997). The effectiveness of prevention programs for adolescent pregnancy: A meta-analysis. *Journal of Marriage and the Family*, 59, 551-567.
- Gorey, K. M. (1996). Effectiveness of social work intervention research: Internal verses external evaluations. *Social Work Research*, 20, 119-128.
- Gorey, K. M., Thyer, B. A., & Pawluck, D. E. (1998). Differential effectiveness of prevalent social work practice models: A meta-analysis. *Social Work*, 43 (3), 269-278.
- Scruggs, T.E. & Mastropieri, M.A. (1998). Summarizing single subject research: Issues and applications. *Behavior Modification*, 22 3, 221-242.
- Wampler, K., & Serovich, J. M. (1996). Meta-analysis in family therapy research. In D. H. Sprenkle & S. M. Moon (Eds.) *Research methods in family therapy* (pp. 286-303). New York: Guilford.
- Wolf, F. M. (1986). *Meta-analysis: Quantitative methods for research synthesis*. Newbury Park, CA: Sage.

Sept. 27 Methods for Analysis of Direct Practice Theories: Process/Outcome Approaches

Required

Bergin & Garfield Chapters 2, 6, 7, & 8

Hill, C. E. (1992). Research on therapists techniques in brief individual therapy: Implications for practitioners. *The Counseling Psychologist*, 20 (4), 689-711.

Martin, J. (1989). A rationale and proposal for cognitive-mediational research on counseling and psychotherapy. *The Counseling Psychologist*, 17 (1), 11-135.

Martin, J., Cummings, A. L., & Hallberg, E. T. (1992). Therapists' intentional use of metaphor: Memorability, clinical impact, and possible epistemic/motivational functions. *Journal of Consulting and Clinical Psychology*, 60 (1), 143-145.

Martin, J., Martin, W., & Slemmon, A. G. (1989). Cognitive-mediational models of action-act sequences in counseling. *Journal of Counseling Psychology*, 36 (1), 8-16.

Stiles, W. B., & Shapiro, D. A. (1995). Verbal exchange structure of brief therapy: Psychodynamic, interpersonal and cognitive behavioral psychotherapy. *Journal of Consulting and Clinical Psychology*, 63, 15-27.

Oct. 4 Critical Analysis of Practice Theories. Cognitive-Behavioral Theories: Beck, Ellis, and Others

Required

Bergin & Garfield, Chapters 9, 10 & 17

Gurman & Messer, Chapters 5 & 6.

Baucom, D. H., Sayers, S. L., & Sher, T. G. (1990). Supplementing behavioral marital therapy with cognitive restructuring and emotional expressiveness training: An outcome investigation. *Journal of Consulting and Clinical Psychology*, 58 (5), 636-645.

Beach, S. R. H., & O'Leary, K. D. (1992). Treating depression in the context of marital discord: Outcome and predictors of response of marital therapy versus cognitive therapy. *Behavior Therapy*, 23, 507-528.

Beck, A. T. (1991). Cognitive therapy: A 30-year retrospective. *American Psychologist*, 46 (4), 368-375.

Beck, A. T. (1993). Cognitive therapy: Past, present, and future. *Journal of Consulting and Clinical Psychology*, 61 (2), 194-198.

Beck, A. T., Sokol, L., Clark, D. A., Berchick, R., & Wright, F. (1992). A crossover study of focused cognitive therapy for panic disorder. *American Journal of Psychiatry*, 149 (6), 778-783.

Botvin, G. J., Baker, E., Dusenbury, L., Tortu, S., & Botvin, E. M. (1990). Preventing adolescent drug abuse through a multimodal cognitive-behavioral approach: Results of a 3-year study. *Journal of Consulting and Clinical Psychology*, 58 (4), 437-446.

Brown, T. A., & Barlow, D. H. (1995). Long-term outcome in cognitive-behavioral treatment of panic disorder: Clinical predictors and alternative strategies for assessment. *Journal of Consulting and Clinical Psychology*, 63 (5), 754-765.

Chambless, D. L., & Gillis, M. M. (1993). Cognitive therapy of anxiety disorders. *Journal of Consulting and Clinical Psychology*, 61 (2), 248-260.

Durlak, J. A., Fuhrman, T., & Lampman, C. (1991). Effectiveness of cognitive-behavior therapy for maladapting children: A meta-analysis. *Psychological Bulletin*, 110 (2), 204-214.

Ellis, A. (1993). Reflections on rational-emotive therapy. *Journal of Consulting and Clinical Psychology*, 61 (2), 199-201.

- Foa, E. B., Hearst-Ikeda, D., & Perry, K. J. (1995). Evaluation of a brief cognitive-behavioral program for the prevention of chronic PTSD in recent assault victims. *Journal of Consulting and Clinical Psychology, 63* (6), 948-955.
- Gambrill, E. (1994). What's in a name? Task centered, empirical and behavioral practice. *Social Service Review, 68* (4), 578-599.
- Gaffan, E. A., Tsaousis, I., & Kemp-Wheeler, S. M. (1995). Researcher allegiance and meta-analysis: The case of cognitive therapy for depression. *Journal of Consulting and Clinical Psychology, 63* (6), 966-980.
- Goldstein, M. J., & Miklowitz, D. J. (1995). The effectiveness of psychoeducational family therapy in the treatment of schizophrenic disorders. *Journal of Marital & Family Therapy, 21* (4), 361-376.
- Gould, R. A., Otto, M. W., & Pollack, M. H. (1995). Meta-analysis of treatment outcome for panic disorder. *Clinical Psychology Review, 15* (8), 819-844.
- Haaga, D. A. F., & Davison, G. C. (1993). An appraisal of rational-emotive therapy. *Journal of Consulting and Clinical Psychology, 61* (2), 215-220.
- Haaga, D. A. F., Dyck, M. J., & Ernst, D. (1991). Empirical status of cognitive theory of depression. *Psychological Bulletin, 110* (2), 215-236.
- Heesacker, M., & Harris, J. E. (1993). Cognitive processes in counseling: A decision tree integrating two theoretical approaches. *The Counseling Psychologist, 21* (4), 687-711.
- Hollon, S. D., Shelton, R. C., & Davis, D. D. (1993). Cognitive therapy for depression: Conceptual issues and clinical efficacy. *Journal of Consulting and Clinical Psychology, 61* (2), 270-275.
- Holtzworth-Munroe, A., Jacobson, N. S., DeKlyen, M., & Whisman, M. A. (1989). Relationship between behavioral marital therapy outcome and process variables. *Journal of Consulting and Clinical Psychology, 57* (5), 658-662.
- Jacobson, N. S., Dobson, K. S., Truax, P. A., Addis, M. E., Koerner, K., Gollan, J. K., Gortner, E., & Prince, S. E. (1996). A component analysis of cognitive-behavioral treatment for depression. *Journal of Consulting and Clinical Psychology, 64* (2), 295-304.
- Kendall, P. C. (1993). Cognitive-behavioral therapies with youth: Guiding theory, current status, and emerging developments. *Journal of Consulting and Clinical Psychology, 61* (2), 235-247.
- Lipsey, M. W., & Wilson, D. B. (1993). The efficacy of psychological educational, and behavioral treatment. *American Psychologist, 48* (12), 1181-1209.
- Mahoney, M. J. (1993). Introduction to special section: Theoretical developments in the cognitive psychotherapies. *Journal of Consulting and Clinical Psychology, 61* (2), 187-193.
- Nurius, P. S. (1993). Human memory: A basis for understanding the elusive self-concept. *Social Service Review, 67* (2), 261-278.
- Reid, W. J. (1994). The empirical practice movement. *Social Service Review, 68* (2), 165-184.
- Robins, C. J., & Hayes, A. M. (1993). An appraisal of cognitive therapy. *Journal of Consulting and Clinical Psychology, 61* (2), 205-214.
- Spence, S. H. (1994). Practitioner review: Cognitive therapy with children and adolescents: From theory to practice. *Journal of Child Psychology and Psychiatry, 35* (7), 1191-1228.
- Teichman, Y., Bar-El, Z., Shor, H., Sirota, P., & Elizur, A. (1995). A comparison of two modalities of cognitive therapy (individual and marital) in treating depression. *Psychiatry, 58*, 136-148.
- Werry, J. S., & Wollersheim, J. P. (1989). Behavior therapy with children and adolescents: A twenty-year overview. *Journal of the American Academy of Child and Adolescent Psychiatry, 28* (1), 1-18.
- Wilson, G. T., & Fairburn, C. G. (1993). Cognitive treatments for eating disorders. *Journal of Consulting and Clinical Psychology, 61* (2), 261-269.

Oct. 11 Critical Analysis of Practice Theories. Cognitive-Behavioral Theories: Cognitive Constructivism: Mahoney, Meichenbaum, Neimeyer and Others

Required

- Berlin, S. B. (1996). Constructivism and the environment: A cognitive-integrative perspective for social work practice. *Families in Society*, 77 (6), 326-335.
- Bohart, A. C. (1995). Configurationism: Constructivism from an experiential perspective. *Journal of Constructivist Psychology*, 8, 317-326.
- Borden, W. (1992). Narrative perspectives in psychosocial intervention following adverse life events. *Social Work*, 37 (2), 135-141.
- Botella, L., & Gallifa, J. (1995). A constructivist approach to the development of personal epistemic assumptions and worldviews. *Journal of Constructivist Psychology*, 8, 1-18.
- Brower, A. M. (1996). Group development as constructed social reality revisited: The constructivism of small groups. *Families in Society*, 77 (6), 336-344.
- Chiara, G., & Nuzzo, M. L. (1996). Psychological constructivisms: A metatheory theoretical differentiation. *Journal of Constructivist Psychology*, 9, 163-184.
- Crespi, T. (1995). Constructivist developmental theory and therapy: Implications for counseling adolescents. *Adolescence*, 30, 735-739.
- Cummings, A. L., Martin, J., Hallberg, E., & Slemmon, A. (1992). Memory for therapeutic events, session effectiveness, and working alliance in short-term counseling. *Journal of Counseling Psychology*, 39 (3), 306-312.
- Efran, J. S. (1994). Mystery, abstraction, and narrative psychotherapy. *Journal of Constructivist Psychology*, 7, 219-227.
- Franklin, C., & Jordan, C. (1996). Does constructivist practice offer anything new to social work practice? Yes. In B.A. Thyer (Ed.), *Controversial issues in social work practice*. Boston: Allyn and Bacon.
- Franklin, C., & Nurius, P. S. (1996). Constructivist therapy: New directions in social work practice. *Families in Society*, 77 (6), 323-325.
- Gonçalves, Ó. F. (1994). From epistemological truth to existential meaning in cognitive narrative psychotherapy. *Journal of Constructivist Psychology*, 7, 107-118.
- Granvold, D. K. (1996). Constructivist psychotherapy. *Families in Society*, 77 (6), 345-359.
- Hayes, R. H., & Oppenheim, R. (1997). Constructivism: Reality is what you make it. In *The Constructivist Paradigm*, 27-39.
- Held, B. S. (1995). The real meaning of constructivism. *Journal of Constructivist Psychology*, 8, 305-315.
- Hermans, H. J., Kempen, J. G., & Loon, R. (1992). The dialogical self: Beyond individualism and rationalism. *American Psychologist*, Jan. 23-32.
- Lee, D. Y., Rossiter, B., Martin, J., & Uhlemann, M. R. (1990). Client cognitive responses to counselor paradoxical and nonparadoxical directives. *Journal of Clinical Psychology*, 46 (5), 643-651.
- Mahoney, M. J. (1988). Constructive metatheory: I. Basic features and historical foundations. *International Journal of Personal Construct Psychology*, 1, 1-35.
- Mahoney, M. J. (1988). Constructive metatheory: II. Implications for psychotherapy. *International Journal of Personal Construct Psychology*, 1, 299-315.

- Mahrer, A. R. (1995). A solution to an illusory problem: Clients construct their worlds versus there really is a reality. *Journal of Constructivist Psychology*, 8, 327-337.
- Martin, J., & Sugarman, J. (1996). Bridging social constructionism and cognitive constructivism: A psychology and human possibility and constraint. *The Journal of Mind and Behavior*, 17, 291-320.
- Mascolo, M. F. (1994). Toward a social constructivist psychology: The case of self-evaluative emotional development. *Journal of Constructivist Psychology*, 7, 87-106.
- Meichenbaum, D. (1993). Changing conceptions of cognitive behavior modification: Retrospect and prospect. *Journal of Consulting and Clinical Psychology*, 61 (2), 202-204
- Mishara, A. L. (1995). Narrative and psychotherapy: The phenomenology of healing. *American Journal of Psychotherapy*, 49 (2), 180-195.
- Muran, J. C., & Segal, Z. V. (1992). The development of an idiographic measure of self-schemas: An illustration of the construction and use of self-scenarios. *Psychotherapy*, 29 (4), 524-535.
- Neimeyer, R. A. (1993). An appraisal of constructivist psychotherapies. *Journal of Consulting and Clinical Psychology*, 61 (2), 221-234.
- Neimeyer, R. A. (1994). The role of client-generated narratives in psychotherapy. *Journal of Constructivist Psychology*, 7, 229-242.
- Neimeyer, R. A. (1995). Limits and lessons of constructivism: Some critical reflections. *Journal of Constructivist Psychology*, 8, 339-361.
- Neimeyer, R. A., & Stewart, A. E. (1996). Trauma, healing, and the narrative employment of loss. *Families in Society*, 77 (6), 360-375.
- Pfenninger, D. T., & Klion, R. E. (1994). Fitting the world to constructs: The role of activity in meaning making. *Journal of Constructivist Psychology*, 7, 151-161.
- Polkinghorne, D. E. (1995). Piaget's and Derrida's contributions to a constructivist psychotherapy. *Journal of Constructivist Psychology*, 8, 269-282.
- Russell, R. L. (1991). Narrative in views of humanity, science, and action: Lessons for cognitive therapy. *Journal of Cognitive Psychotherapy*, 5 (4), 241-303.
- Sluzki, C. E. (1992). Transformations: A blueprint for narrative changes in therapy. *Family Process*, 31, 217-230.
- Taylor, L. (1992). Relationship between affect and memory: Motivation-based selective generation. *Journal of Personality and Social Psychology*, 62 (5), 876-882.
- Uhlemann, M. R., Lee, D. Y., & Martin, J. (1994). Client cognitive responses as a function of quality of counselor verbal responses. *Journal of Counseling and Development*, 73, 198-203.
- Vogel, D. (1994). Narrative perspectives in theory and therapy. *Journal of Constructivist Psychology*, 7, 243-261.

Recommended

Franklin & Nurius Text

Oct. 18 Library Day!!!

Oct. 25 Critical Analysis of Practice Theories. Family Systems Theories: Ecosystems, Strategic and Structural Models

Required

Bergin & Garfield, Text, Chapter 14

Avis, J. M., & Sprenkle, D. H. (1990). Outcome research on family therapy training: A substantive and methodological review. *Journal of Marital and Family Therapy*, 16 (3), 241-264.

Gurman & Messer, Text, Chapter 10

Becvar, D. S., & Becvar, R. J. (1996). Strategic approaches and the Milan influence. In D. S. Becvar & R. J. Becvar *Family therapy: A systemic integration* (pp. 221-248). Needham Heights, MA: Allyn & Bacon.

Becvar, D. S., & Becvar, R. J. (1996). The structural approach. In D. S. Becvar & R. J. Becvar *Family therapy: A systemic integration* (pp. 187-206). Needham Heights, MA: Allyn & Bacon.

Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nurture reconceptualized in developmental perspective: A bioecological model. *Psychological Review*, 101 (4), 568-586.

Chamberlain, P., & Rosicky, J. G. (1995). The effectiveness of family therapy in the treatment of adolescents with conduct disorders and delinquency. *Journal of Marital and Family Therapy*, 21 (4), 441-459.

Combrinck-Graham, L. (1991). On technique with children in family therapy: How calculated should it be? *Journal of Marital and Family Therapy*, 17 (4), 373-377.

Dunn, R. L., & Schwebel, A. I. (1995). Meta-analytic review of marital therapy outcome research. *Journal of Family Psychology*, 9 (1), 58-68.

Edwards, M. E., & Steinglass, P. (1995). Family therapy treatment outcomes for alcoholism. *Journal of Marital & Family Therapy*, 21 (4), 475-410.

Framo, J. L. (1996). A personal retrospective of the family therapy field. *Journal of Marital and Family Therapy*, 22, 289-316.

Franklin, C., & Warren, K. (1999). Advances in systems theory. In C. Franklin & C. Jordan (Eds.), *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.

Gingerich, S. L. (1996). Research-based family interventions for the treatment of schizophrenia. *Research on Social Work Practice*, 6 (1), 122-126.

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Nov. 1 Critical Analysis of Practice Theories. Family Systems Theories: Social Construction Models

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Nov. 8 Critical Analysis of Practice Theories: Existential and Humanistic Theories

Required

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- Gurman & Messer, Chapters 4 & 7
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Nov. 15 Critical Analysis of Practice Theories. Psychodynamic and Theories Derived from Self and Ego psychologies

Required

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Required

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- Gurman & Messer, Chapter 12
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Nov. 29 Where do we go from here? Social workers role in theory and clinical intervention development, Discussion

Dec. 6 Class Wrap-up and Evaluation