

**The University of Texas at Austin  
School of Social Work**

<b>Course Number:</b>	SW N390N7	<b>Instructor's Name:</b>	Cynthia Franklin, Ph.D., LMSW-ACP, LMFT
<b>Unique Number:</b>	64650	<b>Office Number:</b>	SWB 3.130F
<b>Semester:</b>	Fall 2004	<b>Phone/E-mail:</b>	471-0533 (UT) Mobile 413-1946 CFranklin@mail.utexas.edu
<b>Meeting Time/Place and Room:</b>	Wednesdays, 11:30-2:30 Rm. 2.140	<b>Office Hours:</b>	Wednesday 11:30-2:30 or 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, 20 or more 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 research-based methods that undergird all practice theories.

**II. Course Objectives**

Develop knowledge of the major philosophical and research paradigms for critically analyzing direct practice theories.

Understand the basics of theory construction including how the context, person and process of theory development contribute to theories.

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.

Critically analyze key constructs, concepts, guiding principles and the experimental and/or hermeneutic basis for practice theories.

Understand and appreciate the heuristic value of different theories and how heuristics contribute to practice science.

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

Gurman, A. S., & Messer, S. B. (2003). *Essential psychotherapies* (2<sup>nd</sup> Edition). Theory & practice. New York, NY: Guilford Publications

Lambert M.J. (2004). *Bergin & Garfield's handbook of psychotherapy and behavior change* (5<sup>th</sup> Ed.). New York, John Wiley & Sons.

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

Wampold, B.E. (2001). *The great psychotherapy debate: Models, methods and findings*. Mahwah, NJ: Lawrence Erlbaum Associates.

### 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.

#### Issues to cover in the Annotated Bibliography

Major themes of article or Book

Methodologies used

Major strengths and limitations, and how this article or book advances the knowledge base.

Findings summarized with enough detail to understand what was discovered.

Your reflections and criticisms of the work

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:

Annotated Teaching Bibliography	25%
Theory Paper	50%
Presentation	25%

Grading scale:

90–100 = A
80–89 = B
70–79 = C
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

**August 25      Read the syllabus and class introduction**

**September 1    Methods for Analysis of Direct Practice Theories: Major Philosophical Paradigms and On-going Debates**

### Required

Chapters:

Gurman & Messer – Chapters 1 & 2

Lambert Chapter 3 & 17

Richardson-The book

Wampold Chapter 1

Articles:

American Psychologist. (2001). Compilation of articles regarding debate.

- Austin, D. (2001) Guest editors forward: Flexner Revisited. *Research on Social Work Practice*, 11, 147-151.
- Austin, D. M. & Roberts, A.R. (2002). Clinical social work research in the 21st century: Future, present and past. In A. A. R. Roberts & G.J. Greene (Eds.). *Social workers desk reference* ( p.p. 822-828). New York: Oxford University Press.
- Flexner, A. (2001). Is social work a profession. *Research on Social Work Practice*, 11, 152-165.
- Franklin, C. (2001). Coming to terms with the business of direct practice social work. *Research on Social Work Practice*, 11, 235-244.
- Franklin, C. (2002). Developing effective practice competencies in managed behavioral health care. In A. A. R. Roberts & G.J. Greene (Eds.). *Social workers desk reference* ( p.p. 3-9). New York: Oxford University Press.
- Gambrill, E. (1999a). Evidence-based practice: An alternative to authority-based practice. *Families in Society*, 80, 341-350.
- Gambrill, E. (1999b). Evidenced-based clinical behavior analysis, evidenced-based medicine and the Cochrane collaboration. *Journal of Behavior Therapy and Experimental psychiatry*, 30, 1-14, 153-154.
- Gergen, K. J. (2002). Beyond the empiricist/constructionist divide in social psychology. *Personality and Social Psychology Review*, 6(3), 188-191.
- Gomory, T. (2001). A fallibistic response to Thyer's theory of theory-free empirical research in social work practice. *Journal of Social Work Education*, 37, 26-50.
- Gomory, T. (2001). Critical rationalism (Gomory's blurry theory) or positivism (Thyer's theoretical myopia): Which is the prescription for social work research. *Journal of Social Work Education*, 37, 67-78.
- Harper, J. M. (2001). Commentary: The clinician turned philosopher. In B. D. Slife, R. N. Williams, & S. H. Barlow (Eds.). *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 187-191). Thousand Oaks, CA: Sage Publications.
- Held, B. S. (2001). The postmodern turn: What it means for psychotherapy – and what it doesn't. In B. D. Slife, R. N. Williams, & S. H. Barlow (Eds.). *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 241-256). Thousand Oaks, CA: Sage Publications.
- Howard, M.O. & Jenson, J.M. (1999a). Clinical practice guidelines. Should social work develop them? *Research on Social Work Practice*, 9, 283-301.
- Howard, M & Jensen, J. (1999b). Barriers to development, utilization and evaluation of social work practice guidelines: Toward an Action Plan for Social Work. *Research on Social Work Practice*, 9, 347-364.
- Jost, J. T., & Kruglanski, A. W. (2002). The estrangement of social constructionism and experimental social psychology: History of the rift and prospects for reconciliation. *Personality and Social Psychology*, 6(3), 168-187.
- Judd, D. K. (2001). Commentary: "Objectivity" in diagnosis and treatment: A philosophical analysis. In B. D. Slife, R. N. Williams, & S. H. Barlow (Eds.). *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92). Thousand Oaks, CA: Sage Publications.
- Moench, L. A. (2001). Commentary: The biologization of psychotherapy: Understanding the nature of influence. In B. D. Slife, R. N. Williams, & S. H. Barlow (Eds.). *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 69-73). Thousand Oaks, CA: Sage Publications.
- Nielsen, S. L. (2001). Commentary: Collaborative psychological assessment: Becoming psychological hermeneuts. In B. D. Slife, R. N. Williams, & S. H. Barlow (Eds.). *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 45-48). Thousand Oaks, CA: Sage Publications.
- Smith, A. F. (2001). Commentary: The dilemma of realism and antirealism: A response to Held's postmodern turn. In B. D. Slife, R. N. Williams, & S. H. Barlow (Eds.). *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 257-260). Thousand Oaks, CA: Sage Publications.
- Sundararajan, L. (2002). Humanistic psychotherapy and the scientist-practitioner debate: An "embodied" perspective. *Journal of Humanistic Psychology*, 42(2), 34-47.
- Thyer, B.A. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education*, 37, 9-25
- Thyer, B.A. (2001). Research on social work practice does not benefit from blurry theory: A response to Tomi Gomory. *Journal of Social Work Education*, 37, 51-66.

- White, G. D. (2004). Political apathy disorder: Proposal for a new DSM diagnostic category. *Journal of Humanistic Psychology*, 44(1), 47-57.
- Woolfolk, R. L. (2001). "Objectivity" in diagnosis and treatment: A philosophical analysis. In B. D. Slife, R. N. Williams, & S. H. Barlow (Eds.). *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 263-280). Thousand Oaks, CA: Sage Publications.

#### Recommended Readings:

- Held, B. S. (2004). The negative side of positive psychology. *Journal of Humanistic Psychology*, 44(1), 9-47.
- Kirk, S.A. (1999). Good intentions are not enough. *Practice guidelines for social work. Research on Social Work Practice*, 9, 302-31.
- Rosen, A. & Proctor, E.K. (2002). Standards for evidenced-based social work practice. . In A. A. R. Roberts & G.J. Greene (Eds.). *Social workers desk reference* (p.p. 743-747). New York: Oxford University Press.
- Sowers, K. M. & Ellis, R.A. (2001). Steering currents for the future of social work. *Research on Social Work Practice*, 11, 235-244.

### **September 8 Methods for Analysis of Direct Practice Theories: Experimental Designs**

#### Required

##### Chapters:

- Lambert Chapter 2  
Wampold Chapter 2

##### Articles:

- Barkham, M., & Mellor-Clark, J. (2003). Bridging evidence-based practice and practice-based evidence: developing a rigorous and relevant knowledge for the psychological therapies. *Clinical Psychology and Psychotherapy*, 10, 31-327.
- Brouwers, S. A., Van Hemert, D. A., Breugelmans, S. M., & Van de Vijver, F. J. R. (2004). A historical analysis of empirical studies published in the *Journal of Cross-Cultural Psychology*. *Journal of Cross-Cultural Psychology*, 35(3), 251-262.
- Franklin, C., Biever, J. L., Moore, K., Clemons, D., & Scamardo, M. (2001). The effectiveness of solution-focused therapy with children in a school setting. *Research on Social Work Practice*, 11, 411-434.
- Hall, G. C. N. (2001). Psychotherapy research with ethnic minorities: Empirical, ethical, and conceptual issues. *Journal of Consulting and Clinical Psychology*, 69(3), 502-510.
- Haslam, N. (2003). The dimensional view of personality disorders: A review of the taxometric evidence. *Clinical Psychology Review*, 23, 75-93.
- Krueger, J. (2001). Null hypothesis significance testing: On the survival of a flawed method. *American Psychologist*, 56, 16-26.
- Levant, R. F. (2004). The empirically validated treatment movement: A practitioner/educator perspective. *Clinical Psychology: Science & Practice*, 11(2), 219-224.
- Lundervold, D.A & Bellwood, M.F. (2000). The best kept secret in counseling: Single-case (large N=1) experimental design. In M.R. Jalngo, G.J. Gerlach, & W. yan (Eds.). *Annual editions: Research methods*(p.p. 79-90) Guilford, CT: McGraw Hill/Dushkin.
- Morgan, D.L. & Morgan, R.K. (2001). Single-participant research design: Bringing science to managed care. *American Psychologist*, 56, 119-127.
- Saulsman, L. M., & Page, A. C. (2004). The five-factor model and personality disorder empirical literature: A meta-analytic review. *Clinical Psychology Review*, 23, 1055-1085.

- Smith, L.D., Best, L.A., Cylke, V.A. & Stubbs, A. (2000). Psychology without p. values. *American Psychologist*, 55, 260-263.
- Wilkinson, L. & the task force on statistical inference. (1999). Statistical methods in psychology journals: Guidelines and explanations. *American Psychologists*, 54, 594-604.

#### Recommended Readings:

- 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.
- Blampied, N.M. (1999). A legacy neglected: Restating the case for single case research in cognitive-behavior therapy. *Behaviour Change*, 16, 89-104.
- 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.
- 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.
- 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.
- 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.

### **September 15 Methods for Analysis of Direct Practice Theories: Meta-Analysis**

#### Required

##### Chapters:

Lambert Ch. Chapter 5

Wampold Chapter 3 & 4

Software for Meta-analysis: Revman: <http://www.cc-ims.net/RevMan>

##### Articles:

- Babcock, J. C., Green, C. E., & Robie, C. (2004). Does batterers' treatment work? A meta-analytic review of domestic violence treatment. *Clinical Psychology Review*, 23, 1023-1053.
- Del Vecchio, T., O'Leary, K. D. (2004). Effectiveness of anger treatment for specific anger problems: A meta-analytic review. *Clinical Psychology Review*, 24, 15-34.
- Dobson, K. S., & Dozois, D. J. A. (2004). Attentional biases in eating disorders: A meta-analytic review of Stroop performance. *Clinical Psychology Review*, 23, 1001-1022.
- 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.
- Maramba, G. G., & Hall, G. C. (2002). Meta-analyses of ethnic match as a predictor of dropout, utilization, and level of functioning. *Cultural Diversity and Ethnic Minority Psychology, 8*(3), 290-297.
- Shadish, W. R., & Baldwin, S. A. (2003). Meta-analysis of MFT interventions. *Journal of Marital & Family Therapy, 29*(4), 547-570.

#### Recommended Readings:

- 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.

### **September 22                    Methods for Analysis of Direct Practice Theories: Process/Outcome Approaches**

#### Required

##### Chapters:

Lambert Chapters 4, 6, 7, & 8  
Wampold 5-9

##### Articles:

- Ackerman, S. J., Hilsenroth, M. J. (2003). A review of therapist characteristics and techniques positively impacting the therapeutic alliance. *Clinical Psychology Review, 23*, 1-33.
- Barlow, S. H., & Bergin, A. E. (2001). The phenomenon of the spirit in a secular psychotherapy. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92) . Thousand Oaks, CA: Sage Publications.
- Benjamin, L. S. (2001). Commentary: The phenomenon of spirit in a secular psychotherapy. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92) . Thousand Oaks, CA: Sage Publications.
- Hoshmand, L. T. (2001). Psychotherapy as an instrument of culture. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 99-114) . Thousand Oaks, CA: Sage Publications.
- Okazaki, S. & Sue, S. (1995). Methodological issues in assessment research with ethnic minorities. *Psychological Assessment, 7*(3), 367-375.
- Richardson, F. C., & Zeddies, T. J. (2001). Individualism and modern psychotherapy. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 147-164). Thousand Oaks, CA: Sage Publications.
- Rychlak, J. F. (2001). Psychotherapy as practical teleology: Viewing the person as agent. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 195-204) . Thousand Oaks, CA: Sage Publications.
- Spangler, D., L. (2001). Commentary: Human agency in psychotherapy: To choose or not to choose... Is that the question? In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92) . Thousand Oaks, CA: Sage Publications.

#### Recommended Readings:

- Lambert, M. J. (2001). Psychotherapy outcome and quality improvement: introduction to the special section on patient-focused research. *Journal of Consulting and Clinical Psychology, 69*(2), 147-149.

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.

**September 29 Critical Analysis of Practice Theories. Cognitive-Behavioral Theories: Beck, Ellis, and Others**  
Required

Chapters:

Gurman & Messer – Chapters 6 & 7

Lambert, Chapters 9, 10 & 12

Articles:

Bailer, U., de Zwaan, M., Leisch, F., Strand, A., Lennkh-Wolfsberg, C., El-Giamal, N., Hornik, K., & Kasper, S. (2004). Guided self-help versus cognitive behavioral group therapy in the treatment of bulimia nervosa. *International Journal of Eating Disorders*, 35(4), 522-537.

Barlow, D.H., Gorman, J.M., Shear, M.K. & Woods, S.W. (2000). Cognitive-behavioral therapy, imipramine, or their combination for panic disorder: A randomized controlled trial. *Journal of the American Medical Association*, 283, 2529-2536.

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.

Gregory, R. J., Schwer Canning, S., Lee, T. W., Wise, J. C., & Gregory, R. J. (2004). Cognitive bibliotherapy for depression: A meta-analysis. *Professional Psychology: Research & Practice*, 35(3), 275-280.

Krabbendam, L., & Aleman, A. (2003). Cognitive rehabilitation in schizophrenia: a quantitative analysis of controlled studies. *Psychopharmacology*, 169, 376-382.

Lee, C. W., Taylor, G. & Dunn, J. (1999). Factor structure of the schema questionnaire in a large clinical sample. *Cognitive Therapy and Research*, 23, 441-451.

Linehan, M.M. (1999). Schmidt, H.I., Dimeff, L.A., Craft, J.C., Kanter, J. & Comtois, K.A. (1999). Dialectical behavior therapy for patients with borderline personality disorder and drug dependence. *American Journal on Addictions*, 8, 279-292.

Reid, W. J. (1994). The empirical practice movement. *Social Service Review*, 68 (2), 165-184.

Reinecke, M.A., Ryan, N.E. & Dubois, D.L. (1998). Cognitive-behavior therapy of depression and depressive symptoms during adolescence. A review and meta-analysis. *Journal of the American Academy of Child and Adolescent Psychiatry*, 37, 26-34. .

Recommended Readings:

Barlow, D.H. (2000). Unraveling the mysteries of anxiety and its; disorders from the perspective of emotion theory. *American Psychologist*, 55, 1245-1263.

Chamberlain, P. & Reid, J.B. (1998). Comparison of two community alternatives to incarceration for chronic juvenile offenders. *Journal of Consulting and Clinical Psychology*, 66, 624-633.

DeRubeis, R.J., Gelfand, L.A., Tang, T.Z., & Simons, A.D. (1999). Medications verses cognitive-behavior therapy for severely depressed outpatients: Meta-analysis of four randomized comparisons. *American Journal of Psychiatry*, 15, 1007-1013.

DeGrandpre, R.J. (2000). A science of meaning: Can behaviorism bring meaning to psychological science. *American Psychologist*, 55, 721-739.

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.

- Linehan, M.M., Cochran, B.N. & Kehrer (2001). Dialectical behavior therapy for borderline personality disorder. In D. H. Barlow (2001). Handbook of psychological disorders, 3<sup>rd</sup> edition ( 470-522).
- Wilson, G. T., & Fairburn, C. G. (1998). Treatment of eating disorders. In P.E. Nathan, & J.M. Gorman ( Eds.), Treatments that work (pp 501-530). New York: Oxford University Press.

**October 6      Critical Analysis of Practice Theories. Cognitive-Behavioral Theories: Cognitive Constructivism: Mahoney, Meichenbaum, Neimeyer and Others**

Required

Chapters:

Gurman & Messer – Chapter 8

Articles:

- Bergin, M. S. (2001). Commentary: Empirically supported treatments: some thoughts on the nonbehaviorists' dilemma. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92) . Thousand Oaks, CA: Sage Publications.
- Davis, B. & Sumara, D. (2002). Constructivist discourses and the field of education: Problems and possibilities. *Educational Theory*, 52(4) 409-429.
- 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.
- Green, S.K. & Gredler, M.E. (2002). A review and analysis of c onstructivism for school-based practice. *School Psychology Review*. 31(1), 53-71.
- Gregory, M.R. (2002). Constructivism, standards, and the classroom community of inquiry. *Educational Theory*, 52(4). 397-409.
- Granvold, D. K. (1996). Constructivist psychotherapy. *Families in Society*, 77 (6), 345-359.
- Hoyt, M. F. (2002). How I embody a Narrative Constructive Approach. *Journal of Constructivist Psychology*, 15(4), 279-288.
- Hong, Y, Morris, M.W., Chi-Yue, C. & Bebet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55, 709-720.
- Leichsenring, F. & Leibing. (2003). The effectiveness of psychodynamic therapy and cognitive behavior therapy in the treatment of personality disorders: A meta-analysis. *American Journal of Psychiatry*, 160(7), 1223-1232.
- Mahoney, M.J. & Marquis, A. (2002). Integral constructivism and dynamic systems in psychotherapy process. *Psychoanalytic Inquiry*, 22(5), 794-816.
- 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.
- Messer, S. B. (2001). Empirically supported treatments: What's a nonbehaviorist to do? In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 3-20) . Thousand Oaks, CA: Sage Publications.
- Neimeyer, R. A., Ray, L., Hardison, H., Raina, K., Kelley, R., & Krantz, J. (2003). Fixed role in a fishbowl: Consultation-based fixed role therapy as a pedagogical technique. *Journal of Constructivist Psychology*, 16, 249-271.

Recommended Readings:

- Berlin, S. B. (1996). Constructivism and the environment: A cognitive-integrative perspective for social work practice. *Families in Society*, 77 (6), 326-335.

- 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.
- 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.
- 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.
- Neimeyer, R. A. (1995). Limits and lessons of constructivism: Some critical reflections. *Journal of Constructivist Psychology*, 8, 339-361.

**October 13      Critical Analysis of Practice Theories. Family Systems Theories: Ecosystems, Strategic and Structural Models**

Required

Chapters:

Gurman & Messer – Chapters 11 & 12  
Lambert Text, Chapter 13

Articles:

- Alexander, J.F. Robbins, M.S. & Sexton, T.L. (2000). Family-based interventions with older, at-risk youth: Promise to proof to practice. *The Journal of Primary Prevention*, 21(2), 185-205.
- Bennion, L. A. (2001). Commentary: Psychotherapy as an instrument of culture: A clinician's view. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92) . Thousand Oaks, CA: Sage Publications.
- Burchard, J.D., Bruns, E.J. & Burchard, S.N. (2002). The wraparound approach. In B.J. Burns & K. Hoagwood (Eds.) *Community Treatment for Youth* (p.p. 69-90). New York: Oxford University Press.
- Coatsworth, J.D., Santisteban, D.A., McBride, C.K & Szapocznik, J. (2001). Brief strategic family therapy versus community control: Engagement, Retention, and an exploration of the moderating role of adolescent symptom severity. *Family Process*, 40(3), 313-331.
- Fowers, B. J. (2001). Culture, identity, and loyalty: New pathways for a culturally aware psychotherapy. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92) . Thousand Oaks, CA: Sage Publications.
- 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.
- Henggeler, S. W. (1999). Multisystemic therapy: An overview of clinical procedures, outcomes, and policy implications. *Child Psychology and Psychiatry Review*, 4, 2-10.
- Liddle, H.A., Dakof, G.A., Parker, K, Diamond, G.S., Barrett, K., & Tejada, M. (2001). Multidimensional family therapy for adolescent drug abuse: Results of a randomized clinical trial. *American Journal of Drug Abuse*, 27(4), 651-688.
- Liddle, A., Rowe, C. L., Quille, T.J., Dakof, G.A., Mills, D.S., Sakran, E., & Biaggi, H. (2002). Trasporting a research-based adolescent drug treatment into practice. *Journal of Substance Abuse Treatment*, 22, 231-243.
- Schoenwald, & Rowland, M.D. (2002). Multisystemic therapy. In B.J. Burns & K. Hoagwood (Eds.). (p.p. 91-116). New York: Oxford University Press.
- Schoenwald, S.K., Henggeler, S.W., Brondino, M.J. & Rowland, M.D. (2000). Multisystemic therapy: Monitoring treatment fidelity. *Family Process*, 39, 83-103.

- Sexton, T.L. & Alexander, J.F. (2002). Family-based empirically supported Interventions. *The Counseling Psychologist*, 30(2), 238-261.
- Sprenkle, D. H. (2003). Effectiveness research in marriage and family therapy: Introduction. *Journal of Marital & Family Therapy*, 29(1), 85-100.
- Szapocznik, J., & Williams, R.A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review*, 3(2), 117-134.
- Warren, K., Franklin, C., & Streeter, C. L. (1998). New directions in systems theory: Chaos and complexity. *Social Work*, 43 (4), 357-372.

Recommended Readings:

- Dunn, R. L., & Schwebel, A. I. (1995). Meta-analytic review of marital therapy outcome research. *Journal of Family Psychology*, 9 (1), 58-68.
- Gingerich, S. L. (1996). Research-based family interventions for the treatment of schizophrenia. *Research on Social Work Practice*, 6 (1), 122-126.
- Gitterman, A. (1996). Ecological perspective: Response to Professor Jerry Wakefield. *Social Service Review*, 70 (3), 472-476.
- Shadish, W. R., Ragsdale, K., Glaser, R. R., & Montgomery, L. M. (1995). The efficacy and effectiveness of marital and family therapy: A perspective from meta-analysis. *Journal of Marital & Family Therapy*, 21 (4), 345-360.
- Wakefield, J. C. (1996). Does social work need the ecosystems perspective? Part 1. Is the perspective clinically useful? *Social Service Review*, 70 (1), 1-32.
- Wakefield, J. C. (1996). Does social work need the ecosystems perspective? Part 2. Does the perspective save social work from incoherence? *Social Service Review*, 70 (2), 183-213
- Wakefield, J. C. (1996). Does social work need the ecological perspective: Reply to Alex Gitterman. *Social Service Review*, 70 (3), 476-481.

**October 20      Library Day to work on Practice Paper!!!**

**October 27      Critical Analysis of Practice Theories. Family Systems Theories: Social Construction and Brief, Solution-focused Models**

Required

Chapters:

Gurman & Messer – Chapters 4 & 10

Articles:

- Berg, I. K., & DeJong, P. (1996). Solution-building conversations: Co-constructing a sense of competence with clients. *Families in Society*, 77 (6), 376-391.
- Besa, D. (1994). Evaluating narrative family therapy using single system research designs. *Research on Social Work Practice*, 4 (3), 309-325.
- Dozier, R. M., Hicks, M. W., Cornille, T. A., & Peterson, G. W. (1998). The effect of Tomm's therapeutic questioning styles of therapeutic alliance: A clinical analog study. *Family Process*, 37 (2), 189-200.

- Franklin, C., & Moore, K.C. (1999). Solution-focused brief family therapy. In C. Franklin & C. Jordan, *Family practice: Brief systems methods for social work* (pp. 143-174). Pacific Grove, CA: Brooks/Cole.
- Franklin, C. (1995). Expanding the vision of the social constructionist debates: Creating relevance for practitioners. *Families in Society*, 76 (7), 395-407.
- Gingerich, W. J., & Eisengart, S. (2000). Solution-focused brief therapy: A review of the outcome research. *Family Process*, 39, 477-498.
- Green, Z., & Stiers, M. J. (2002). Multiculturalism and group therapy in the United States: A social constructionist perspective. *Group*, 26(3), 233-246.
- Hong, Y., Morris, M. W., Chiu, C., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55(7), 709-720.
- Macdonald, A. J. (1997). Brief therapy in adult psychiatry. Further outcomes. *Journal of Family Therapy*, 19, 213-222.
- Moradi, B. & Yoder, J. D. (2001). Demonstrating social constructionism in psychology courses: The "Who Am I?" exercise. *Teaching of Psychology*, 28(3), 201-203.
- Plenk, A. M. (2001). Commentary: Multiculturalism and diversity: Response to Dr. Fowers. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92) . Thousand Oaks, CA: Sage Publications.
- Robboy, C. A. (2002). Lost in translation? The hazards of applying social constructionism to quantitative research on sexual orientation development. *Journal of Homosexuality*, 42(3), 89-102.

#### Recommended Readings:

- Bean, R., & Crane, D. R. (1996). Marriage and family therapy research with ethnic minorities: Current status. *The American Journal of Family Therapy*, 24 (1), 3-8.
- Beyebach, M., & Carranza, V. E. (1997). Therapeutic interaction and dropout: Measuring relational communication in solution-focused therapy. *Journal of Family Therapy*, 19, 173-212.
- Beyebach, M., Rodriguez Morejon, A., Palenzuela, D.L., Rodriguez-Arias (1996) Research on the Process of Solution-Focused Therapy. In Miller, S. D., Hubble, M. A. & B. S. Duncan (Eds.), *Handbook of solution-focused brief therapy* (pp. 184-204). San Francisco: Jossey-Bass.
- Biever, J., Gardner, G. T., & Bobele, M. (1999). Social construction and narrative family practice. In C. Franklin & C. Jordan (Eds.), *Family Practice: Brief systems methods for social work* (pp. 143-174). Pacific Grove, CA: Brooks/Cole.
- De Shazer, S., & Berg, I. K. (1997). What works? Remarks on the research aspects of solution-focused brief therapy. *Journal of Family Therapy*, 19, 121-124.
- Freedman, J., & Combs, G. (1996). Shifting paradigms: From systems to stories. In J. Freedman & G. Combs. *Narrative therapy: The social construction of preferred realities* (pp. 1-18). New York: Norton.
- Gergen, K. J. (1985). The social constructionist movement in modern psychology. *American Psychologist*, 40 (3), 265-275.
- Heatherington, L., et. al. (1998). Assessing individual family members constructions of family problems. *Family Process*, 37 (2), 167-188.
- Hoffman, L. (1992). A reflexive stance for family therapy. In S. McNamee & K. J. Gergen (Eds.). *Therapy as social construction* (pp. 7-24). Newbury Park, CA: Sage.
- Kirsch, I. & Lynn, S.J. (1999). Automaticity in Clinical Psychology. *American Psychologist*, 54, 504-515.
- Prince, S. E., & Jacobson, N. S. (1995). A review and evaluation of marital and family therapies for affective disorders. *Journal of Marital & Family Therapy*, 21 (4), 377-402.

## November 3 Critical Analysis of Practice Theories: Existential and Humanistic Theories

Special Guest Lecturer

### Required

Chapters:

Gurman & Messer – Chapters 5

Lambert, Chapter 11

Articles:

Aanstoos, C. M. (2003). The relevance of humanistic psychology. *Journal of Humanistic Psychology*, 43(3), 121-132.

Decarvalho, R. (1996). Rollo R. May (1909-1994): A biographical sketch. *Journal of Humanistic Psychology*, 36, 8-16.

Division 32 Task Force (2001). Recommended principles and practices for the provision of humanistic psychosocial services: Alternative to mandated practice and treatment guidelines. Washington, DC: American Psychological Association. Retrieved June 19, 2004, from <http://www.apa.org/divisions/div32>.

Frie, R. (2000). The existential and the interpersonal: Ludwig Biswanger and Harry Stack Sullivan. *Journal of Humanistic Psychology*, 40(3), 108-130.

Kensit, D. (2000). Rogerian theory: A critique of the effectiveness of pure client-centered therapy. *Counseling Psychology Quarterly*, 13(4), 345-351.

Mitchell, R. W., Phipps, B. R., Voignier, D., Henson, C., & Ellis, A. L. (2001). Gender-related attributions and the gay or lesbian label. *Humanistic Counseling, Education and Development*, 40(1), 74-82.

Ryan, R.M. & Deci, E.L. (2000). Self-determination theory and facilitation of intrinsic motivation, social development and well being. *American Psychologist*, 55, 68-78.

Salvolaine, J., & Granello, P. F. (2002). The function of meaning and purpose for individual wellness. *Journal of Humanistic Counseling, Education, and Development*, 41, 178-189.

Seligman, M.E.P. & Mihaly, C. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14. (Recommend whole issue because it is special issue on Positive Psychology)

Sheldon, K. M., Joiner, T. E., & Williams, G. (2003). Reconciling humanistic ideals and scientific clinical practice. *Clinical Psychology: Science and Practice*, 10(3), 302-315.

Sumerlin, J. R. & Bundrick, C. M. (1996). Brief index of self-actualization: A measure of Maslow's model. *Journal of Social Behavior & Personality*, 11(2), 253-272.

Watts, R. E. (1998). The remarkable parallel between Roger's core conditions and Adler's social interest. *Journal of Individual Psychology*, 54(1),

Watts, R. H., Cashwell, C. S., Schweiger, W. K. (2004). Fostering intrinsic motivation in children: A humanistic counseling process. *Journal of Humanistic Counseling, Education, & Development*, 43(1), 16-24.

### Recommended Readings:

Bohart, A., & Greening, T. (2001). Humanistic psychology and positive psychology. *American Psychologist*, 56(1), 81-82.

Cain, D. J. (2003). Advancing humanistic psychology and psychotherapy: Some challenges and proposed solutions. *Journal of Humanistic Psychology*, 43(3), 10-41.

Frankl, V. E. (1997). *Man's search for ultimate meaning*. New York: Plenum Publishing.

MacDonald, D. A., & Friedman, H. L. (2002). Assessment of humanistic, transpersonal, and spiritual constructs: State of the science. *Journal of Humanistic Psychology*, 42(4), 102-125.

MacDougall, C. (2002). Roger's person-centered approach: Consideration for use in multicultural counseling. *Journal of Humanistic Psychology*, 42(2), 48-66.

Portnoy, D. (1999). Relatedness: Where humanistic and psychoanalytic psychotherapy converge. *Journal of Humanistic Psychology*, 39(1), 19-34.

### **November 10 Critical Analysis of Practice Theories. Psychodynamic and Theories Derived from Self and Ego psychologies**

#### Required

Chapters:

Gurman & Messer – Chapters 3

Articles:

Ainsworth, M. D. S. (1989). Attachments beyond infancy. *American Psychologist*, 44, 709-716.

Anderson, E. M., & Lambert, M. J. (1995). Short-term dynamically oriented psychotherapy: A review and meta-analysis. *Clinical Psychology Review*, 15(6), 503-514.

Cramer, P. (2000). Defense mechanisms in psychology today: Further processes of adaptation. *American Psychologist*, 55, 637-646.

Luborsky, L., Rosenthal, R., Diguier, L., Andrusyna, T. P., Levitt, J. T., Seligman, D. A., Berman, J. S., Krause, E. D. (2003). Are some psychotherapies much more effective than others? *Journal of Applied Psychoanalytic Studies*, 5(4), 455-460.

Marecek, J. (2001). Bringing feminist issues to therapy. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92) . Thousand Oaks, CA: Sage Publications.

Messer, S. B., & Kaplan, A. H. (2004). Outcomes and factors related to efficacy of brief psychodynamic therapy. In D. P. Charman (Ed.), *Core Processes in Brief Psychodynamic Psychotherapy: Advancing Effective Practice* (pp. 103-118). Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

Raynes, M. (2001). Commentary: Bringing feminist issues to therapy. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 321-324). Thousand Oaks, CA: Sage Publications.

#### Recommended for further study

Crews, F. C. (1998). *Unauthorized Freud: Doubters confront a legend*. New York: Viking Penguin

Goldstein, E.G. (1995). *Ego psychology and social work practice*. New York: Free Press.

Roth, M. A. (1998) (Ed.). *Freud: Conflict and culture*. New York: Knopf & The Library of Congress.

Siegel, A. M. (1996). *Heinz Kohut and the psychology of self*. New York: Routledge.

## **November 17 Critical Analysis of Practice Theories. Eclectic, Integrative and Common Factor Perspectives**

### Required

#### Chapters:

Gurman & Messer – Chapters 9

#### Articles:

- Ackerman, S. J., & Hilsenroth, M. J. (2003). A review of therapist characteristics and techniques positively impacting the therapeutic alliance. *Clinical Psychology Review*, 23, 1-33.
- Drieschner, K. H., Lammers, S. M. M., van der Staak, C. P. F. (2004). Treatment motivation: An attempt for clarification of an ambiguous concept. *Clinical Psychology Review*, 23, 1115-1137.
- Hansen, J. T. (2000). Psychoanalysis and humanism: A review and critical examination of integrationist efforts with some proposed resolutions. *Journal of Counseling & Development*, 78(1), 21-29.
- Kemp, H. V. (2001). The patient-philosopher evaluates the scientist-practitioner: A case study. In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 171-186) . Thousand Oaks, CA: Sage Publications.
- Ochsner, K.N. & Lieberman, M.D. (2001). The emergence of social cognitive neuroscience. *American Psychologist*, 56, 717-734.
- Packard, T., & Packard, K. (2001). Commentary: New bottles, old wine? In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), *Critical Issues in Psychotherapy: Translating New Ideas into Practice* (pp. 77-92) . Thousand Oaks, CA: Sage Publications.
- Prochaska, J.O & Norcross, J.C. (1999). Defining and comparing psychotherapies: An integrative framework. In J.O.Prochaska & J.C. Norcross(Eds.). (p.p. 1-24). *Systems of Psychotherapy: A transtheoretical analysis*. Garden Grove, CA: Brooks/Cole publishers.
- Prochaska, , J.O. (1999). How do people change and how can we change to help many more people? In M.A. Hubble, B.L. Duncan, & S.D. Miller (Eds.) (pp. 227-258). *The Heart and soul of change: What works in therapy*. Washington, DC: APA.
- Sexton, T. L., Ridley, C. R. (2004). Implications of a moderated common factors approach: Does it move the field forward? *Journal of Marital & Family Therapy*, 30(2), 159-167.
- Sexton, T. L., Ridley, C. R., Kleiner, A. J. (2004). Beyond common factors: Multilevel-process models of therapeutic change in marriage and family therapy. *Journal of Marital & Family Therapy*, 30(2), 131-155.
- Slife, B. D., & Reber, J. S. (2001). Eclecticism in psychotherapy: Is it really the best substitute for traditional theories? In B. D. Slife, R. N. Williams, & S. H Barlow (Eds.), , *Critical Issues in - Psychotherapy: Translating New Ideas into Practice* (pp. 213-234) . Thousand Oaks, CA: Sage Publications.
- Sprenkle, D. H., & Blow, A. J. (2004). Common factors and our sacred models. *Journal of Marital & Family Therapy*, 30(2), 113-136.

#### Recommended Readings:

- Asay, T.P. & Lambert, M.J. (1999). The empirical case for common factors in therapy. In M.A. Hubble, B.L. Duncan, & S.D. Miller (Eds.) ( p.p. 33-56). *The Heart and soul of change: What works in therapy*. Washington, DC: APA.
- Beutler, L.E. (2000). David and Goliath: When empirical and clinical standards of practice meet. *American Psychologist*, 55, 997-1007.
- Lazarus, A. (1999). Integrative and eclectic psychotherapies. In J.O.Prochaska & J.C. Norcross (Eds.). (pp. 457-486). *Systems of Psychotherapy: A transtheoretical analysis*. Garden Grove, CA: Brooks/Cole publishers.
- Lebow, J. (1997). The integrative revolution in couple and family therapy. *Family Process*, 36, 1-8.

- Wampold, B.E., Mondin, G.W., Moody, M. Stich, F. Benson, K. & Ahn, H. (1997). A meta-analysis of outcome studies comparing bona fide psychotherapies: Empirically, “all must have prizes”. *Psychological Bulletin*, 122, 203-215.
- Weinberger, J. (1995). Common factors aren't so common: The common factors dilemma. *Clinical Psychology: Science and Practice*, 2, 45-69.

**November 24 Library Day! Happy Thanksgiving!!!**

**December 1 Class Wrap-up and Evaluation**

Practice Guidelines Available on-line

[www.psychguides.com](http://www.psychguides.com)

<http://www.guideline.gov>

The American Academy of Child and Adolescent Psychiatry Practice Guidelines. Available on line with subscription to the journal “Journal of Child and Adolescent Psychiatry” [www.AACAP.org](http://www.AACAP.org)

The Journal of Clinical Psychiatry Practice Guidelines: Available on-line with subscription to the journal. [www.psychiatrist.com](http://www.psychiatrist.com)

The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the Plethora of Guidelines that exist. [www.apa.org](http://www.apa.org)