

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

Course Number:	SW N390N7	Instructor's Name:	Cynthia Franklin, Ph.D., LMSW-ACP, LMFT
Unique Number:	66080	Office Number:	SWB 3.130F
Semester:	Fall 2006	Phone/E-mail:	471-0533 (UT) Mobile 413-1946 CFranklin@mail.utexas.edu
Meeting Time and Place	Tuesdays 12:00-3:00 Room: Rm. 2.140	Office Hours:	Tuesdays: 11:00-12:00 Mondays 1:30-2:30 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*(2nd Edition). *Theory & practice*. New York, NY: Guilford Publications

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

Recommended Texts:

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

Excellent Optional Text:

Payne, M. (2005). *Modern social work theory* (3rd ed.). Chicago, IL: Lyceum.

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. Make sure you include major Internet sites and resources that support this approach to practice. For example, if for Family therapies the AAMFT and for Cognitive Therapy, Beck's website. 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. **Pretend Book Chapter on Practice Model** (50% of your grade). Each student is to develop a 25-35 page paper that would be like a book chapter on a practice model covered in the class. The paper should focus on the up-to-date aspects of the theory and how it is developing as an evidenced-based approach to intervention. Your paper should clearly illustrate the practice approach. Concentrate on applications that have empirical support, have treatment manuals and are moving forward in science. The following outline is suggested for the development of the paper. **Due at the end of the class.**

- I. Brief History and context for the development of the theory, including relevant background information on the major contributors to the theory's development. (2-3 pages)
- II. Experimental and philosophical basis for the theory. (5-7 pages)
 - 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? For example, how were the major ideas developed?
 - f) Include a table of measurement instruments that are frequently used and serve as examples for assessing the theories constructs and outcomes
- III. Practice procedures and techniques used in the theory.
 - a) Operationalize and critically analyze assessment and measurement and intervention methods stemming from the theory. (10-12 pages)
 - b) Make a table of important treatment manuals or important book as examples on how to execute the practice approach.
 - c) Make a table of training to supports where you can go and learn the model or get more information (e.g. Internet sites, training facilities, approximate costs, etc).
 - d) Operationalize and critically analyze behavior change procedures, including the process used in facilitating change. Summarize how sessions are run, stages of the practice approach and major techniques used, for example.
 - e) Include a case example in a box that illustrates the practice approach from the most evidenced-based aspects of the theory that you can discover in your research (A treatment manual example if available).
- IV. Research and empirical support for the model. (8-10 pages and table summarizing research)
 - a) Review efficacy studies on the theory and its methods. Be specific and critically analyze the state of the research. Focus on the evidenced-basis of the theory.
 - 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. **Major research studies or meta-analysis are to be put into a table summarizing the studies.**
- V. Heuristic value of the theory. (1-2 pages)
 - 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?
- VI. Summary and discussion (1 page)
 - a) Include an analysis of key points and findings.
 - b) Discuss future directions for the development of the theory and its' evidence base. How could social work researchers contribute to this development?

3). Facilitate Class Presentation and Discussion on the research, evidenced-based aspects of the theory (25% of your grade). Plan for one half of the class for presentation. Each student is responsible for making a presentation and facilitating a class dialogue with students and professor on the research for the model and what is needed to develop the practice approach further. Be concrete in your ideas for future development. **Check the syllabus for the day of your presentation.**

VII. Course Grades

The final course grade will be calculated as follows:

Annotated Teaching Bibliography	25%
Book Chapter/ Paper	50%
Presentation	25%

Grading scale:

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

VIII. 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.

IX. Course Schedule

September 5 Read the syllabus and class introduction

September 12 **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:

- Weissman.M.M. (2006). National Survey of psychotherapy training in psychiatry, psychology and social work. *Archives of General Psychiatry*, 63, 925-934.
- 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. (1999). Evidenced-based clinical behavior analysis, evidenced-based medicine and the Cochrane collaboration. *Journal of BehaviorTherapy 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.
- 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.

September 19 Knowledge Development Methods for 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.

- 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.
- Krueger, J. (2001). Null hypothesis significance testing: On the survival of a flawed method. *American Psychologist, 56*, 16-26.
- 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.

September 26 Knowledge Development Methods for 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.
- Shadish, W. R., & Baldwin, S. A. (2003). Meta-analysis of MFT interventions. *Journal of Marital & Family Therapy, 29*(4), 547-570.
- Scruggs, T.E. & Mastropieri, M.A. (1998). Summarizing single subject research: Issues and applications. *Behavior Modification, 22* 3, 221-242.

October 3 Knowledge Development Methods for 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.

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.

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.

October 10 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:

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.

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.

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. .

Linehan, M.M., Cochran, B.N. & Kehrer (2001). Dialectical behavior therapy for borderline personality disorder. In D. H. Barlow (2001). *Handbook of psychological disorders, 3rd edition* (470-522).

October 17 National Evidenced-Based Practice Symposium

October 24 Critical Analysis of Practice Theories. Cognitive-Behavioral Theories: Cognitive Constructivism/Integrationist Mahoney, Meichenbaum, Neimeyer, Linehan

Required

Chapters:

Gurman & Messer – Chapter 8

Articles:

- Bach, P. et. al. (2002). The Use of Acceptance and Commitment Therapy to Prevent the Rehospitalization of Psychotic patients: A randomized clinical trial. *The Journal of Consulting and Clinical Psychology, 70*, (5) 1129-39.
- Hayes, S.C. (2004). Acceptance and commitment therapy and the new behavior therapies: Mindfulness, acceptance and relationship. In S.C. Hayes, V.M. Follette, & M.M. Linehan (Eds.), *Mindfulness and Acceptance, Expanding the cognitive-behavioral therapy tradition* (p.p. 1-29). New York: Guilford.
- Segal, Z.V., Teasdale, J.V., & Williams, J.M.G. (2004). Mindfulness based cognitive therapy: Theoretical rationale and empirical status. In S.C. Hayes, V.M. Follette, & M.M. Linehan (Eds.), *Mindfulness and Acceptance, Expanding the cognitive-behavioral therapy tradition* (p.p. 45-64). New York: Guilford.
- 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.
- 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.
- Teasdale, J.D., et. al. (2000). Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy. *Journal of Consulting and Clinical Psychology, 68* (4) 615-23.

October 31 Library Day to work on Practice Paper!!!

November 7 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:

- 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). Transporting 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.
- 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.

November 14 Critical Analysis of Practice Theories. Family Systems Theories: Social Construction and Brief, Solution-focused Models

Required

Chapters:

Gurman & Messer – Chapters 4 & 10

Articles:

- 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., Kim, J.S. & Trippodi, S. (2006). Solution-focused, brief therapy interventions for students at-risk to dropout. In C. Franklin, M. B. Harris & P.Allen-Meares (Eds.). *The school services sourcebook* (p.p. 691-704). New York: Oxford University Press.
- 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..

Moradi, B. & Yoder, J. D. (2001). Demonstrating social constructionism in psychology courses: The "Who Am I?" exercise. *Teaching of Psychology*, 28(3), 201-203.

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.

November 21 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..>

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.

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.

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.

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

November 28 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.
- Ochsner, K.N. & Lieberman, M.D. (2001). The emergence of social cognitive neuroscience. *American Psychologist, 56*, 717-734.
- 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.
- Sprenkle, D. H., & Blow, A. J. (2004). Common factors and our sacred models. *Journal of Marital & Family Therapy, 30*(2), 113-136.
- Frank, J.D. & Frank, J. (2004). Therapeutic components shared by all psychotherapies. In A. Freeman, M. J. Mahoney, P. Devito, & D. Martin (Eds.). *Cognition and Psychotherapy, Second Edition*, (p.p. 45-78). New York, Springer.

December 5 Class Wrap-up and Evaluation Final Paper Due!!!

***Practice Guidelines Available on-line**

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

The Journal of Clinical Psychiatry Practice Guidelines: Available on-line with subscription to the journal. www.psychiatrist.com

The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the Plethora of Guidelines that exist. www.apa.org