

- 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. Accordingly, 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 has 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. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Texts

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

Payne, M. (1997). Modern social work theory (2nd ed.). Chicago, IL: Lyceum.

Prochaska, J. O., & Norcross, J. C. (1999). Systems of psychotherapy: A transtheoretical approach (4th ed.). Pacific Grove, CA: Brooks/Cole.

Required Readings

A Course Packet (Springer) of required readings is available by purchase by enrolled students at Speedway Copy and Printing located in Dobie Mall, 2025 Guadalupe St., Phone # 478-3334.

Optional Texts

Kuhn, T. S. (1970). The structure of scientific revolutions (2nd ed.). Chicago, IL: The University of Chicago Press.

Trigg, R. (1985). Understanding social science: A philosophical introduction to the social sciences. New York: Blackwell.

Turner, F. J. (Ed.) (1996). Interlocking theoretical approaches: Social work treatment (4th ed.) New York: The Free Press.

V. COURSE REQUIREMENTS

Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to turn in all required assignments on the agreed upon due date. If accepted, late assignments will be assessed point penalties at the rate of five (5) points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

Special Accommodations for Students with a Disability

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY. Please notify the professor of any special accommodations that you may need prior to the end of the second week of class.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs>).

Safety

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 practice related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

VI. COURSE ASSIGNMENTS

There are two assignments.

1. Essay Exam (40% of final grade). One (1) short essay exam based on readings, lectures, speakers and discussions will be given in the course. The exam will be given as scheduled on the course outline. Make-up exams will not be given unless there are unusual extenuating circumstances.

2. Theory Analysis Paper (50% of final grade). Each student will prepare a paper directed toward a review and critical analysis of one practice theory of choice. Students must obtain approval from the

professor on their theory of choice. The selected theory should be one that has been identified in a practice model as forming the base for social work intervention using that model (e.g., behavioral social work is based on social learning theory). Students should address the following issues with respect to the theory under review: brief historical development with respect to theory in general and social work usage in particular; overview of basic concepts and assumptions; critical analysis of structural characteristics, appropriateness as interventive theory versus explanatory theory, empirical status; and applicability for social work. Fischer’s (1971) “Framework for the Analysis of Theories” or Meyer’s (1983) framework for analyzing practice models can be used to assist in constructing the critical analysis as well as any other relevant literature. Papers should be typed, double-spaced, follow APA style, and not exceed 30 pages in length. **Paper due on the last day of class.**

It is suggested that the student critically analyze* the theory using either Fischer’s (1971) “Framework for the Analysis of Theories” or Meyer’s (1983) framework for analyzing practice models.

*By critically analyze, it is meant that the student will be able to, in a cogent, in-depth fashion:

- a. describe the structural characteristics of the theory
- b. identify characteristics as a theory of direct practice
- c. discuss the empirical status of the theory
- d. identify the assumptions and moral implications underlying the theory
- e. discuss the applicability of the theory for social work.

VII. COURSE GRADING CRITERIA

Course Grades

The final course grade will be calculated as follows:

Essay Exam
Theory Analysis Paper
Class Participation

40%
50%
10%



Grading scale:

100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 or below = F

Grading of all written assignments will take into account the quality and content of the writing. The American Psychological Association (APA) – 4th edition format should be used. Written material should be carefully proofread and errors (punctuation, typographical, spelling) corrected.

VIII. COURSE OUTLINE (TENTATIVE)

Date **Topics, Readings and Assignments**

August 29 **Topics**
Introductions and Review Syllabus

September 5 **Topics**
Epistemological Frameworks: How Do We Know What We Know and the Social Construction of Social Work Theory

Readings - Required

Payne – Chapters 1 & 2

Prochaska & Norcross – Chapter 1

Levy Simon, B. (1994). Are theories for practice necessary? Yes! *Journal of*

Social

Work Education, 30(2), 144-152.

Thyer, B. (1994). Are theories for practice necessary? No! *Journal of Social Work Education, 30(2), 144-152.*

Readings - Supplemental

Trigg, R. (1985). *Understanding social science: A philosophical introduction to the social sciences.* New York: Basil Blackwell.

September 12 **Topics**
Epistemological Frameworks: How Do We Know What We Know and the Social Construction of Social Work Theory - Continued

Readings - Required

Prochaska & Norcross – Chapter 13

Bergin & Garfield – Chapters 1 & 20

Readings - Supplemental

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.

life

Borden, W. (1992). Narrative perspectives in psychosocial intervention following adverse 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.*

counseling

Crespi, T. (1995). Constructivist developmental theory and therapy: Implications for adolescents. *Adolescence, 30, 735-739.*

events,

Cummings, A. L., Martin, J., Hallberg, E., & Slemon, A. (1992). Memory for therapeutic 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*, (pp. 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.
- 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.
- 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.

September 19 **Topics**

Methods for Analysis of Direct Practice Theories: Major Philosophical Paradigms

Readings - Required

- Casework,
 of
 Berger, R. M. (1986). Social work practice models: A better recipe. *Social Work*, 31 (1), 45-54.
- Fischer, J. (1971). A framework for the analysis and comparison of clinical theories induced change. *Social Service Review*, 45, 110-130.
- Meyer, C. H. (1983). Selecting appropriate practice models. In A. Rosenblatt & D. Waldfogel (Eds.), *Handbook of clinical social work* (pp. 731-749). San Francisco, CA: Jossey-Bass.
- Payne – Chapter 13

- Specht, H. (1990). Social work and the popular psychotherapies. *Social Service Review*, September, 345-357.
- Readings - Supplemental**
- Cushman, P. (1990). Why the self is empty: Toward a historically situated psychology. *American Psychologist*, 45(5), 599-611.
- Denner, B. (1995). Stalked by the postmodern beast. *American Psychologist*, 50 (5), 390-391.
- Franklin, C. (1995). Expanding the vision of the social constructionist debates: Creating relevance for practitioners. *Families in Society*, 76 (7), 395-407.
- Gergen, K. J. (1994). Exploring the post-modern: Perils or potentials? *American Psychologist*, 49 (5), 412-416.
- 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.
- 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.
- Smith, M. B. (1994). Self-hood at risk: Postmodern perils and the perils of postmodernism. *American Psychologist*, 49 (5), 405-411.
- Smith, M. B. (1995). About postmodernism: Reply to Gergen and others. *American Psychologist*, 50 (5), 393-394.
- Specht, H. (1992). Author's reply: A less complex statement of social work's mission. *Social Service Review*, 66 (1), 152-159.
- Wakefield, J. C. (1992). Why psychotherapeutic social work don't get no re-specht. *Social Service Review*, 66 (1), 141-151.
- White, D., & Wang, A. (1995). Universalism, humanism, and postmodernism. *American Psychologist*, 50 (5), 392-393.

September 26 Topics

Methods for Analysis of Direct Practice Theories: Experimental Designs, Meta-Analysis, and Process/Outcome Approaches

Readings - Required

- Bergin & Garfield - Chapters 2 & 5
- Fischer, J. (1973). Is casework effective? *Social Work*, 18(1), 5-20.
- 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.

- Harrison, D. F., & Thyer, B. A. (1988). Doctoral research on social work practice: A proposed agenda. *Journal of Social Work Education, 24*(2), 107-114.
- Reid, W. J., & Hanrahan, P. (1982). Recent evaluations of social work: Grounds for optimism. *Social Work, 27*(4), 328-340.
- Rubin, A. (1985). Practice effectiveness: More grounds for optimism. *Social Work, 30*(6), 469-476.
- Thomlison, R. J. (1984). Something works: Evidence from practice effectiveness studies. *Social Work, 29*(1), 51-56.
- Wood, K. M. (1978). Casework effectiveness: A new look at the research evidence. *Social Work, 23*(6), 437-458.

Readings - Supplemental

- 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.
- Benbenishty, R. (1996). Integrating research and practice: Time for a new agenda. *Research on Social Work Practice, 6* (1), 77-82.
- Bergin & Garfield – Chapters 6, 7, & 8
- 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.
- Faul, A. C., McMurtry, S. L., & Hudson, W. W. (2001). Can empirical clinical practice techniques improve social work outcomes? *Research on Social Work Practice, 11*(3), 277-299.
- 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.
- 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.
- Gorey, K. M. (1996). Effectiveness of social work intervention research: Internal verses external evaluations. *Social Work Research, 20*, 119-128.
- Hill, C. E. (1992). Research on therapists techniques in brief individual therapy: Implications for practitioners. *The Counseling Psychologist, 20* (4), 689-711.
- 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.
- Lipsey, M. W., & Wilson, D. B. (1993). The efficacy of psychological educational, and behavioral treatment. *American Psychologist*, 48 (12), 1181-1209.
- 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., & Slemon, A. G. (1989). Cognitive-mediational models of action-act sequences in counseling. *Journal of Counseling Psychology*, 36 (1), 8-16.
- 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.
- Reid, W. J. (1994). The empirical practice movement. *Social Service Review*, 68 (2), 165-184.
- 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.
- Scruggs, T. E., & Mastropieri, M. A. (1998). Summarizing single subject research: Issues and applications. *Behavior Modification*, 22(3), 221-242.
- Seligman, M. E. P. (1995). The effectiveness of psychotherapy: The consumer's

report study.

American Psychologist, 50 (12), 965-974.

Shulman, L. (1993). Developing and testing a practice theory: An interactional perspective. *Social Work*, 38(1), 91-97.

Smith, T. E., Schinke, S. P., & Springer, D. W. (2001). Single-system evaluation of child protective services training. *Professional Development*, 3(2), 33-39.

Souflee, Jr., F. (1993). A metatheoretical framework for social work practice. *Social Work*, 38(3), 317-331.

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.

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: Rapprochement or estrangement between social work practitioners and researchers. *Research on Social Work Practice*, 9, 322-330.

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.

Wong, S. E. (1996). Single-case evaluation on trial: Broken promise or new scapegoat.

Research

on Social Work Practice, 6 (1), 72-76.

October 3

Topics

Critical Analysis of Practice Theories:

Psychodynamic and Theories Derived from Self, and Ego Psychology

Readings - Required

Bergin & Garfield – Chapter 11

Payne – Chapter 3

Prochaska & Norcross – Chapter 2

Readings - Supplemental

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

A

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

future.

Barber, J. P. (1994). Efficacy of short-term dynamic psychotherapy: Past, present, and

Journal of Psychotherapy Practice and Research, 3 (2), 108-121.

Barber, J. P., & Crits-Christoph, P. (1993). Advances in measures of psychodynamic formulations. *Journal of Consulting and Clinical Psychology*, 61 (4), 574-585.

and

Bellow, G. (1992). Structurally based theories and self psychology: Questions of compatibility and integration of theory. *Clinical Social Work Journal*, 20 (4), 431-444.

American

Biringen, Z. (1993). Attachment theory and research: Application to clinical practice.

- Journal of Orthopsychiatry*, 64 (3), 404-420.
- Borden, W. (1992). Comments on theories of Kernberg and Kohut: Issues of scientific validation.
- An authors reply by Johnson, H.C. *Social Service Review*, 66 (4), 467-474.
- Crews, F. C. (1998). *Unauthorized Freud: Doubters confront a legend*. New York: Viking Penguin.
- Crits-Cristoph, P. (1992). The efficacy of brief dynamic psychotherapy. *American Journal of Psychiatry*, 149 (1), 151-158.
- Fischer, S., & Greenberg, R. P. (1996). *Freud scientifically reappraised: Testing the theories and therapy*. New York: Wiley.
- Freud, S. (1900/1953). *The interpretation of dreams*. First German edition, 1900; in *Standard edition* (Vols. 4 & 5), Hogarth Press, 1953.
- Goldstein, E.G. (1998). Ego psychology and object relations theory. In R. A. Dorfman (Ed.), *Paradigms of clinical social work* (Vol. 2) (pp. 19-44). New York: Brunner/Mazel.
- Goldstein, E. G. (1995). *Ego psychology and social work practice*. New York: Free Press.
- Goldstein, W. N. (1989). Update on psychodynamic thinking regarding the diagnosis of the borderline patient. *American Journal of Psychotherapy*, 43 (3), 321-343.
- Goldstein, W. N. (1995). The borderline patient: Update on the diagnosis, theory, and treatment from a psychodynamic perspective. *American Journal of Psychotherapy*, 49 (3), 317-337.
- Grunbaum, A. (1993). *Validation in clinical theory of psychoanalysis: A study in the philosophy of psychoanalysis*. Madison, Connecticut: International University Press.
- Hartman, H. (1958). *Ego psychology and the problem of adaptation* (3rd ed.). New York: International Universities Press.
- Johnson, H.C. (1991). Theories of Kernberg and Kohut: Issues of scientific validation. *Social Service Review*, 65 (3), 403-433.
- Jones, E. E., & Pulos, S. M. (1993). Comparing the process in psychodynamic and cognitive-behavioral therapies. *Journal of Consulting and Clinical Psychology*, 61 (2), 306-316.
- Kavaler-Adler, S. (1993). The conflict and process theory of Melanie Klein. *American Journal of Psychoanalysis*, 53 (3), 187-204.
- Masling, J. (Ed.). (1990). *Empirical studies of psychoanalytic theories* (Vol. 3). Hillsdale, NJ: The Analytic Press.
- Masling, J., & Bornstein, R. F. (Eds.) (1993). *Empirical studies of psychoanalytic theories* (Vol. 4). Washington, DC: American Psychological Association.
- McMillen, J. C. (1992). Attachment theory and clinical social work. *Clinical Social Work Journal*, 20 (2), 205-218.
- Kernberg, O. (1976). *Object-relations theory and clinical psychoanalysis*. New York: Jason Aronson.
- Lee, W. W. (1983). *An analysis of the integration of potentially useful ego psychology theory into the clinical social work literature addressing the borderline client*. Austin, TX: The University of Texas at Austin.
- Orlinsky, D. E., Geller, J. D., Tarragona, M., & Farber, B. (1993). Patients' representations of psychotherapy: A new focus for psychodynamic research. *Journal of Consulting and Clinical Psychology*, 61 (4), 596-610.
- Pessein, D. E., & Young, T. M. (1993). Ego psychology and self psychology in social work practice. *Clinical Social Work Journal*, 21 (1), 57-70.

- Roth, M. A. (1998) (Ed.). *Freud: Conflict and culture*. New York: Knopf & The Library of Congress.
- Schneider, E. L. (1991). Attachment theory and research: A review of the literature. *Clinical Social Work Journal*, 19 (3), 251-266.
- Siegel, A. M. (1996). *Heinz Kohut and the psychology of self*. New York: Routledge.
- Svartberg, M., & Stiles, T. C. (1991). Comparative effects of short-term psychodynamic psychotherapy: A meta-analysis. *Journal of Consulting and Clinical Psychology*, 59 (5), 704-714.
- Wakefield, J. C. (1993). Psychoanalytic fallacies: Reflections on Martha Heineman Pieper and William Joseph Pieper's intrapsychic humanism. *Social Service Review*, 67 (1), 127-155.
- Wiser, S., & Goldfried, M. R. (1993). Comparative study of emotional experiencing in psychodynamic-interpersonal and cognitive-behavioral therapies. *Journal of Consulting and Clinical Psychology*, 61 (5), 892-895.

October 10 **Topics**
Models **Critical Analysis of Practice Theories: Brief & Time-Limited Therapy**

Readings - Required

- Bergin & Garfield - Chapter 16
 Payne – Chapter 4

Readings - Supplemental

- Berg, I. K., & Miller, S. D. (1992). *Working with the problem drinker: A solution-focused approach*. New York: Norton.
- Budman, S., & Gurman, A. S. (1992). A time-sensitive model of brief therapy: The i-d-e model. In S. Budman, M. F. Hoyt & S. Friedman, (Eds.) *The first session in brief therapy* (pp. 111-134). New York: Guilford.
- Davenport, D. S., & Woolley, K. K. (1997). Innovative brief pithy psychotherapy: A contribution from corporate managed mental health care. *Professional Psychology: Research and Practice*, 28 (2), 197-200.
- de Shazer, S. (1985). *Keys to solution in brief therapy*. New York: Norton.
- Gambrill, E. (1994). What's in a name? Task centered, empirical and behavioral practice. *Social Service Review*, 68 (4), 578-599.
- Gelsco, C. J. (1992). Realities and emerging myths about brief therapy. *The Counseling Psychologist*, 20, 464-471.
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Selekman, M. D. (1997). *Solution-focused therapy with children: Harnessing family strengths*

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Psychology, 61 (6), 1020-1027.

Sperry, L. (1989). Contemporary approaches to brief psychotherapy: A comparative analysis.

Individual Psychology, 45, 3-25.

Springer, D. W., Lynch, C., & Rubin, A. (2000). Effects of a solution-focused mutual aid group

for Hispanic children of incarcerated parents. *Child and Adolescent Social Work Journal*, 17(6), 431-442.

Steenberger, B. N. (1992). Toward science-practice integration in brief counseling and psychotherapy. *The Counseling Psychologist*, 20, 403-450.

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October 17 **Topics**

Critical Analysis of Practice Theories: Cognitive-Behavioral Theories

Readings - Required

Payne – Chapter 5

Prochaska & Norcross – Chapters 9 & 10

October 24 **Topics**

Critical Analysis of Practice Theories: Cognitive-Behavioral Theories -

Continued

Readings - Required

Bergin & Garfield - Chapters 9, 10 & 17

Readings - Supplemental

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., Rush, A. J., Shaw, B., & Emery, G. (1979). *Cognitive therapy of depression*. New York: Guilford.

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

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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.
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- 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.
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- 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.,

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- 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.
- 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.
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- 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.
- Wolpe, J. (1990). *The practice of behavior therapy* (4th ed.). Elmsford, NY: Pergamon.

October 31 Topics

Critical Analysis of Practice Theories: Systems and Ecological Perspectives

Readings - Required

- Gitterman, A. (1996). Life model theory and social work treatment. In F. J. Turner (Ed.), *Interlocking theoretical approaches: Social work treatment* (4th ed.) (pp. 389-408). New York: The Free Press.
- Payne – Chapter 6
- Prochaska & Norcross – Chapter 11
- Whitchurch, G. G., & Constantine, L. L. (1993). Systems theory. In P. G. Boss et al. (Eds.), *Sourcebook of family theories and methods: A contextual approach* (pp. 325-352). New York: Plenum Press.

Readings – Supplemental

- Bowen, M. (1978). *Family therapy in clinical practice*. New York: Jason Aronson.

- Haley, J. (1976). *Problem-solving therapy: New strategies for effective family therapies*. San Francisco, CA: Jossey-Bass.
- Hearn, G. (1958). *Theory-building in social work*. Toronto: University of Toronto Press.
- Germain, C. B., & Gitterman, A. (1980). *The life model of social work practice*. New York: Columbia University Press.
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.
- Pincus, A., & Minahan, A. (1973). *Social work practice: Model and method*. Itasca, IL: Peacock.
- Satir, V. (1967). *Conjoint family therapy*. Palo Alto, CA: Science and Behavior Books.
- Satir, V., & Baldwin, M. (1983). *Satir step by step: A guide to creating change in families*. Palo Alto, CA: Science and Behavior Books.
- von Bertalanffy, L. (1971). *General System Theory: Foundations, development, application*. London: Allen Lane.

November 7 **ESSAY EXAM**

November 14 Topics

Critical Analysis of Practice Theories: Humanist and Existential Perspectives

Readings - Required

- Bergin & Garfield - Chapter 12
 Payne – Chapter 8
 Prochaska & Norcross – Chapters 4 & 5

Readings - Supplemental

- Decarvalho, R. (1996). Rollo R. May (1909-1994): A biographical sketch. *Journal of Humanistic Psychology*, 36, 8-16.
- Frankl, V. E. (1997). *Man's search for ultimate meaning*. New York: Plenum Publishing.
- Klein, M. H., Mathieu-Coughlan, P., & Kiesler, D. J. (1986). The experiencing scales. In L. S. Greenberg & W. M. Pinsof (Eds.), *The psychotherapeutic process* (pp. 21-71). New York: Guilford.
- May, R., & Yalom, I. (1979). Existential psychotherapy. In Corsini (Ed.). *Current psychotherapies* (2nd ed, pp. 363-402). Itasca, IL: Peacock.
- Rice, L. N., & Greenberg, L. S. (1992). Humanistic approaches to psychotherapy. In D. K. Freedheim (Ed.), *History of psychotherapy: A century of change* (pp.197-224). Washington, DC: American Psychological Association.
- Rice, L. N., & Kerr, G. P. (1986). Measures of client and therapist vocal quality. In L. S. Greenberg & W. M. Pinsof (Eds.), *The psychotherapeutic process* (pp. 73-105). New York: Guilford.
- Richardson, F. C. (1989). Freedom and commitment in modern psychotherapy. *Journal of Integrative and Eclectic Psychotherapy*, 8, 303-319.
- Rogers, C. R. (1961). *On becoming a person*. Boston, MA: Houghton Mifflin Company.
- Toukmanian, S. G. (1986). A measure of client perceptual processing. In L. S. Greenberg & W. M. Pinsof (Eds.), *The psychotherapeutic process* (pp. 107-130). New York: Guilford.
- Tower, K. D. (1994). Consumer centered social work practice: Restoring client self-determination.

Social Work, 39 (2), 191-197.

Vandenberg, B. (1991). Is epistemology enough? — An existential consideration of development.

American Psychologist, 46 (12), 1278-1286.

November 21 NO CLASS – LIBRARY DAY

November 28 Topics

Gender- and Culture-Sensitive Therapies

Readings – Required

Payne – Chapter 11

Prochaska & Norcross – Chapter 12

Readings - Supplemental

Brown, L. S., & Root, M. P. P. (Eds.). (1990). *Diversity and complexity in feminist therapy*. New York: Haworth Press.

Canino, I. A., Spurlock, J. (1994). *Culturally diverse children and adolescents: Assessment, diagnosis, and treatment*. New York: Guilford.

Davis, L. E., & Proctor, E. K. (1989). *Race, gender and class: Guidelines for*

practice

with individuals, families, and groups. Englewood Cliffs, NJ: Prentice Hall.

Jackson, M. S., & Springer, D. W. (1997). *Social work practice with African-*

American

gangs: Professional challenge. In C. A. McNeece & A. R. Roberts (Eds.), *Policy*

and

practice in the justice system 9pp. 231-248). Chicago, IL: Nelson-Hall Publishers.

Meth, R. L., & Pasick, R. S. (1992). *Men in therapy: The challenge of change*. New York: Guilford.

Pederson, P. (Ed.). (1985). *Handbook of cross-cultural counseling and therapy*. Westport, CT: Greenwood.

Sue, D. W., & Sue, D. (1990). *Counseling the culturally different: Theory and*

practice

(2nd ed.). Somerset, NJ: Wiley.

Tseng, W., & Hsu, J. (1991). *Culture and family: Problems and therapy*. New

York:

Haworth Press.

Worrell, J., & Remer, P. (Eds.). (1992). *Feminist perspectives in therapy: An empowerment model for women*. New York: Wiley.

December 5 Topics

**Integrative and Eclectic Therapies
Transtheoretical Model of Change**

Readings – Required

Prochaska & Norcross – Chapters 14 & 15

LAST DAY OF CLASS

PAPERS DUE – BEGINNING OF CLASS