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

Course Number: SW 390N7 **Instructor:** David W. Springer, PhD, LMSW-ACP, ACSW
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Semester: Summer 2001 **Phone:** (512) 471-0512
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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, at least 20 cognitive therapies, and numerous other variations on the themes of systems, social construction, humanistic/existential, and so on. It is impossible to cover all theories in one course. A selection of theories from different models or perspectives have been chosen based on the experience of the professor and their importance to social work practice. In the selection of theories, consideration was also given to current trends in today's clinical practice fields. It is understood that students will study in-depth these select theories but in the process of their study will master the broader philosophical, epistemological, and empirical methods that under gird all practice theories.

II. COURSE OBJECTIVES

Upon completion of this course the student will be able to:

1. Develop knowledge of the major philosophical and research paradigms for critically analyzing direct practice theories.
2. Understand the basics of theory construction including how the context, person and process of theory development contribute to theories.
3. Be able to critically analyze the scientific merit and the professional utility of different theories including a thorough analysis of studies on their efficacy and effectiveness.
4. Critically analyze key constructs, concepts, guiding principles and the experimental and/or hermeneutic basis for practice theories.

5. Understand and appreciate the heuristic value of different theories and how heuristics contribute to practice science.
6. Explore the basic philosophical, moral and ethical premises inherent in different theories and relate those to the issues of social justice and the values of the social work profession.

III. TEACHING METHODS

This is a doctoral seminar. 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.

Required Readings

Additional readings are on reserve in the UT-School of Social Work Learning Resource Center (LRC).

Optional Texts

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

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

Trigg, R. (1985). Understanding social science: A philosophical introduction to the social sciences. New York: Basil 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. **Theory Analysis Paper** (60% of final grade). Each student is to develop a 20- to 25-page 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 following outline is suggested for the development of the paper. **Due at the end of the class.**
 - I. Brief historical development with respect to theory in general and social work usage in particular, including relevant background information on the major contributors to the theory's development.
 - II. Overview of basic concepts, assumptions, and philosophical basis of theory.
 - a) Describe the theory and its main tenets concerning the way humans function and how humans change. This should include relevant epistemological framework(s).
 - b) Identify ³ key constructs.

- c) Identify major assumptions and the philosophical basis of the theory.
 - d) Critically analyze the values inherent in the major assumptions and theoretical constructs.
- III. Research and empirical support for the theory.
- 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 theory. What research is available to support the effectiveness of the theory? With what specific populations is the theory most effective? When should the theory 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.

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.

2. Facilitate Class Presentation and Discussion on Theory (30% of final grade). Each student is responsible for making a presentation and facilitating a class dialogue with students and professor on their theory of choice.

VII. COURSE GRADING CRITERIA

Course Grades

The final course grade will be calculated as follows:

Theory Paper	60%
Presentation	30%
Class Participation	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

Week 1

June 7 Introductions and Review Syllabus

Week 2

**June 12 Epistemological Frameworks: How Do We Know What We Know
and the Social Construction of Social Work Theory**

Readings - Required

Bergin & Garfield – Chapters 1 & 20

Payne – Chapters 1 & 2

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.

**June 14 Epistemological Frameworks: How Do We Know What We Know
and the Social Construction of Social Work Theory - Continued**

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.
- Borden, W. (1992). Narrative perspectives in psychosocial intervention following adverse life events. *Social Work*, 37 (2), 135-141.
- Botella, L., & Gallifa, J. (1995). A constructivist approach to the development of personal epistemic assumptions and worldviews. *Journal of Constructivist Psychology*, 8, 1-18.
- Brower, A. M. (1996). Group development as constructed social reality revisited: The constructivism of small groups. *Families in Society*, 77 (6), 336-344.
- Chiara, G., & Nuzzo, M. L. (1996). Psychological constructivisms: A metatheory theoretical differentiation. *Journal of Constructivist Psychology*, 9, 163-184.
- Crespi, T. (1995). Constructivist developmental theory and therapy: Implications for counseling adolescents. *Adolescence*, 30, 735-739.
- Cummings, A. L., Martin, J., Hallberg, E., & Slemon, A. (1992). Memory for therapeutic events, session effectiveness, and working alliance in short-term counseling. *Journal of Counseling Psychology*, 39 (3), 306-312.
- Efran, J. S. (1994). Mystery, abstraction, and narrative psychotherapy. *Journal of Constructivist Psychology*, 7, 219-227.
- Franklin, C., & Jordan, C. (1996). Does constructivist practice offer anything new to social work practice? Yes. In B.A. Thyer (Ed.), *Controversial issues in social work practice*. Boston: Allyn and Bacon.
- Franklin, C., & Nurius, P. S. (1996). Constructivist therapy: New directions in social work practice. *Families in Society*, 77 (6), 323-325.
- Gonçalves, Ó. F. (1994). From epistemological truth to existential meaning in cognitive narrative psychotherapy. *Journal of Constructivist Psychology*, 7, 107-118.
- Granvold, D. K. (1996). Constructivist psychotherapy. *Families in Society*, 77 (6), 345-359.
- Hayes, R. H., & Oppenheim, R. (1997). Constructivism: Reality is what you make it. In *The constructivist paradigm*, (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.

Week 3

June 19 Methods for Analysis of Direct Practice Theories: Major Philosophical Paradigms

Readings - Required

- Berger, R. M. (1986). Social work practice models: A better recipe. *Social Casework*, January, 45-54.
- Fischer, J. (1971). A framework for the analysis and comparison of clinical theories of 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.

June 21 Methods for Analysis of Direct Practice Theories: Experimental Designs, Meta-Analysis, and Process/Outcome Approaches

Readings - Required

- Bergin & Garfield - Chapters 2, 5, 6, 7, & 8
- 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.
- Shulman, L. (1993). Developing and testing a practice theory: An interactional perspective. *Social Work*, 38(1), 91-97.
- Souflee, Jr., F. (1993). A metatheoretical framework for social work practice. *Social Work*, 38(3), 317-331.
- 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.
- 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.
- 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 versus 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.
- 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.
- 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.
- Smith, T. E., Schinke, S. P., & Springer, D. W. (2001). Single-system evaluation of child protective services training. *Professional Development, 3*(2), 33-39.
- 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.

Week 4

June 26 Critical Analysis of Practice Theories: Psychodynamic and Theories Derived from Self, and Ego Psychology

Readings - Required

Bergin & Garfield - Chapter 11
Payne – Chapter 3

Readings - Supplemental

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

June 28 Critical Analysis of Practice Theories: Psychodynamic and Theories Derived from Self, and Ego Psychology - Continued

Readings - Supplemental

- 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.
- Barber, J. P. (1994). Efficacy of short-term dynamic psychotherapy: Past, present, and future. *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.
- Bellow, G. (1992). Structurally based theories and self psychology: Questions of compatibility and integration of theory. *Clinical Social Work Journal*, 20 (4), 431-444.
- Biringen, Z. (1993). Attachment theory and research: Application to clinical practice. *American 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-Christoph, P. (1992). The efficacy of brief dynamic psychotherapy. *American Journal of Psychiatry*, 149 (1), 151-158.
- 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, 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.

- 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.
- 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.

Week 5

July 3 Critical Analysis of Practice Theories: Brief and Time-Limited Therapy Models

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.
- Gelsco, C. J. (1992). Realities and emerging myths about brief therapy. *The Counseling Psychologist*, 20, 464-471.
- Hoyt, M., Rosenbaum, R., & Talmon, M. (1992). Planned single session therapy. In S. Budman, M. F. Hoyt & S. Friedman, (Eds.) *The first session in brief therapy* (pp. 59-86). New York: Guilford.
- Kaplan, A. G. (1992). When all is said and done, What is the core of brief therapy. *The Counseling*

- Psychologist*, 20, 460-463.
- Selekman, M. D. (1997). *Solution-focused therapy with children: Harnessing family strengths for systemic change*. New York: Guilford Press.
- Smyrniotis, K. X., & Kirkby, R. J. (1993). Long-term comparison of brief versus unlimited psychodynamic treatments with children and their parents. *Journal of Consulting and Clinical 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.
- Wells, R. A. (1994). *Planned short-term treatment* (2nd ed.). New York: The Free Press.

July 5 NO CLASS – LIBRARY DAY

Week 6

July 10 Critical Analysis of Practice Theories: Cognitive-Behavioral Theories

Readings - Required

- Bergin & Garfield - Chapters 9, 10 & 17
Payne – Chapter 5

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. (1991). Cognitive therapy: A 30-year retrospective. *American Psychologist*, 46 (4), 368-375.
- Beck, A. T. (1993). Cognitive therapy: Past, present, and future. *Journal of Consulting and Clinical Psychology*, 61 (2), 194-198.
- Beck, A. T., Sokol, L., Clark, D. A., Berchick, R., & Wright, F. (1992). A crossover study of focused cognitive therapy for panic disorder. *American Journal of Psychiatry*, 149 (6), 778-783.
- Botvin, G. J., Baker, E., Dusenbury, L., Tortu, S., & Botvin, E. M. (1990). Preventing adolescent drug abuse through a multimodal cognitive-behavioral approach: Results of a 3-year study. *Journal of Consulting and Clinical Psychology*, 58 (4), 437-446.
- Brown, T. A., & Barlow, D. H. (1995). Long-term outcome in cognitive-behavioral treatment of panic disorder: Clinical predictors and alternative strategies for assessment. *Journal of Consulting and Clinical Psychology*, 63 (5), 754-765.
- Chambless, D. L., & Gillis, M. M. (1993). Cognitive therapy of anxiety disorders. *Journal of Consulting and Clinical Psychology*, 61 (2), 248-260.
- Durlak, J. A., Fuhrman, T., & Lampman, C. (1991). Effectiveness of cognitive-behavior therapy for maladapted children: A meta-analysis. *Psychological Bulletin*, 110 (2), 204-214.
- Ellis, A. (1993). Reflections on rational-emotive therapy. *Journal of Consulting and Clinical Psychology*, 61 (2), 199-201.
- Foa, E. B., Hearst-Ikeda, D., & Perry, K. J. (1995). Evaluation of a brief cognitive-behavioral program for the prevention of chronic PTSD in recent assault victims. *Journal of Consulting and Clinical*

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

**July 12
CALENDAR**

NO CLASS FOR 9-WEEK SUMMER SESSION – UNIVERSITY

Week 7

July 17

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

Readings – Supplemental

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.

Pincus, A., & Minahan, A. (1973). *Social work practice: Model and method*. Itasca, IL: Peacock.

von Bertalanffy, L. (1971). *General System Theory: Foundations, development, application*. London: Allen Lane.

Whitchurch, G. G., & Constatine, L. L. (1993). Systems theory. In P. G. Boss et al. (Eds.), *Sourcebook of family theories and methods: A contextual approach* (pp. 325-352).

July 19 **Critical Analysis of Practice Theories: Humanist and Existential Perspectives**

Readings - Required

Bergin & Garfield - Chapter 12

Payne – Chapter 8

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.

Week 8

July 24 **CLASS PRESENTATIONS**

July 26 **CLASS PRESENTATIONS**

Week 9

July 31

LAST DAY OF CLASS
PAPERS DUE
Class Wrap-up and Evaluation