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

Course Number: SW 390N7 **Instructor:** David W. Springer, PHD, LCSW
Unique Number: 96530 **E-mail:** dwspringer@mail.utexas.edu
Semester: Summer 2006 **Phone:** (512) 471-0512
Meeting Time: Mon. & Wed. **Office Room:** 2.202C
1:30 - 4:00pm
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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. (2004). Handbook of psychotherapy and behavior change (5th ed.). New York: Wiley & Sons.

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

Required Readings

A required Coursepacket (Springer) of readings is available from Speedway Copy in Dobie Mall.

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. (2007). Systems of psychotherapy: A transtheoretical analysis (6th ed.). Belmont, CA: Brooks/Cole.

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

Optional Readings

Additional supplemental readings are on available on the BlackBoard site for this class.

V. COURSE REQUIREMENTS

1. Students are expected to attend class sessions regularly and to participate in an **interactive** framework between collegiate students and professor. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students are to notify the professor if they are going to be absent. Students are responsible for any material missed due to absences.
2. 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 **at the beginning of class**. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of two (2) 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.
3. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.
4. If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. Final grades assigned in the course are not negotiable.

Special Accommodations for Students with a Disability

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

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://deanofstudents.utexas.edu/sjs/academicintegrity.html>).

Policy on Absence for Religious Holidays

The UT *General Information* catalog states that "A student who is absent from a class or examination for the observance of a religious holy day may complete the work missed within a reasonable time after the absence, if proper notice has been given" (p.79). Notice must be given at least fourteen days prior to the classes scheduled on dates the student will be absent. For religious holy days that fall within the first two weeks of the semester, notice should be given on the first day of the semester. For further information, the student may refer to the following link (<http://www.utexas.edu/cee/uex/resources/models.html>).

VI. COURSE ASSIGNMENTS

There are two major assignments.

1. Critical Analysis Paper (60% of final grade). Each student is to develop a 20-page double-spaced paper directed toward a 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. **Paper is due on July 10th.**

- I. Brief description of theory, with a focus on relevance to social work in particular.
- II. Critically analyze the theory.

It is suggested that the student critically analyze* the theory using either Fischer's (1971) "Framework for the Analysis of Theories", Meyer's (1983) framework for analyzing practice models, or Payne's model.

*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.

- III. 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?
- IV. Summary and discussion.
 - a. Include an analysis of key points and findings.
 - b. Discuss future directions for the development or testing of the theory.

2. Theory Informs Research Paper (worth 30% of the final grade).
Paper 2 will focus on the use of theory to inform research. Each student is to develop a 4-page single-spaced paper that examines how the use of one or more theories might inform the development of a research question that they might be interested in exploring. I encourage you to use this paper as a stepping stone toward writing the dissertation. The following criteria will be used to grade Paper 2.
 - Provide a brief description of the theory or theories.
 - Develop and explain (make the case for) the theory's importance to the research area.
 - Cite recent and seminal research to demonstrate an understanding of how this theory has informed previous research, to demonstrate how prior research supports your case that there exists a logical connection between your selected theory and your line of research, and/or to demonstrate that you are thoroughly grounded in this body of research.
 - This should all lead to the logical development of a research question(s) and/or specific aim(s) that you wish to explore in future research (e.g., a dissertation).

VII. COURSE GRADING CRITERIA

Course Grades

The final course grade will be calculated as follows:

Critical Analysis Paper	60%
Theory Informs Research Paper	30%
Class Attendance and Participation	10%

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

Grading of all written assignments will take into account the quality of the writing as well as the content. The American Psychological Association (APA) – 5th edition format must be used. Written material should be carefully proof read and errors (punctuation, typographical, spelling) corrected.

VIII. COURSE OUTLINE (TENTATIVE)

Date Topics, Readings and Assignments

Week 1

June 5 **Introductions, Overview, and Review Syllabus**

June 7 **The Social Construction of Social Work Theory
Using Social Work Theory in Practice
Issues in Social Work Practice Theory**

Readings - Required

Bergin & Garfield – Chapter 1

Payne – Chapters 1, 2, and 3

Week 2

June 12 **Epistemological Frameworks: How Do We Know What We Know**

Readings - Required

Flexner, A. (1915). Is social work a profession? In National Conference of Charities and Corrections, *Proceedings of the National Conference of Charities and Corrections at the Forty-second annual session held in Baltimore, MD, May 12-19, 1915*. Chicago, Hildmann. [Reprinted in *Research on Social Work Practice*, 11(2), 152-165.]

Gambrill, E. (2001). Social work: An authority-based practice. *Research on Social Work Practice*, 11(2), 166-175.

Habermas, J. (1968). Knowledge and human interests: A general perspective. In *Knowledge and human interests* (pp. 301-317). Boston, MA: Beacon Press.

Heineman-Peiper, J., Tyson, K., & Heineman Peiper, M. (2002). Doing good science without sacrificing good values: Why the heuristic paradigm is the best choice for social work. *Families in Society: The Journal of Contemporary Human Services*, 83(1), 15-28.

Rosenberg, A. (1988). Why a philosophy of social science? In *Philosophy of social science* (pp. 1-21). Westview Press.

Springer's Musings on Habermas' Epistemological Perspective

June 14 **Methods for Analysis of Direct Practice Theories**

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. Waldfoegel (Eds.), *Handbook of clinical social work* (pp. 731-749). San Francisco, CA: Jossey-Bass.

Week 3

June 19 **Critical Analysis of Practice Theories: Cognitive-Behavioral Theories; Systems and Ecological Perspectives; Humanism, Existentialism and Spirituality**

Readings - Required

Bergin & Garfield – Chapters 10 and 11

Payne – Chapters 6, 7, and 9 (feel free to read other chapters from Part II of Payne as you see fit)

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. 325-355). New York: Plenum Press.

**June 21 Critical Analysis of Practice Theories: Social and Community Development;
Feminist Perspectives; Anti-discrimination and Cultural and Ethnic Sensitivity**

Readings - Required

Bergin & Garfield – Chapter 17

Payne – Chapters 10, 12, and 13 (and continue to read other chapters from Part II of Payne that resonate)

Week 4

**June 26 Moving Toward a Transtheoretical Model
Theory Development, Testing, and Integration**

Readings - Required

Prochaska, J. O., & Norcross, J. C. (2007). Systems of psychotherapy: A transtheoretical analysis (6th ed.). Belmont, CA: Brooks/Cole. Chapter 16 (Comparative Conclusions: Toward a Transtheoretical Therapy).

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.
Springer's Musings on the Development of an Integrated Leadership Model for Social Workers.

**June 28 Methodological Issues in Psychotherapy Research
Should Social Workers Use Theory to Inform Research?**

Readings - Required

Bergin & Garfield – Chapter 2

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*(1), 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*(1), 67-78.

Thyer, B. A. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education, 37*(1), 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*(1), 51-66.

Springer/Rubin NIDA Proposal: Treatment Engagement/Response of Mexican American Youth

Week 5

**July 3 Is Casework Effective? The Debate Continues
The Efficacy and Effectiveness of Social Work and Therapy**

Readings - Required

Bergin & Garfield – Chapter 5

- Bergin & Garfield – select one of the following chapters based on interest (12, 13, 14, 15, or 16)
- 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.

July 5 NO CLASS – LIBRARY DAY

Week 6

July 10 CRITICAL ANALYSIS PAPER DUE

Evidence-Based Practice in Social Work

Readings - Required

- Gambrill, E. (2006). Evidence-based practice and policy: Choices ahead. *Research on Social Work Practice, 16*(3), 338-357.
- McNeece, C. A., & Thyer, B. A. (2004). Evidence-based practice and social work. *Journal of Evidence-Based Social Work, 1*(1), 7-25).
- Mullen, E. J., & Streiner, D. L. (2006). The evidence for and against evidence-based practice. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based social work practice* (pp. 21-34). New York: Oxford University Press.
- Rubin, A., & Parrish, D. (in progress). Challenges to the future of evidence-based practice in social work education. For submission to special issue of *Journal of Social Work Education*.

July 12 Future Directions

Readings - Required

- Austin, D. M., & Roberts, A. R. (2002). Clinical social work research in the 21st Century: Future, present, and past. In A. R. Roberts & G. J. Greene (Eds.), *Social workers' desk reference* (pp. 822-828). New York: Oxford University Press.
- Bergin & Garfield – Chapter 18
- Prochaska, J. O., & Norcross, J. C. (2007). Systems of psychotherapy: A transtheoretical analysis (6th ed.). Belmont, CA: Brooks/Cole. Chapter 17 (The Future of Psychotherapy).
- Thyer, B. A. (2002). Developing discipline-specific knowledge for social work: Is it possible? *Journal of Social Work Education, 38*(1), 101-113.

Week 7

July 17 STUDENT PRESENTATIONS OF PAPER 2 – THEORY INFORMS RESEARCH

July 19 STUDENT PRESENTATIONS OF PAPER 2 – THEORY INFORMS RESEARCH

Week 8

July 24 LAST DAY OF CLASS

PAPER 2 DUE

Class Wrap-up and Evaluation

Table of Contents for Coursepacket Required Readings

- Flexner, A. (1915). Is social work a profession? In National Conference of Charities and Corrections, *Proceedings of the National Conference of Charities and Corrections at the Forty-second annual session held in Baltimore, MD, May 12-19, 1915*. Chicago, Hildmann. [Reprinted in *Research on Social Work Practice*, 11(2), 152-165.]
- Gambrill, E. (2001). Social work: An authority-based practice. *Research on Social Work Practice*, 11(2), 166-175.
- Rosenberg, A. (1988). Why a philosophy of social science? In *Philosophy of social science* (pp. 1-21). Westview Press.

- Habermas, J. (1968). Knowledge and human interests: A general perspective. In *Knowledge and human interests* (pp. 301-317). Boston, MA: Beacon Press.
- Heineman-Peiper, J., Tyson, K., & Heineman Peiper, M. (2002). Doing good science without sacrificing good values: Why the heuristic paradigm is the best choice for social work. *Families in Society: The Journal of Contemporary Human Services*, 83(1), 15-28.
- Springer's Musings on Habermas' Epistemological Perspective
- 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.
- 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. 325-355). New York: Plenum Press.
- Prochaska, J. O., & Norcross, J. C. (2007). Systems of psychotherapy: A transtheoretical analysis (6th ed.). Belmont, CA: Brooks/Cole. Chapter 16 (Comparative Conclusions: Toward a Transtheoretical Therapy).
- 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.
- 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(1), 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(1), 67-78.
- Thyer, B. A. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education*, 37(1), 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(1), 51-66.
- Springer/Rubin NIDA Proposal: Treatment Engagement/Response of Mexican American Youth
- Fischer, J. (1973). Is casework effective? *Social Work*, 18(1), 5-20.
- Wood, K. M. (1978). Casework effectiveness: A new look at the research evidence. *Social Work*, 23(6), 437-458.
- Reid, W. J., & Hanrahan, P. (1982). Recent evaluations of social work: Grounds for optimism. *Social Work*, 27(4), 328-340.
- Thomlison, R. J. (1984). Something works: Evidence from practice effectiveness studies. *Social Work*, 29(1), 51-56.
- Rubin, A. (1985). Practice effectiveness: More grounds for optimism. *Social Work*, 30(6), 469-476.
- 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.
- Gambrill, E. (2006). Evidence-based practice and policy: Choices ahead. *Research on Social Work Practice*, 16(3), 338-357.
- McNeece, C. A., & Thyer, B. A. (2004). Evidence-based practice and social work. *Journal of Evidence-Based Social Work*, 1(1), 7-25.
- Mullen, E. J., & Streiner, D. L. (2006). The evidence for and against evidence-based practice. In A. R. Roberts & K. R. Yeager (Eds.), *Foundations of evidence-based social work practice* (pp. 21-34). New York: Oxford University Press.
- Prochaska, J. O., & Norcross, J. C. (2007). Systems of psychotherapy: A transtheoretical analysis (6th ed.). Belmont, CA: Brooks/Cole. Chapter 17 (The Future of Psychotherapy).
- Thyer, B. A. (2002). Developing discipline-specific knowledge for social work: Is it possible? *Journal of Social Work Education*, 38(1), 101-113.

Austin, D. M., & Roberts, A. R. (2002). Clinical social work research in the 21st Century: Future, present, and past. In A. R. Roberts & G. J. Greene (Eds.), *Social workers' desk reference* (pp. 822-828). New York: Oxford University Press.

Supplemental Readings

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

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.

Methods for Analysis of Direct Practice Theories: Major Philosophical Paradigms

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.
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