THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW N390N	Instructor:	*Cynthia Franklin,* PhD, LCSW, LMFT
Unique Number:	61390	E-mail:	cfranklin@mail.utexas.edu
Semester:	Fall, 2016	Office:	SSW 2.228. 471-0533 (UT); 413-1946 (Cell)
Meeting Time:	Tuesday, 1:00-4:00	Office Hours:	Mondays 2:00-3:00 or by appointment
Classroom:	SSW 2.140	TA:	

THEORIES OF SOCIAL WORK: FROM CONCEPTUALIZATION TO APPLICATION

I.   STANDARDIZED COURSE DESCRIPTION

This course covers the conceptualization, development, and application of social work theories. Philosophical, theoretical, and empirical underpinnings of different social work practice theories will be studied with an emphasis on understanding and critically analyzing the philosophical assumptions and scientific basis of various theories. Students will become familiar with the historical context of different theories covered and research on their effectiveness within social work. Since social work has relied on other social science disciplines for much of its theoretical base, major theories will be covered from diverse disciplines. A selection of theories from different perspectives have been chosen based on the experience of the professor and their importance to the teaching of social work practice. Students will also be provided opportunities to learn about theories unique to their interest areas. Students will study select theories in-depth and in the process of their study will gain knowledge in the broader philosophical, epistemological, and empirical methods that support theories within social work.

II.   COURSE OBJECTIVES

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

1. Critically analyze social work practice theories based on their philosophical and epistemological orientation.
2. Understand the moral and ethical premises inherent in different theories, including how various premises may relate to social justice and the values of the social work profession.
3. Understand the basics of theory construction, including how the context, person, and process may contribute to the development of theories.
4. Understand how theory is used in social work practice and research and be able to relate that knowledge to a research interest.

5. Critically analyze the scientific merit and the professional utility of different social work theories, including an analysis of studies on their efficacy and effectiveness.
6. Understand the heuristic value of social work theories and how practice-based knowledge contributes to a science for social work practice.

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 dialogue with the professor and student colleagues. Each class requires students to be prepared to individually present information on readings and their prospective practice theory(s). This means that students must complete readings and background research on their topic so that they will be prepared to discuss practice theories. Respect and professional behavior toward other students and the professor is expected.

IV.   REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS

Required Texts

Jaccard, J., & Jacoby, J. (2010). *Theory construction and model building.* New York, NY: The Guilford Press.

Payne, M. (2014). *Modern social work theory* (4th ed.). Chicago, IL: Lyceum Press.

Ravitch, S. M & Riggan, M. (2016). *Reason and Rigor: How Conceptual Frameworks Guide Research, 2nd. Edition.* Thousand Oaks, CA: Sage Publications.

Recommended (Check out from library as needed)

The Indiana University School of Social Work. (2006). *Advances in social work: Special issue on the futures of social work.* J. G. Daley (Ed.). Indianapolis, IN: Indiana University School of Social Work.

Mapp, S. C. (2008). *Human rights and social justice in a global perspective: An introduction to international social work*. New York, NY: Oxford University Press.

Rosenberg, A. (2012). *Philosophy of science: A contemporary introduction* (3rd ed.). New York, NY: Routledge

Sowers, K. M., & Dulmas, C. N. (2008). *Comprehensive handbook of social work and social welfare: Volume 2, human behavior and the social environment*. B. A. Thyer (Ed.). Hoboken, NJ: John Wiley and Sons, Inc.

Other Optional Texts (Check out from library as needed).

Lambert, M. J. (2013). *Bergin and Garfield's handbook of psychotherapy and behavior change (6th ed.).* New York, NY: John Wiley & Sons Inc.

Castonguay, L. & Beutler, L. (2006). *Principles of therapeutic change that work.* New York, NY: Oxford University Press.

Imre, R. (1982). *Knowing and caring: Philosophical issues in social work.* Lanham, MD: University Press of America.

Kirk, S., & Reid, W. (2002). *Science and social work practice*. New York, NY: Columbia University Press.

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.

Reamer, F. (1993). *The philosophical foundations of social work.* New York, NY: Columbia University Press.

Roberts, H. & Petticrew, M. (2006). *Systematic reviews in the social sciences: A practical guide.* Malden, MA: Blackwell Publishing.

Thagard, P. (2012). *The cognitive science of science: Explanation, discovery and conceptual change.* Boston, MA: The MIT Press

Examples of Social Work Journals that may be Helpful
Children and Youth Services Review
Child Welfare
Families in Society
Health and Social Work
Journal of Evidence-Based Social Work
Journal of Social Service Research
Journal of Social Work Education
Journal for the Society of Social Work Research
Journal of Teaching and Social Work
Research on Social Work Practice
Social Service Review
Social Work
Social Work Research

See a broader listing of Social Work Journals with Impact Factors
http://www.uh.edu/socialwork/_docs/cwep/journalsImpactFactorsHIndex.pdf

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

V.   COURSE POLICIES

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. <u>Students are also responsible for any material missed due to absences</u>.

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 penalized at the rate of 5 points each day it is late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

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.

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 <u>not</u> negotiable.

UNIVERSITY POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at https://cmhc.utexas.edu/

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain

that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.
Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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/).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind

the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://diversity.utexas.edu/disability/

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: https://campuscarry.utexas.edu. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

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 practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VI.   COURSE REQUIREMENTS

There are three assignments. All written assignments should follow the APA 6th edition manual and be carefully edited for appropriate grammar and writing technique. If you need help with writing there is a writing consultant available in the DiNitto Center.

1. **Social Work Theory (Synopsis) Paper (30%). Provides students an opportunity to analyze and critique a theory that is being used in social work.**

   Theories to be covered are:
   1. Task centered
   2. Ecosystems and family systems

3. Strengths-based, Solution-focused brief therapy or Narrative therapy
4. Cognitive and behavioral therapies
5. Humanistic/Trans-theoretical or positive psychology
6. Critical race or feminist theories.

The social work theory paper should review a theory and its' applications to social work. Once doing a thorough search of the literature about the theory students will write a **10-12, DS[1] paged (APA format)** paper that summarizes the theory according to these criteria.

    a. Who are the main contributors to this theory and why and how did they develop the theory?
    b. What disciplines and dominant discourses have created and supported the development of the theory?
    c. What epistemologies guide the theory?
    d. What ethics and values does the theory purport and how does that relate to social justice and the values of the social work profession?
    e. How is the theory being used in social work practice?
    f. What is the evidence for the effectiveness of social work practices that are supported by the theory?

Include with your paper two summary tables. One table should follow the criteria above a-e and be able to be used as a quick reference guide to examine the important information about the theory. A second table should cover f in the criteria and present examples of relevant outcome studies or meta-analysis on the social work interventions that have been developed based on this theory.

The contents of both tables should also be summarized and critiqued within the paper.

The professor will provide the format for the overview of the outcome studies table. Be sure and include a well-researched bibliography that supports your work. **This assignment is to be completed along with the <u>Theory Presentation</u> assignment.**

2. **Social Work <u>Theory Presentation (20%).</u> Provides students an opportunity to practice teaching about a theory that is taught in social work.**

Plan a 45-50 minute class presentation on the social work theory that you are covering in the class. Your presentation should follow closely the same information that is covered in your theory synopsis paper. **Create a PowerPoint for the presentation** to be used during teaching. The PowerPoint must be turned into the professor **prior to the class.** The presentation and PowerPoint will both be considered in your presentation grade. Provide a copy of your tables (e.g. overview of theory and outcome studies from your synopsis paper) as a handout for other student colleagues. **Be prepared to answer questions and dialogue about your theory and its importance to social work practice and research.**

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[1] DS stands for double-space

3. **Theoretical <u>Literature Review (40%)</u>. 15-18 DS pages <u>not</u> including references, tables and figures about a theoretical question that supports your topic of interest. The total paper <u>should not exceed 25 pages.</u>**

   This assignment provides students an opportunity to practice methodology that is used in systematic literature reviews and to explore how theory or a social work intervention is studied. The theoretical literature review is **a semester long assignment and is due on the last day of class and will serve as a final examination.** The theoretical literature review must **follow the APA** format and include a substantial bibliography. Students should make use of guidelines within the Cochrane handbook for systematic reviews in the development and writing of the literature review. http://handbook.cochrane.org, and the colloquium text by Littell, Corcoran & Pillai, (2008). *Systematic Reviews and Meta-analysis.*

   There are also several recognized reporting standards for systematic Reviews and Meta-analysis, for example, that may be useful in understanding systematic review methods.

   PRISMA-Preferred Reporting Items for Systematic Review and Meta-Analysis
   MARS-Meta Analysis Reporting Standards
   QUORUM-Consensus Statement for quality in reporting in meta-analysis
   MOOSE-meta- analysis of observational studies in epidemiology

   You may work with a partner on the theoretical literature review. **In fact, this is encouraged if you can find a similar topic of interest.**

   General Steps to follow for the Theoretical Literature Review
   1. Select a topic of interest or problem area. Be specific.
   2. Formulate a specific theoretically oriented or intervention question on your topic. For example, what is the evidence for one or more different theories that are being used to explain adolescent conduct disorder? What are prevalent theories in knowledge translation research? What is the evidence for specific theories (e.g. self-efficacy) behind interventions like CBT or Motivational Interviewing? What are the causal relationships between low income and health outcomes? What is the evidence that adverse childhood experiences predict Borderline personality disorder in women? What types of theories on cultural adaptations of CBT interventions for depression have been effective for Latinos?
   3. Develop a specific set of inclusion criteria for the investigation of the literature that includes clear definitions for what you are looking to find. Also, any clear exclusion considerations.
   4. Identify your key search strategy including terms and planned electronic data searches that you will you use to initially search.
   5. It is recommended that you visit with a librarian to improve search terms and strategy.
   6. Using your planned search strategy look for relevant articles, that have been published and you may need to limit years or perform scoping review. Screen articles and select the relevant ones for review.
   7. Identify additional sources of information from current articles (e.g. references) and other sources (e.g. websites, reports and other grey literature).
   8. Identify and interview one or two experts on your topic area and ask them about your

question and also see if they can identify any additional studies that you did not discover in your literature search.

9. Document your complete search following the **Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA)** guidelines and document in a diagram. You should make use of the PRISMA flow diagram, http://prisma-statement.org/PRISMAStatement/FlowDiagram.aspx

10. Read each selected article that meets your search criteria, abstract findings, and systematically keep track of the findings. Also consider risk of bias in the studies reviewed. It is recommended that you use **code sheet** and an Excel spread sheet or other method for keeping up with articles and findings.

11. Write up the literature and the findings in a paper that should not exceed 25 pages.

12. Be sure and include a critical analysis of what you have discovered and a final summary and discussion about how you may be able to use this information in the future. Be specific in your applications and this means include one or more examples of how this information may be useful to your future dissertation research, and to knowledge in the social work field.

Turn in Drafts of Sections of Your Theoretical Literature Review (10%).

Feedback on drafts and in Class Discussions on Progress of your Literature Review will be provided throughout the semester. Each student is responsible for preparing materials to turn into the professor and to present to the class in order to obtain feedback on the progress of your literature review. This feedback will be incorporated into class discussions and exercises so that each student will be able to receive feedback aimed at improving your literature review. Come to class prepared to turn in drafts of your assignment to the professor and to dialogue with the professor and other students about your literature review. Both the class and the professor will provide feedback on your literature review. Students are also encouraged to visit the professor during office hours for additional feedback and review.

Class dates for Feedback on Theoretical Literature Review
    1) September 20. Turn in and discuss theoretical question
    2) October 11. Turn in and discuss inclusions and exclusion criteria and search strategies (include specific terms to be used) and planned data searches
    3) November 1. Draft Methods, Search Findings, and PRISMA Diagram.
    4) November 8. Your approach to analysis and initial ideas about key Results.

VII.   COURSE GRADES

The final course grade will be calculated as follows:

    Social Work Theory Paper (30%)
    Social Work Theory Presentation (20%)
    Theoretical Literature Review (40%)
    Feedback Drafts of Theoretical Literature Review (10%)

VII.   C<small>OURSE</small> S<small>CHEDULE</small>

(1) August 30: Getting Started: What will I learn in this class? How to Approach and Get Started with Assignments

Readings: **Syllabus**

(2) September 6: Importance of Conceptual Frameworks and Theory

Texts: Ravitch & Riggan, Chapters 1-3, Jaccard & Jacoby, Chapters 1-6

Example of Using Theory to Develop an Intervention:

Jaccard, J. and Levitz, N. (2013). Parent-based interventions to reduce adolescent problem behaviors: New directions for self-regulation approaches In G. Oettingen and P. Gollwitzer (Eds.) *Self-regulation in adolescence.* New York: Cambridge University Press.

(3) September 13: How Theories and Epistemologies Guide Practice and Research Methods

Texts: Ravitch & Riggan, Chapters 4-7, Jaccard & Jacoby, Chapters 7, 8 & 10.

Read the following articles:

Anastas, J. W. (2012). From scientism to science: How contemporary epistemology can inform practice research. *Clinical Social Work Journal*, *40*(2), 157-165.

Read a debate about the use of theory in Social Work:

Gomory, T. (2001). Critical rationalism (Gomory's blurry theory) or positivism (Thyer's theoretical myopia): Which is the prescription for social work research. *Journal of Social Work Education, 37*, 67-78.

Thyer, B. A. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education, 37*, 9-25

Thyer, B. A. (2001). Research on social work practice does not benefit from blurry theory: A response to Tomi Gomory. *Journal of Social Work Education, 37*, 51-66.

(4) September 20: What Conceptual Frameworks and Theories Are Used in Social Work

Texts: Payne Chapter 1-3, Jaccard & Jacoby chapter 11

Read the following articles:

Dore, M. M. (1990). Functional theory: Its history and influence on contemporary social work practice. *Social Service Review*, *64*, 358-374.

Healy K. (2005). Dominant discourses in health and welfare: Biomedicine, economics and law. *Social work theories in context.* UK: Palgrave.

Healy K. (2005). Service Discourses: Psy and sociological ideas in social work. *Social work theories in context.* UK: Palgrave.

Healy K. (2005). Alternative Services discourses: *Social work theories in context.* UK: Palgrave.

Class Assignment Due:

Draft Questions for theoretical literature review Due

(5) September 27: Many Ways of Applying Theories in Social Work

Guest Speaker, Dr. Diana DiNitto (Dr. DiNitto may include some additional readings on how theory is used in evidence-based policy practice)

Read the following articles:

Brekke, J. S. (2012). Shaping a science of social work. *Research on Social Work Practice*, *22*(5), 455-464.

Briar-Lawson, K. (2012). Response: Critical realism response to Longhofer and Floersch. *Research on Social Work Practice*, *22*(5), 523-528.

Depanfilis, D. (2014). Back to the Future: Using social work research to improve social work practice. *Journal of Society for Social Work Research, 5, 1-21.*

Longhofer, J., & Floersch, J. (2012). The coming crisis in social work: Some thoughts on social work and science. *Research on Social Work Practice*, *22*(5), 499-519.

Wells, RI. (1984). The nature of knowledge in social work. *Social Work, 29, 1*, 41-45.

(6) October 4: Library Day to Prepare for Theory assignments and Class presentations

Library Day

(7) October 11: Task Centered

*Texts***:** Payne Chapter 5

Read the following articles:

Colvin, J., Lee, M., Magnano, J., & Smith V. (2008). The partners in prevention program: The
  evaluation and evolution of the task-centered case management model. *Research on Social Work
  Practice, 18*, 607-615.

Fortune, A., Reid, W., & Reyome, D. P. (2009) Task centered practice. In A. R. Roberts (Ed.), *Social
  workers desk reference* (pp. 227-240). New York, NY: Oxford University Press.

Rooney, R. H. (2010). Task-centered practice in the United States. In A. Fortune, P. McCallion, & K.
  Briar-Lawson, (Eds.), *Social work practice research for the 21st century* (pp. 183-193). New
  York, NY: Columbia University Press.

Rooney, R. H. (2010). Task centered intervention with involuntary clients. In R. H. Rooney, (Ed).
  Strategies for work with involuntary clients (2nd ed., pp. 167-217). New York, NY: Columbia
  University Press.

Videka, L. & Blackburn, J. (2010). The intellectual legacy of Bill Reid. In A. Fortune, P. McCallion, &
  K. Briar- Lawson, (Eds.), *Social work practice research for the 21st century* (pp. 195-202). New
  York, NY: Columbia University Press.

Class Assignments Due:

**Turn in your inclusion and exclusion criteria and search strategy including key terms for
your theoretical literature review, and data search strategy.**

(8) October 18: Ecological and Family Systems Theories
  Guest Speaker: Dr. Calvin Streeter

Texts: Payne Chapters 7 & 8

Read the following articles:

Allen-Meares, P., & Lane, B. (1987). Grounding social work practice in theory: Ecosystems.
  Social Casework, 68 (November), 515–21.

Friedman, B. D., & Allen, K. N. (2011). Systems theory. In J. R. Brandell (Ed). *Practice in
  Clinical Social Work.* Thousand Oaks, CA: Sage Publications

Sutphin, S. T., McDonough, S., & Schrenkel, A. (2013). The role of family theory in social work research: Formalizing family systems theory. *Advances in Social Work, 14*(2), 501-517.

Tudge, J. R., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Brofenbrenner's Bioecological Theory of Human Development. *Journal of Family Theory & Review, 1,* 198-210.

Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *The Journal of Child Psychology and Psychiatry, 54*(4), 384 – 366.

Warren, K., Franklin, C., & Streeter, C. L. (1998). New directions in systems theory: Chaos and complexity. *Social Work, 43*, 357-372.

Read a debate about the use of Ecological Systems theory in social work

Gitterman, A. (1996). Ecological perspective: Response to Professor Jerry Wakefield. *Social Service Review*, *70*(3), 472-476.

Wakefield, J. (1996). Does social work need the eco-systems perspective? Part 1. Is the perspective clinically useful? *Social Service Review*, *70*, 1-32.

Wakefield, J. (1996). Does social work need the eco-systems perspective? Part 2. Does the perspective save social work from incoherence? *Social Service Review*, *70*, 183-213.

Task Centered Theory Paper Due

(9) October 25: Strengths, Solution-focused and Narrative Theories

Texts: Payne chapters 9

Read the following articles:

Chang, J., & Nylund, D. (2013). Narrative and solution-focused therapies: A twenty-year retrospective. *Journal of Systemic Therapies*: Vol. 32, No. 2, pp. 72-88.

Gray, M. (2011). Back to the basics: A critique of the strengths perspective in social work. *Families in Society*, 92 (1) 5-11.

Franklin, C. (2015). An Update on Strengths-Based, Solution-Focused Brief Therapy *Health Social Work* doi:10.1093/hsw/hlv022

Gingerich, W. J., & Peterson, L. (2013). Solution-focused brief therapy: A systematic qualitative review of controlled outcome studies. *Research on Social Work Practice* 23(3) 266-283.

Kim, J. S., & Franklin, C. (2009). Solution-focused brief therapy in schools. A review of outcome

literature. *Children & Youth Services Review, 31*(4): 464-470.

Rapp, C., Saleeby, D., & Sullivan, W. P. (2005). The future of strengths based social work. *Advances in Social Work*, 6 1, 79-90.

Ecological and Systems Paper Due.

(10)   November 1: Cognitive-Behavioral Theories

*Texts***:** Payne Chapter 6

Read the following articles:

Beck, A.T., Haigh, E.A.P. (2014). Advances in cognitive theory: The generic cognitive model. *Annual Review of Clinical Psychology,* 10, 1-24.

Dobson, K., & Beshai, S. (2013). The theory-practice gap in cognitive behavioral therapy: Reflections and a modest proposal to bridge the gap. *Behavior Therapy, 44*(4), 559-567.

Herbert, J. D., Gaudiano, B. A., & Forman, E. M. (2013). The importance of theory in cognitive behavior therapy: A perspective of contextual behavioral science, *Behavior Therapy, 44*(4), 580-591.

Gonzales-Prendes, A. A., & Brisebois, K. (2012). Cognitive behavioral therapy and social work values: A critical analysis. *Journal of Social Work Values and Ethics*, 9, 2-27.

Thyer, B. A., & Myers, L. (2011). Behavioral and cognitive therapies, In J. R. Brandell (Ed.), *Practice in Clinical Social Work* (p.p. 21-40). Thousand Oaks, CA: Sage Publications

Class Assignment Due: **Turn in draft Methods and Search Findings and PRISMA chart.**
Strengths based, SFBT paper due.

(11)   Novermber 8: Humanistic Theories, Transtheoretical model or Positive Psychology
Guest Speaker: Dr. Mary Velesquez

Texts: Payne Chapters 10

Read the following articles:

Cameron, M., & Keenan, E. K. (2010). The Common Factors Model: Implications for transtheoretical clinical social work practice. *Social Work, 55,* 63-73.

Garland, E. L., Fredrickson, B., Kring, A. M., Johnson, D. P., Meyer P. S., & Penn, D. L. (2010).

Upward spirals of positive emotions counter downward spirals of negativity: Insights from the broaden-and-build theory and affective neuroscience on the treatment of emotion dysfunctions and deficits in psychopathology. *Clinical Psychology Review, 30,* 849–864.

Lambert, M. J. & Erickson, D. M. (2008). Positive psychology and the humanistic tradition. *Journal of Psychotherapy Integration, 18*, 222-252.

Nidecker, M., DiClemente, C. C., Bennett, M. E., & Bellack, A. S. (2008). Application of the transtheoretical model of change: Psychometric properties of leading measures in patients with co-occurring drug abuse and severe mental illness. *Addictive Behaviors*, 33, 1021-1030.

Prochaska, J. O., Wright, J. A., Vellicer, W. F. (2008). Evaluating theories of health behavior change: A hierarchy of criteria applied to the transtheoretical model. *Applied Psychology, 57*, 561-588.

Assignments Due: Draft of Approach to Analysis and Initial Key Results for you Theoretical Paper

Cognitive behavioral Paper Due

(12)   November 15: Critical Race or Feminist Theories

Guest Speaker: Dr. Lauren Gulbus

Texts: Payne Chapters 11-14.

Read the following articles:

Abrams, L. S., & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education*. Journal of Social Work Education, 45*(2), 245-261.

Gulbus, L. (2012). Race, Rhinoplasticity and self-esteem in Venezuela. *Qualitative Health Research, 23*(3), 326-335.

Kemp, S., & Brandwein, R. (2010). Feminisms and social work in the United States: An intertwined history. *Affilia, 25*(4), 341-364.

Class Assignment Due: Humanistic, Transtheoretical Paper due.

(13)   November 22 Library Day

Assignments Due: Critical Race Paper Due-Send by email and upload to Canvas.

(14)   November 29: Class Evaluation and Wrap-up.

<u>Final project due: Theoretical Literature Review</u>

Email assignment to professor before class

Systematic Review Resources

Cochrane Handbook

http://handbook.cochrane.org/v5.0.2/

Campbell Collaboration Reviews

http://www.campbellcollaboration.org/lib/?go=monograph

Scoping Reviews

http://implementationscience.biomedcentral.com/articles/10.1186/1748-5908-5-69

Practice Guidelines Available Online

www.psychguides.com

http://www.guideline.gov

The American Academy of Child and Adolescent Psychiatry Practice Guidelines. Available on line with subscription to the journal "Journal of Child and Adolescent Psychiatry": www.AACAP.org

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

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

Evidence-Based Practice Resources

Campbell Collaboration (C2): The Campbell Collaboration Library and Database
[http://www.campbellcollaboration.org/]
    This is a key international source for social work and social welfare efficacy and effectiveness
    information. All research presented on the website has met rigorous methodological standards and are
    designed to provide researchers, policy makers, and practitioners with critical reviews of current research.

Evidence-based Behavioral Practice Project (EBBP)
[http://www.ebbp.org/]
    This web site, located in the Department of Preventive Medicine at Northwestern University, provides a
    wide range of resources for training evidence-based behavioral practitioners including social workers.
    While focused on behavioral health (nonmedical, psychosocial health interventions) the EBP resources are
    generalizable to EBSWP. Included on the website are publications, a bibliography, training video modules
    and a discussion forum.

Evidence-Based Practice for the Helping Professions
[http://www.evidence.brookscole.com/]

This is a well-established web site designed by a prominent social work educator containing a rich array of resources for supporting teaching and learning of EBP. This web site supports the text by the same name and it is designed to help practitioners to pose specific questions regarding practice, to help them plan an electronic search for the current best evidence regarding their question, and to search electronically for an answer.

Evidence-Network
[http://www.kcl.ac.uk/schools/sspp/interdisciplinary/evidencc]
This website is an EBP information resource for social and public policy providing news, access to information resources, a gateway to EBP literature, and networking.

Evidence for Policy and Practice Information and Coordinating Centre (EPPI-Centre)
[http://eppi.ioe.ac.uk/EPPIWeb/home.aspx]
The EPPI-Centre was established in 1993 to address the need for a systematic approach to the organization and review of evidence-based work on social interventions. The work and publications of the Centre engage health and education policy makers, practitioners and service users in discussions about how researchers can make their work more relevant and how to use research findings.

National Registry of Evidence-based Programs and Practices (NREPP)
[http://nrepp.samhsa.gov/]
A service of the Substance Abuse and Mental Health Services Administration (SAMHSA) this is a searchable database of interventions for the prevention and treatment of mental and substance use disorders.

Ovid EBM
[www.ovid.com]
Ovid provides access to a variety of EBP relevant resources including bibliographic databases (such as MEDLINE, EMBASE and CINAHL); more than 300 full text journals; and other clinical information products such as Evidence Based Medicine Reviews (EBMR) and some textbooks. EBMR contains material from Best Evidence and the Cochrane Database of Systematic Reviews. It combines Best Evidence and the Cochrane Database into a single, fully searchable database with links to both MEDLINE and Ovid full-text journals. This is a fee-based provider. Many universities and organizations have institutional subscriptions. Consult with your reference librarian for help using this valuable service.

Social Care Institute for Excellence (SCIE)
[http://www.scie.org.uk/index.asp]
This website provides a free online library with an extensive collection of social care knowledge including practice information, skills tutorials, research, and several thousand abstracts related to EBP.