The University of Texas at Austin
School of Social Work

Course Number:	SW 390N2	Instructor's Name:	Cynthia Franklin, Ph.D., LCSW, LMFT
Unique Number:	63370	Office Number:	SSW 2.228
Semester:	Fall 2014	Phone/E-mail:	471-0533 (UT) 413-1946 (mobile) CFranklin@mail.utexas.edu
Meeting Time and Place	Tuesday, 1:00-4:00 Room: 2.140	Office Hours:	Mondays 2-3 or by appointment

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 the 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 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. (2012). *Reason and Rigor: How Conceptual Frameworks Guide Research.* 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. (2012). *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

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 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 also responsible for any material missed due to absences.

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 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 **not** negotiable.

VI. **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.

VII. **PROFESSIONAL CONDUCT IN CLASS.** 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

VIII. **CLASSROOM CIVILITY.** 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 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.

IX. **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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

X. **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 that 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.

XI.   **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/).

XII.   **USE OF CLASS MATERIALS**. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

XIII.   **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). Present the letter to the professor at the beginning of the semester so that needed accommodations

can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/.

XIV. **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, an examination, a work assignment, or a 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.

XV. **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 to keep the university informed about changes to their 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.

XVI. **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.

XVII. **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 among 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.

XVIII. **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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

XIX. COURSE REQUIREMENTS

There are four 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. **Theory Presentation (20%)**.
   Present a 45-50 minute class presentation on one of the theories covered in class.

   1. Strengths-based, solutions, and narrative
   2. Cognitive-behavioral
   3. Task centered
   4. Ecosystems and family systems
   5. Humanistic/Trans-theoretical or positive psychology
   6. Critical race and feminist theories.

   Your presentation should follow the same information that is covered in your Theory Synopsis (assignment #2). **Create a power point for the presentation** to be used during teaching. The power point must be turned into the professor **prior to the class.** The presentation and power point 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.**

2. **Theory Synopsis (30%)**
   Create a summary table and a table of outcome studies along with a 10-12 page synopsis of one of the theories discussed in the class. The assignment should include an analysis of the evidence base of interventions used in social work that are guided by the theory. The professor will provide the format for the overview and the outcome studies table on Canvas under the Assignments tab. Include a well-researched bibliography that supports your work. **Synopsis due one week after your teaching presentation. Check syllabus for dates.**

   Include this information in the tables and synopsis:
   a. What disciplines and dominant discourses have created the theory?
   b. What epistemologies guide the theory?
   c. What ethics and values does the theory purport and how does that relate to social justice and the values of the social work profession?
   d. How is the theory being used in social work?
   e. What is the evidence base of the theory? Attach a table of outcome studies or meta-analysis showing the evidence for interventions guided by the theory.
   f. Add your personal analysis and critique of the importance of the theory at the end

of the synopsis and thoughts for how it can be improved for use in social work.

3. **Theory and conceptual framework for a topic (30%)**.
   Each student will conduct a review of research on a topic area of interest. In a concise 12-15 page paper, the student will identify the theoretical frameworks that guide that body of research and explore and describe how one or more theories have been used to develop a conceptual framework for studying that topic. The paper will serve as a personal narrative of what the student has learned about the theory and how the theory is used. The paper must follow the APA format and include a bibliography.

   In addition, the student will facilitate a 20-30 minute discussion in order to receive feedback aimed at improving his/her final paper. In the presentation the student will explain how one or more theories have been used as a conceptual framework for his or her interest area. The purpose of the presentation is to communicate the student's understanding of the theory(s) and its relevance to the topic. For the feedback presentation, each student should bring an **outline of his/her paper** that will be turned into the professor and be prepared to answer questions and dialogue on the theories presented how they apply to the student's topic. Class and professor will provide feedback on the student's conceptualization of theories. *Lack of preparation for the feedback presentation or failure to take constructive feedback may result in points being deducted from the final paper grade.*

   It is recommended that students find a partner to complete the theory and conceptual framework assignment. Students will be assigned a day for their presentation – consult syllabus for due dates. The project will be completed over the entire semester and students are encouraged to schedule periodic meetings with the professor as needed to discuss their questions and progress on this assignment.

   Follow this process in developing your narrative.
   1. Select a topic or problem area and explain how you came to choose that topic.
   2. Think about a research question or something specific about the topic that you would like to discover.
   3. In a literature review, explore relevant theories that are being used as frameworks for researching the chosen topic. This requires reading and reviewing the research literature related to the topic and thinking about how authors have used specific theories in their studies.
   4. Identify and interview one ore more experts on research in this area. Discover what theories they use to explain the problems and to conduct research in this area.
        Questions to ask the Experts:
        - What are the main theories that you use in your research?
        - How have these theories helped you conceptualize this problem?
        - How have the theories helped you discover solutions to the problem?
        - How has your research added to the understanding of the theories being used?

- Other questions you might like to know.

5. Describe from your exploration of the literature and expert interviews what you have learned about the specific theories that are being used and how these theories are being applied in research on your topic.
6. Explain how one or more of these theories might help you in the future if you were to do a research study on this topic. Be specific in your applications and this means include one or more examples, diagram of ideas, etc. **Due on the last day of class and will serve as a final examination.**

4. **Reading journal and class discussion on Canvas readings (20%).**
The class will be divided into three teams for the purpose of leading a class discussion on the Canvas readings for the week. Each team will also turn into the professor a journal summarizing the purpose, key points, and importance of each reading assigned. Teams will be assigned the first day of class. See class syllabus for **your team's readings and discussion days. The professor will provide a form to use for the summary of the readings.**

XX. COURSE GRADES

The final course grade will be calculated as follows:

Teaching Presentation (20%)
Synopsis of Theory Paper (30%)
Analysis of Theories for a Topic (30%)
Journal and Class Discussion on Readings (20%)

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

Grade Ranges Corresponding to Letter Grades

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

XXI. <u>COURSE SCHEDULE</u>

September 2: Getting Started: What will I learn in this class? How to Approach and Get Started with Assignments

> *Readings: None.*

September 9: Importance of Conceptual Frameworks and Theory

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

September 16: Methods for Theory Construction and How Theory Guides Methods

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

September 23: How Conceptual Frameworks and Theories Are Used in Social Work

> *Guest Speaker: Dr. Rowena Fong*

> *Texts:* Payne Chapter 1-3, Jaccard & Jacoby chapter 11
> *Canvas Readings and Journal: Team 1*

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.

September 30: Many Ways of Knowing in Social Work

> *Guest Speaker: Dr. Diana DiNitto*

Canvas Readings and Journal: *Teams 2 & 3 (team 3 will read the debate section below).*

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

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.

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.

> ***Read a Debate about Best Ways to Know and the Use of Theory in Social Work:*** *Team 3*

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.

October 7: Strengths, Solution-focused and Narrative Theories

> ***Topical Theory Team # 1 Presents and Turns in Outline***

> ***Texts:*** Payne chapters 9
> ***Canvas Readings and Journal:*** *Team 1*

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.

Healing, S., & Bavelas, J. (2011). Can questions lead to change? An analogue experiment. *Journal of Systemic Therapies*, 30 (4), 30-47.

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.

October 14: Cognitive-Behavioral Theories

> ***Topical Theory Team # 2 Presents and Turns in Outline***

Texts: Payne Chapter 6
Canvas Readings and Journal: Team 2

Abramowitz, J. S. (2013). The practice of exposure therapy: Relevance of cognitive-behavioral theory and extinction theory. *Behavior Therapy, 44*(4), 548–558.

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

October 21: Task-Centered Social Work Practice

Topical Theory Team # 3 presents and turns in outline
Texts: Payne Chapter 5
Canvas Readings and Journal: Team 3

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.

October 28:   Ecological and Family Systems Theories

Guest Speaker: Dr. Calvin Streeter

Texts: Payne Chapters 7 & 8
Canvas Readings and Journal: Team 1 & 2 (team 2 will read the debate section below)

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.

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: *Team 2*

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.

November 4: Humanistic Theories, Transtheoretical model or Positive Psychology

Guest Presenter: Dr. Mary Velesquez

Texts*:* Payne Chapters 10
Canvas Readings and Journal: *Team 3*

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. & Erekson, 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.

November 11: Critical Race and Feminist Theories

Guest Speaker: Dr. Lauren Gulbus

Texts: Payne Chapters 11-14.
Canvas Readings and Journal: *Team 1*

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.
Gulbas, 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.

November 18: Individual Consultations for Topical Project

November 25: Library Day

December 2: Class Evaluation and Wrap-up.

Final project due: Analysis of how theory is used in a topical area.
Email assignment to professor before class

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

Netting the Evidence
[www.shef.ac.uk/~scharr/ir/netting/]
    The goal of this website is to provide a complete list of evidence-based practice resources
    that are available on the Internet with a focus on healthcare.

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/evidence]
> 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.