

**The University of Texas at Austin  
School of Social Work**

<b>Course Number:</b>	SW N390N2	<b>Instructor's Name:</b>	Cynthia Franklin, Ph.D., LCSW, LMFT
<b>Unique Number:</b>	61975	<b>Office Number:</b>	SSW 3.130F
<b>Semester:</b>	Fall 2011	<b>Phone/E-mail:</b>	471-0533 (UT) 413-1946 (mobile) CFranklin@mail.utexas.edu
<b>Meeting Time and Place</b>	Tuesdays, 1:30-4:30  Room: 2.140	<b>Office Hours:</b>	Monday 1:30-2:30 PM, Tuesdays 12:30-1:30 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 theory. 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 social work 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. 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. 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 social work 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 social work 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. Each class requires students to be prepared to individually present information about their prospective practice theory (s) using a guiding question to answer. 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**

- Harris, M.B. & Franklin, C. (2008). *Taking Charge: A school-based life skills program for adolescent mothers*. New York: Oxford University Press.
- Jaccard, J. & Jacob, (2010). *Theory Construction and Model Building*. New York: Guilford Press
- Payne, M. (2005). *Modern social work theory* (3<sup>rd</sup> ed.). Chicago, IL: Lyceum.
- Slife, B. & Williams, R. N. (1995). *What's Behind the Research*. Thousand Oaks CA: Sage

#### **Recommended and may be useful to you in this class (Check out from Library as needed)**

- [James G. Daley](#) (Editor). (2006). *Advances in Social Work: Special Issue on The Futures of Social Work* (Paperback) by [Indiana University School of Social Work](#) (Author).
- Mapp, Susan, C. (2008). *Human Rights and Social Justice in a Global Perspective: An Introduction to International Social Work*, New York: Oxford.
- Rosenberg, A. (2005). *Philosophy of Science: A contemporary Introduction*. NY: Routledge

#### **Other Optional Texts that may be useful for this course (Check out from Library as needed).**

- Bergin, A. E., & Garfield, S. L. (2004). Handbook of psychotherapy and behavior change (5<sup>th</sup> ed.). New York: Wiley & Sons.
- Castonguay, L. & Beutler, L. (2006). *Principles of therapeutic change that work*. New York: 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*. Ny. Columbia.
- Kuhn, T. S. (1970). *The structure of scientific revolutions* (2<sup>nd</sup> ed.). Chicago, IL: The University of Chicago Press.
- Prochaska, J. O., & Norcross, J. C. (2007). *Systems of psychotherapy: A transtheoretical analysis* (6<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.
- Reamer, F. (1993). *The philosophical foundations of social work*. NY: Columbia University Press.
- Roberts, H. & Petticrew, M. (2005). *Systematic reviews in the social sciences: A practical guide*. London: Blackwell.

### ***Examples of Social Work Journals that may be Helpful***

Children and Youth Services Review  
 Child Welfare  
 Families in Society  
 Journal of Evidence-Based Social Work  
 Journal of Social Service Research  
 Research on Social Work Practice  
 Social Service Review  
 Social Work  
 Social Work Research

### **Additional Optional Readings**

Additional supplemental readings are 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 5 points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.
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 Requirements** - There are three assignments. All papers should follow the APA manual and be carefully edited for good grammar and writing skills.

**1. Annotated Bibliography to Be Used in Teaching** (20% of your grade). Each student is to develop a comprehensive annotated bibliography of one of the practice theories studied in class. Areas to be covered in the bibliography include philosophy and theoretical developments, major debate articles, outcome studies, process research, and meta-analysis. It is assumed that the student will master the literature in this area. This requires a systematic search of literature in journals across disciplines and a search of major publications in the area of study. Make sure you include major Internet sites and resources that support this approach to practice. For example, if for Family therapies the AAMFT and for Cognitive Therapy, Beck's website. *Students should copy the bibliographies and make them available to other class members. Due March 24*

#### **Issues to cover in the Annotated Bibliography**

Major themes of article or Book

Methodologies used

Major strengths and limitations, and how this article or book advances the knowledge base.

Findings summarized with enough detail to understand what was discovered.

Your reflections and/or criticisms of the work.

2. Facilitate Class Presentation and Discussion of one of the theories covered in the class (30% of your grade). Plan for one half of the class for presentation. Each student is responsible for making a presentation on their theory and facilitating a class discussion with students and professor on the theory, its; development, major constructs and use within social work practice. Make sure to summarize the research supporting the theory and be specific about how and why the theory is important to social work practice. **Check the syllabus for the day of your presentation.**

3. Paper on Social Work Practice Theory (50% of your grade). Each student will select one of the major social work theories covered in the class for in-depth study and write a paper on that theory. Theories to be covered are: *Social Constructionism and Strengths-based, Cognitive-Behavioral, Task Centered, Family Systems and Humanistic*. Papers should read like a book chapter or a conceptual theoretical, journal article on the theory and be approximately, 15-25 pages. The paper should focus on the up-to-date aspects of the theory and how it was originally developed and is advancing as an evidenced-based approach to social work practice. Your paper should clearly illustrate the theory and how and why it is useful in social work practice. Concentrate on applications of the theory that are currently being used in social work practice, including empirical support, and how proponents are moving forward in their research investigations on the practice methods that stem from this theory. The following outline should be followed for the development of the theory paper. **Due at the last day of class.**

- I. Brief History and context for the development of the theory, including relevant background information on the major contributors to the theory's development. (2-3 pages)
- II. Experimental and philosophical basis for the theory. (5-7 pages)
  - a) Briefly describe the theory and its main tenets concerning the way humans function and how humans change.
  - b) Identify key constructs and guiding metaphors.
  - c) Identify major assumptions and the philosophical basis of the theory.
  - d) Critically analyze the values inherent in the major assumptions and theoretical constructs.
  - e) Briefly Summarize and critically analyze the experimental and/or hermeneutic research that supports the theoretical constructs. What is the basis for making these claims? For example, how rigorously were the major ideas for the theory developed ?
  - f) Briefly describe or cite examples of measures and/or other methods for assessing the theories constructs and/or outcomes. These should be measures and methods that may have been developed or used in relationship to the theory.
- III. Practice procedures and techniques used in the theory.
  - a) Briefly describe and critically analyze major assessment and intervention methods stemming from the theory. (4-5 pages)
  - b) Describe and critically analyze the behavior change process used by the theory to facilitate change. What is supposed to happen to help people change? For example, summarize and give examples of how programs/sessions are run, stages of the practice approach and major components or factors of the theory that help people change.
- IV. Review studies on the theory and its methods giving precedence to efficacy and effectiveness studies and/or meta-analyses. Be specific and critically analyze the state of the research. Focus on the evidenced-basis of the theory and its' practice methods (6-8 pages).
  - a) Include social work practice applications.
  - b) **Put major research studies or meta-analysis into a table summarizing the studies.**
- V. Heuristic value of the theory. (1-2 pages)
  - a) How influential has the theory been in the grand scheme of social science theory and to social work practice? What has made this theory so prominent in social work?
  - b) How has the theory contributed to research, debate, discussion, and new developments in the field of social work?
- VI. Summary and discussion (1 page)
  - a) Include an analysis of key points and findings.
  - b) Discuss future directions for the development of the theory and its' evidence base. How could social work researchers contribute to this development?

#### VII. Course Grades

The final course grade will be calculated as follows:

Annotated Teaching Bibliography      20%

Class Presentation	30%
Theory Paper	50%

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

### **VIII. Class Policies**

No late assignments will be accepted, except in extreme emergencies and then only with permission of the instructor. All late assignments will be assessed point penalties at a rate of 5 points a day. If you are in an emergency situation, contact your instructor and receive a new due date. Academic dishonesty will be dealt with in accordance with the policies of the University.

### **IX. Course Schedule**

#### **August 30: Getting Started: What will I learn in this class?**

#### **September 6: Importance of Social Work Practice Theories**

*Texts: Jaccard & Jacoby chapters 1-6, Payne Chapter 1*

*Readings on Blackboard:*

- Flexner, A. (2001). Is social work a profession? *Research on Social Work Practice, 11*, 152-165.
- Franklin, C. (2001). Coming to terms with the business of direct practice social work. *Research on Social Work Practice, 11*, 235-244.
- 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. (2010). Theoretical research. In B.A. Thyer (Ed.). *The handbook of social work research methods, Second Edition (p.p. 468-492)*. Thousand Oaks, CA; Sage.
- 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.

#### **September 13: Theories and Evidence-based Practice**

*Readings on Blackboard:*

- Barkham, M., & Mellor-Clark, J. (2003). Bridging evidence-based practice and practice-based evidence: developing a rigorous and relevant knowledge for the psychological therapies. *Clinical Psychology and Psychotherapy, 10*, 31-327.

- Franklin, C., & Hopson, L.M. (2007). Facilitating the use of evidence-based practices in community organizations. *The Journal of Social Work Education*, 43(3), 377-404.
- Gambrill, E. (2006). Evidence-based practice and policy: Choices ahead. *Research on Social Work Practice*, 16(3), 338-357.
- Gilgun, J. F. (2005). The four cornerstones of evidence-based practice in social work. *Research on Social Work Practice*. 15, 52-61.
- Graybeal, C.T. (2007). Evidence for the art of social work. *Families in Society*, 88(4), 513-523.
- Hermann, R.C., Chan, J.A., Zazzali, J.L., & Lerner, D. (2006). Aligning measurement-based quality improvement with implementation of evidence-based practices. *Administration and Policy in Mental Health and Mental Health Services Research*. Retrieved June 15, 2006, from <http://www.springerlink.com/content/k8q67j704v185370/>
- Hoefler, R. and Jordan, C.(2008). Missing links in evidence-based practice for macro social work. In *Journal of Evidence-Based Social Work*. Maria Roberts-DeGennaro, (ed).
- Kazdin, A.E. (2008). Evidence-based treatment in practice. *American Psychologist*, 63, (3), 146-159.
- Spring, B. (2007). Evidence-based Practice in Clinical Psychology: What it is, why it matters and what you need to know. *Journal of Clinical Psychology*, 63, 611-631
- Weissman, M.M. (2006). National survey of psychotherapy training in psychiatry, psychology and social work. *Archives of General Psychiatry*, 63, 925-934.

## **September 20: Major Philosophical Paradigms Supporting Social Work Practice Theories**

*Texts: Payne, chapters 1-3, 11, Slife & Williams chapters 1-7*

## **September 27: Research Methods that Are Used to Develop Social Work Practice Theories (Quantitative Approaches)**

*Texts: Payne, chapter 6, Jaccard & Jacoby, chapters 7-9*

*Readings on Blackboard:*

- Ackerman, S. J., Hilsenroth, M. J. (2003). A review of therapist characteristics and techniques positively impacting the therapeutic alliance. *Clinical Psychology Review*, 23, 1-33.
- Blanton, H. & Jaccard, J. (2006). Arbitrary Metrics in Psychology. *American Psychologist*, 61, 27-41.
- Franklin, C. Kim, J.S & Tripodi, S ( 2009) A meta-analysis of published school social work practice studies from 1980-2007. *Research on Social Work Practice*, 19, 667-677.
- 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.
- Kazdin, A.E. (2006). Arbitrary Metrics: Implications for identifying evidence-based treatments. *American Psychologist*, 61, 42-49. (Read together with Blanton & Jaccard)
- Tomori, C., & Bavelas, J. B. (2007). Using Microanalysis of Communication to Compare Solution-Focused and Client-Centered Therapies. *Journal of Family Psychotherapy*, 18(3), 25-43.

## **October 4: Research Methods Used to Help Develop Social Work Practice Theories (Qualitative, grounded and emergent perspectives)**

*Payne Chapters 4, 11 & 12, Jaccard & Jacoby, chapters 10*

### *Readings on Blackboard:*

- Fendt, J. (2008). Grounded theory method in management research. : User's perspectives. *Organizational Research Methods*, 11, (3) 430-455.
- Franklin, C., Cody P. & Ballan, M. ( 2010). Reliability and Validity in Qualitative Research. In B.A. Thyer ( Ed.). *The handbook of social work research methods, Second Edition* ( pp 355-374). Thousand Oaks, CA: Sage.
- Madill, A & Gough, B. (2008). Qualitative research and its' place in psychological science. *Psychological Methods*, 13, 254-271.

## **Understanding the Theories that Guide Social Work Practice**

### **October 11 Social Construction and Strengths-based Approaches**

*Texts: Payne chapter 8 & 14*

#### *Articles on Black Board:*

- Dozier, R. M., Hicks, M. W., Cornille, T. A., & Peterson, G. W. (1998). The effect of Tomm's therapeutic questioning styles of therapeutic alliance: A clinical analog study. *Family Process*, 37(2), 189-200.
- Franklin, C., Kim, J.S. & Trippodi, S. (2006). Solution-focused, brief therapy interventions for students at-risk to dropout. In C. Franklin, M. B. Harris & P.Allen-Meares (Eds.). *The school services sourcebook* ( p.p. 691-704). New York: Oxford University Press.
- Franklin, C., & Moore, K.C. (1999). Solution-focused brief family therapy. In C. Franklin & C. Jordan, *Family practice: Brief systems methods for social work* (pp. 143-174). Pacific Grove, CA: Brooks/Cole.
- Franklin, C. (1995). Expanding the vision of the social constructionist debates: Creating relevance for practitioners. *Families in Society*, 76 (7), 395-407.
- Gingerich, W. J., & Eisengart, S. (2000). Solution-focused brief therapy: A review of the outcome research. *Family Process*, 39, 477-498.
- Kim, J.S. (2008). Examining the effectiveness of solution-focused brief therapy: A meta-analysis. *Research on Social Work Practice*, 18, 107-116.
- Kim, J.S. & Franklin, C. ( 2009). Solution-focused brief therapy in schools. A review of outcome literature. *Children & Youth Services Review*.
- Moradi, B. & Yoder, J. D. (2001). Demonstrating social constructionism in psychology courses: The "Who Am I?" exercise. *Teaching of Psychology*, 28(3), 201-203.
- Robboy, C. A. (2002). Lost in translation? The hazards of applying social constructionism to quantitative research on sexual orientation development. *Journal of Homosexuality*, 42(3), 89-102.

### **October 18 Cognitive-Behavioral Theories**

Texts: Payne Chapter 6

#### *Articles on Black Board:*

- Barlow, D.H., Gorman, J.M., Shear, M.K. & Woods, S.W. (2000). Cognitive-behavioral therapy, imipramine, or their combination for panic disorder: A randomized controlled trial. *Journal of the American Medical Association*, 283, 2529-2536.
- Butler, A. C., & Beck, J. S. (2000). Cognitive therapy outcomes: A review of meta-analyses. *Journal of the Norwegian Psychological Association*, 37, 1-9.



- DeRubeis, R. J., Gelfand, L. A., Tang, T. Z., & Simons, A. D. (1999). Medications versus cognitive behavior therapy for severely depressed outpatients: Mega-analysis of four randomized comparisons. *American Journal of Psychiatry*, 156(7), 1007-1013.
- Hayes, S.C. (2004). Acceptance and commitment therapy, relational frame theory, and the third wave of cognitive therapies. *Behavior Therapy*, 35, 639-665.
- Hollon, S. D., Stewart, M. O., & Strunk, D. (2006). Enduring effects for cognitive behavior therapy in the treatment of anxiety and depression. *Annual Review of Psychology*, 57, 285-315.
- Krabbendam, L., & Aleman, A. (2003). Cognitive rehabilitation in schizophrenia: a quantitative analysis of controlled studies. *Psychopharmacology*, 169, 376-382.
- Lee, C. W., Taylor, G. & Dunn, J. (1999). Factor structure of the schema questionnaire in a large clinical sample. *Cognitive Therapy and Research*, 23, 441-451.
- Linehan, M.M., Cochran, B.N. & Kehrer (2001). Dialectical behavior therapy for borderline personality disorder. In D. H. Barlow (2001). *Handbook of psychological disorders*, 3<sup>rd</sup> edition (pp. 470-522).

### **October 25 Task-Centered Social Work Practice**

Texts: Payne Chapter 5

Harris, M.B. & Franklin, C. (2008). *Taking Charge; A School-based life skills program for adolescent mothers*. New York: Oxford University Press.

#### *Articles on Black Board:*

- 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, Reid, & Reyome, Task Centered Practice. *Social Workers Desk Reference* Chapter 28, New York: 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 21<sup>st</sup> century* ( p.p. 183-193). New York: Columbia University Press.
- Rooney, R. H. ( 2010). Task Centered Intervention with Involuntary Clients”. In Ronald H. Rooney, (Eds). *Strategies for work with involuntary clients, second edition* (p.p. 167-217). . New York: 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 21<sup>st</sup> century* ( p.p. 195-202). New York: Columbia University Press.

### **November 1-Library Day to work on Final Theory Paper**

#### **November 8 Family Systems Theories: Ecosystems, Strategic and Structural Models**

*Chapters: Payne Chapter 7, 10 & 11*

#### *Articles on Black Board:*

- Franklin, C., & Warren, K. (1999). Advances in systems theory. In C. Franklin & C. Jordan (Eds.), *Family practice: Brief systems methods for social work*. Pacific Grove, CA: Brooks/Cole.
- Henggeler, S. W. (1999). Multisystemic therapy: An overview of clinical procedures, outcomes, and policy implications. *Child Psychology and Psychiatry Review*, 4, 2-10.
- Liddle, H.A., Dakof, G.A., Parker, K, Diamond, G.S., Barrett, K., & Tejada, M. (2001). Multidimensional family therapy for adolescent drug abuse: Results of a randomized clinical trial. *American Journal of Drug Abuse*, 27(4), 651-688.
- Liddle, A., Rowe, C. L., Quille, T.J., Dakof, G.A., Mills, D.S., Sakran, E., & Biaggi, H. (2002). Transporting a research-based adolescent drug treatment into practice. *Journal of Substance Abuse Treatment*, 22, 231-243.

- Schoenwald, & Rowland, M.D. (2002). *Multisystemic therapy*. In B.J. Burns & K. Hoagwood (Eds.). (p.p. 91-116). New York: Oxford University Press.
- Schoenwald, S.K., Henggeler, S.W., Brondino, M.J. & Rowland, M.D. (2000). Multisystemic therapy: Monitoring treatment fidelity. *Family Process*, 39, 83-103.
- Sexton, T.L. & Alexander, J.F. (2002). Family-based empirically supported Interventions. *The Counseling Psychologist*, 30(2), 238-261.
- Szapocznik, J., & Williams, R.A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review*, 3(2), 117-134.
- Warren, K., Franklin, C., & Streeter, C. L. (1998). New directions in systems theory: Chaos and complexity. *Social Work*, 43 (4), 357-372.

### **November 15 Humanistic Theories**

*Texts: Payne Chapter 9 &12*

*Articles on Blackboard:*

- Bohart, A., & Greening, T. (2001). Humanistic psychology and positive psychology. *American Psychologist*, 56(1), 81-82.
- Cameron, M. & Keenan, E.K. (2010). The Common Factors Model: Implications for transtheoretical clinical social work practice. *Social Work*, 55 (1) 63-73.
- Lambert, M.J. & Erickson, D.M. (2008). Positive Psychology and the Humanistic Tradition. *Journal of Psychotherapy Integration*, 18 2, 222-252.
- MacDonald, D. A., & Friedman, H. L. (2002). Assessment of humanistic, transpersonal, and spiritual constructs: State of the science. *Journal of Humanistic Psychology*, 42(4), 102-125.
- 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(8), 1021-1030.
- Prochaska, J.O., Wright, J.A., Velicer, W.F. (2008). Evaluating theories of health behavior change: A hierarchy of criteria applied to the transtheoretical model. *Applied Psychology*, 57 (4), 561-588.
- Segal, Z.V., Teasdale, J.V., & Williams, J.M.G. (2004). Mindfulness based cognitive therapy: Theoretical rationale and empirical status. In S.C . Hayes, V.M. Follette, & M.M. Linehan (Eds.), *Mindfulness and Acceptance, Expanding the cognitive-behavioral therapy tradition* (pp. 45-64). New York: Guilford.
- Sheldon, K. M., Joiner, T. E., & Williams, G. (2003). Reconciling humanistic ideals and scientific clinical practice. *Clinical Psychology: Science and Practice*, 10(3), 302-315.

### **November 22 Library Day to work on Final Theory Paper**

**November 29 Class Evaluation and Wrap-up.  
Theory paper Due**

**\*Practice Guidelines Available on-line**

[www.psychguides.com](http://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](http://www.AACAP.org)

The Journal of Clinical Psychiatry Practice Guidelines: Available on-line with subscription to the journal. [www.psychiatrist.com](http://www.psychiatrist.com)

The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the Plethora of Guidelines that exist: [www.apa.org](http://www.apa.org)

### *Evidence-Based Practice Resources*

#### Netting the Evidence

[[www.shef.ac.uk/~scharr/ir/netting/](http://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](http://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.

## **November 23: Library Day**

## **November 30: Class Wrap-up!**

## **Theory paper Due.**

### **Evidence-Based Practice Resources**

Netting the Evidence

[[www.shef.ac.uk/~scharr/ir/netting/](http://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.brookscle.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

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### ***Practice Guidelines Available on-line***

[www.psychguides.com](http://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](http://www.AACAP.org)

The Journal of Clinical Psychiatry Practice Guidelines: Available on-line with subscription to the journal. [www.psychiatrist.com](http://www.psychiatrist.com)

The American Psychological Association publishes Practice Guidelines and Guidelines for interpreting the Plethora of Guidelines that exist: [www.apa.org](http://www.apa.org)