

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

Course Number:	SW N390N2	Instructor's Name:	Cynthia Franklin, Ph.D., LCSW, LMFT
Unique Number:	62960	Office Number:	SSW 3.130
Semester:	Fall 2012	Phone/E-mail:	471-0533 (UT) 413-1946 (mobile) CFranklin@mail.utexas.edu
Meeting Time and Place	Tuesdays, 1:30-4:30 Room: 2.140	Office Hours:	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). 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* (3rd ed.). Chicago, IL: Lyceum.
- Slife, B. & Williams, R. N. (1995). *What's Behind the Research*. Thousand Oaks CA: Sage

Recommended (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
- Sowers, K.M., Dulmas, C.N. (2008). *Comprehensive handbook of social work and social welfare: Volume 2, human behavior and the social environment*. Hoboken NJ: Wiley.

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

- Bergin, A. E., & Garfield, S. L. (2004). *Handbook of psychotherapy and behavior change* (5th 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*. New York: Columbia.
- 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*. NY: Columbia University Press.
- Roberts, H. & Petticrew, M. (2005). *Systematic reviews in the social sciences: A practical guide*. London: Blackwell.
- Thagard, P. (2012). *The cognitive science of science: Explanation, Discovery and Conceptual change*. MIT Press

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 Readings

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

V. COURSE POLICIES

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 also 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 APA 6th edition manual and be carefully edited for appropriate 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 be prepared to provide a copy of the completed bibliography to both the instructor and other class members. Be prepared to turn in your bibliography to the professor the day you give your presentation on your topic. Also, prior to the due date, either email a copy of your bibliography to your classmates for them to print out before class OR bring a hard copy for each class member the day the bibliographies are due.***
 - a. Content to cover in the Annotated Bibliography
 - i. Major themes of article or Book
 - ii. Methodologies used
 - iii. Major strengths and limitations, and how this article or book advances the knowledge base.
 - iv. Findings summarized with enough detail to understand what was discovered.
 - v. 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, it's 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.**

Theory Paper Outline

- ❖ **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)**
- ❖ **Experimental and philosophical basis for the theory. (5-7 pages)**
 - Briefly describe the theory and its main tenets concerning the way people function and change.
 - Identify key constructs and guiding metaphors.
 - Identify major assumptions and the philosophical basis of the theory.
 - Critically analyze the values inherent in the major assumptions and theoretical constructs.
 - 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?
 - 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, and may also be available to measure it's major constructs.
- ❖ **Practice procedures and techniques used in the theory (4-5 pages)**
 - Briefly describe and critically analyze major assessment and intervention methods stemming from the theory.
 - 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.
- ❖ **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).**
 - Include social work practice applications.
 - *Put major research studies or meta-analysis into a table summarizing the studies.*
- ❖ **Heuristic value of the theory. (1-2 pages)**
 - 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?
 - How has the theory contributed to research, debate, discussion, and new developments in the field of social work?
- ❖ **Summary and discussion (1 page)**
 - Include an analysis of key points and findings.
 - Discuss future directions for the development of the theory and it's 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. COURSE SCHEDULE

September 4: Getting Started: What will I learn in this class?

Readings: None.

September 11: Importance of Social Work Practice Theories

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

Readings on Blackboard:

Cnaan, R. A., & Dichter, M. E. (2008). Thoughts on the use of knowledge in social work practice. *Research on Social Work Practice, 18*, 278-284.

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

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.
- Trevithick, P. (2008). Revisiting the knowledge base of social work: A framework for practice. *British Journal of Social Work, 38*, 1212-1237.

September 18: Major Philosophical Paradigms Supporting Social Work Practice Theories

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

Readings on Blackboard:

- Aymer, C., Okitikpi, T. (2000). Epistemology, ontology, and methodology: What's that got to do with social work. *Social Work Education, 19*, 67-75.
- Bolton, D. (2008). The epistemology of randomized, controlled trials and application in psychiatry. *Philosophy, Psychiatry, & Psychology, 15*, 159-165.
- Mahrer, A.R. (2000). Philosophy of science and the foundations of psychotherapy. *American Psychologist, 55*, 1117-25.
- Rychlak, J.F. (2000). A psychotherapist's lessons from the philosophy of science. *American Psychologist, 55*, 1126-32.
- Wells, R.I. (1984). The nature of knowledge in social work. *Social Work, 29, 1*, 41-45.

September 25: Theories and Evidence-based Practice GOOD

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*, 377-404.
- Gambrill, E. (2006). Evidence-based practice and policy: Choices ahead. *Research on Social Work Practice, 16*, 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*.
- Hoefler, R. & 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, 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.

October 2: 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.
- Gambrill, E., & Littell, J. H. (2010). Do haphazard reviews provide sound directions for dissemination efforts? *American Psychologist*, 65, 927.
- Blanton, H. & Jaccard, J. (2006). Arbitrary Metrics in Psychology. *American Psychologist*, 61, 27-41.
- Kazdin, A.E. (2006). Arbitrary Metrics: Implications for identifying evidence-based treatments. *American Psychologist*, 61, 42-49. (*Read together with Blanton & Jaccard*)
- 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, 269-278.

October 9: Research Methods Used to Help Develop Social Work Practice Theories (Qualitative, grounded and emergent perspectives)

Texts: 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, 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.

October 16: Social Construction and Strengths-based Approaches

Texts: Payne chapters 8 & 14

Articles on Blackboard:

- Bavelas, J.B. (2012). Connecting the lab to the therapy room. Microanalysis, co-construction and solution-focused brief therapy. Bavelas, J.B. (2012). Connecting the Lab to the therapy room: Microanalysis, Co-construction, and solution-focused brief therapy. In C. Franklin, T. Trepper, W.J. Gingerich & E. McCollum (Eds.). *Solution-focused brief therapy: A handbook of evidence-based practice* (p.p. 144-164). New York: Oxford University Press.
- 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, 189-200.
- 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, 395-407.
- Gingerich, W., Kim, J.S., Geert, J., Stams, J.M. & Macdonald, A.J. (2012). Solution-focused brief therapy outcome research. In C. Franklin, T. Trepper, W.J. Gingerich & E. McCollum (Eds.). *Solution-focused brief therapy: A handbook of evidence-based practice* (p.p. 95-111.). New York: Oxford University Press.
- 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*.
- Lipchik, E., Derks, J., LaCourt, M. & Nunnally, E. (2012). The evolution of solution-focused brief therapy. In C. Franklin, T. Trepper, W.J. Gingerich & E. McCollum (Eds.). *Solution-focused brief therapy: A handbook of evidence-based practice* (p.p. 3-19). New York: Oxford University Press.

October 23: Cognitive-Behavioral Theories

Texts: Payne Chapter 6

Articles on Blackboard:

- Beck, A.T. (2005). The current state of cognitive therapy: A 40 year perspective. *Archives of General Psychiatry*, 62, 953-959.
- Garratt, G. Ingram R.E., Rand, R., Sawalani, G. (2007). Cognitive processes in cognitive therapy: Evaluation of the mechanisms of change in the treatment of depression. *Clinical Psychology: Science and Practice*, 14, 224-239.

- Hayes, S.C. (2008). Climbing our hills: A beginning conversation on the comparison of acceptance and commitment therapy and traditional cognitive behavioral therapy. *Clinical Psychology: Science and Practices*, 15, 286–295.
- 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.
- Longmore, R.J., Worrell, M. (2006). Do we need to challenge thoughts in CBT? *Clinical Psychology Review*, 27, 173-187.
- 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., Comtois, K. A., Murray, A. M., Brown, M. Z., Gallop, R. J., Heard, H. L., . . . Lindenboim, N. (2006). Two-year randomized controlled trial and follow-up of dialectical behavior therapy vs. therapy by experts for suicidal behaviors and borderline personality disorder. *Archives of General Psychiatry*, 63, 757–766.
- 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.

October 30: 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 Blackboard:

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 21st century* (pp. 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 21st century* (p.p. 195-202). New York: Columbia University Press.

November 6: Family Systems Theories: Ecosystems, Strategic and Structural Models

Texts: Payne Chapters 7, 10, & 11

Articles on Blackboard:

- Henderson, C. E., Dakof, G. A., Greenbaum, P. E., & Liddle, H. A. (2010). Effectiveness of Multidimensional Family Therapy With Higher Severity Substance-Abusing Adolescents: Report From Two Randomized Controlled Trials. *Journal of Consulting & Clinical Psychology, 78*, 885-897.
- Henggeler, S. W. (1999). Multisystemic therapy: An overview of clinical procedures, outcomes, and policy implications. *Child Psychology and Psychiatry Review, 4*, 2-10.
- Robbins, M. S., Feaster, D. J., Horigian, V. E., Bachrach, K., Burlew, K., Carrion, I., Schindler, E., Rohrbaugh, M., Shoham, V., Miller, M., Hodgkins, C., Vandermark, N., Werstlein, R., Szapocznik, J. (2011). Brief Strategic Family Therapy Versus Treatment as Usual: Results of a Multisite Randomized Trial for Substance Using Adolescents. *Journal of Consulting & Clinical Psychology, 79*, 713-727.
- 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., & Turner, C. W. (2010). The Effectiveness of Functional Family Therapy for Youth With Behavioral Problems in a Community Practice Setting. *Journal of Family Psychology, 24*, 339-348.
- Swenson, C. C., Schaeffer, C. M., Henggeler, S. W., Faldowski, R., Mayhew, A. M. (2010). Multisystemic therapy for child abuse and neglect: a randomized effectiveness trial. *Journal of Family Psychology, 24*, 497-507.
- 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*, 117-134.
- Ungar, M. (2002). A deeper, more social ecological social work practice. *Social Service Review, 76*, 480-497.
- Warren, K., Franklin, C., & Streeter, C. L. (1998). New directions in systems theory: Chaos and complexity. *Social Work, 43*, 357-372.
- 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 13: Study Day to work on Final Theory Paper

November 20: Paper Consultation with Professor. You may bring a draft of your paper to class.

November 27: Humanistic Theories and Positive Psychology

Texts: Payne Chapters 9 &12

Articles on Blackboard:

- 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.
- MacDonald, D. A., & Friedman, H. L. (2002). Assessment of humanistic, transpersonal, and spiritual constructs: State of the science. *Journal of Humanistic Psychology, 42*, 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*, 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*, 561-588.
- Rashid, T. F. (2009). Strength-based assessment in clinical practice. *Journal of Clinical Psychology, 65*, 488-498.
- Sheldon, K. M., Joiner, T. E., & Williams, G. (2003). Reconciling humanistic ideals and scientific clinical practice. *Clinical Psychology: Science and Practice, 10*, 302-315.
- Wampold, B. E. (2007). Psychotherapy: The humanistic (and effective) treatment. *American Psychologist, 62*, 857–873.

December 4: Class Evaluation and Wrap-up.

Theory paper Due

Practice Guidelines Available on-line

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.

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