

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW N390N	Instructor:	<i>Cynthia Franklin</i> , PhD, LCSW-S, LMFT
Unique Number:	6005	E-mail & Number:	cfranklin@austin.utexas.edu UT: (512) 471-0533; Cell: (512) 413-1946
Semester:	Fall, 2019	Office:	SSW 2.228.
Meeting Time:	Tuesday, 1:00-4:00	Office Hours:	Mondays 2:00-3:00 or by appointment
Classroom:	SSW 2.140	TA:	TBA

THEORIES OF SOCIAL WORK: FROM CONCEPTUALIZATION TO APPLICATION

I. STANDARDIZED COURSE DESCRIPTION

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

II. COURSE OBJECTIVES

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

1. Critically analyze theories used in social work practice 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. & Reith-Hall, E. (2019). *The Routledge Handbook of Social Work Theory*. New York, Routledge (Recommend e-book).

Recommended (Check out from library as needed)

Cooper, H. (2017). *Research Synthesis and Meta-analysis, fifth edition*. Thousand Oaks, CA: Sage.

Heyvaert, M., Hannes, K., Onghena, P. (2017). *Using mixed methods research synthesis for literature reviews*. Thousand Oaks, CA: Sage.

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

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

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

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

Kuhn, T. S. (1970). *The structure of scientific revolutions (2nd ed.)*. Chicago, IL: The University of Chicago Press.

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.

Prochaska, J. O. & Norcross, J. C. (2013). *Systems of psychotherapy: A transtheoretical analysis (8th ed.)*. Stamford CT: Cengage Learning.

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.
- Rosenberg, A. (2012). *Philosophy of science: A contemporary introduction* (3rd ed.). New York, NY: Routledge
- Thagard, P. (2012). *The cognitive science of science: Explanation, discovery and conceptual change*. Boston, MA: The MIT Press

Examples of Social Work Journals that may be helpful:

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

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

Additional Readings

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

V. COURSE POLICIES

Students are expected to attend class sessions regularly and to participate in an **interactive** framework between collegiate students and professor. Students are expected to **complete the readings prior to class**, and should be well prepared to participate in discussions. Failure to regularly attend the class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. Students are to notify the professor if they are going to be absent. **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 also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. Final grades assigned in the course are not negotiable.

UNIVERSITY POLICIES

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

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

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

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers. Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that

is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students:

<https://studentaffairs.utexas.edu/>.

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

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit:

<http://diversity.utexas.edu/disability/>.

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

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information.

Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here:

<https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected

by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

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

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

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

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

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

GRADING SCALE

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

VI. COURSE REQUIREMENTS

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

1. Social Work Practice Theory (Synopsis) Paper (30%).

Provides students an opportunity to analyze and critique a practice theory that is being used in social work.

Theories to be covered are:

1. *Critical Race and Intersectionality*
2. *Ecosystems and family systems*
3. *Solution-focused brief therapy*
4. *Narrative Theory and Practice*
5. *Cognitive and behavioral therapies*
6. *MI, /Trans-theoretical and Common Factors*

The social work practice theory paper should review a theory and its' applications to social work. Conduct a thorough search of the literature about the theory. Students will write a **10-12, DS¹ paged (APA format)** paper that summarizes the theory according to these criteria:

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

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

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

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

¹ DS stands for double-space

2. **Social Work Practice Theory Presentation (20%).**

Provides students an opportunity to practice teaching about a theory that is taught in social work.

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

3. **Scoping Literature Review (40%).**

15-18 DS pages not including references, tables and figures about a theoretical question that supports your topic of interest. The total paper should not exceed 25-30 pages.

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

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

PRISMA-Preferred Reporting Items for Systematic Review and Meta-Analysis

MARS-Meta Analysis Reporting Standards

QUORUM-Consensus Statement for quality in reporting in meta-analysis

MOOSE-meta- analysis of observational studies in epidemiology

You are encouraged to do the paper with a partner on the scoping literature review. In fact, this is necessary if you can find a similar topic of interest.

General Steps to follow for the Scoping /Systematic Literature Review

1. Select a topic of interest or problem area. Be specific as you can.
2. Formulate a guiding question for your topic. This can be a broad question to begin and may narrow to information that will lead to more specific questions by the end of the literature review. For example, what is the evidence for one or more different theories that are being used to explain adolescent conduct disorder? What are prevalent theories in knowledge translation research? What is the evidence for specific theories (e.g. self-efficacy) for academic achievement? What are the causal relationships between low income and health outcomes? What is the evidence that adverse childhood experiences predict Borderline personality

disorder in women? What types of cultural adaptations of CBT interventions for depression have been found to be effective for Latinos?

3. Develop a specific set of inclusion criteria for the investigation of the literature that includes clear definitions for what you are wanting to examine. Also, develop any clear exclusion considerations for articles and information that will not be reviewed.
4. Identify your key search strategy including terms and planned electronic data searches that you will use to initially search.
5. Visit with a librarian to improve search terms and strategy.
6. Using your planned search strategy, look for relevant articles that have been published. You may need to limit years or perform a smaller scoping review to get started.
7. Screen abstracts and articles and select the relevant ones that meet your criteria for review.
8. Identify additional sources of information from current articles (e.g. references) and other sources (e.g. websites, reports and other grey literature).
9. Identify and interview one or two experts on your topic area and ask them about your topic and question and also see if they can identify any additional studies that you did not discover in your literature search.
10. Document your complete search following the **Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA)** guidelines and document in a diagram. You should make use of the PRISMA flow diagram, <http://prisma-statement.org/PRISMAStatement/FlowDiagram.aspx>
11. Read each selected article that meets your search criteria, abstract findings, and systematically keep track of the findings. Also consider risk of bias or quality of the studies reviewed.
12. Use a **code sheet** and Excel spread sheet or other method for keeping up with articles and findings.
13. Write up the literature and the findings in a paper that should not exceed 25 pages.

Be sure and include a critical analysis of what you have discovered and a final summary and discussion about what has been learned from the literature review and what questions need to be answered next. Be specific in your formulations of what has been learned and what this means. For example, include one or more examples of how this information may guide other literature reviews or studies, or may add to knowledge in the social work field.

4. Drafts Sections for Your Scoping Literature Review and Discussions (5%).

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

Class dates for Feedback on Scoping Literature Review -- Turn in Drafts and Outlines

Date	Assignment
September 24 th , 2019	Turn in and discuss topic areas and questions
October 1 st , 2019	Turn in and discuss inclusions and exclusion criteria and definitions you will use
October 8 th , 2019	Code book for abstracting data from articles
October 15 th , 2019	Search strategies (include specific terms to be used) and planned data searches. <u>You should have met with a librarian and completed search by now</u>
November 12 th , 2019	Draft Methods, Search Findings, and PRISMA Diagram.
November 19 th , 2019	Your approach to analysis and initial ideas about key themes and findings

5. **Reading Questions and Discussions (5%):** Bring one question to class every week for discussion about the readings and be prepared to offer your ideas about the questions if called upon to do so.

VII. COURSE GRADES

The final course grade will be calculated as follows:

- Social Work Practice Theory Paper (30%)
- Social Work Practice Theory Presentation (20%)
- Scoping Literature Review (40%)
- Draft Sections for Scoping Literature Review and Discussions (5%)
- Reading Questions and Discussions (5%)

VII. COURSE SCHEDULE

(1) September 3: <i>Getting Started: What will I learn in this class? How to Approach and Get Started with Assignments</i>
<i>Readings:</i> Syllabus

(2) September 10: Theory Construction and Use in Social Work

Texts: Jaccard & Jacoby, Chapters 1-6 Payne & Reith-hall Chapters 1, 2, 7, 8 & 9

Example of Using Theory to Develop an Intervention:

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

(3) September 17: Epistemologies that Guide Theory and Research

Texts: Jaccard & Jacoby, Chapters 7, 8 & 10. Payne & Reith-Hall, Chapter 4

Read the following articles:

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

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

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

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.

How do we decide what is real?

Laycock, J.P. (2017). Reply-Do we always practice what we preach? Real Vampires, fears of coming out of the coffin to social workers and helping professionals. *Critical Social Work*, 17 (2), 83-89.

Williams, DJ., Prior, E.E. (2015). Do we always practice what we preach? Real Vampires, fears of coming out of the coffin to social workers and helping professionals. *Critical Social Work*, 16 (1), 79-92.

(4) September 24: Multiple Conceptual Frameworks that Guide Social Work

Texts: Jaccard & Jacoby, Chapter 11

Functional Theory and Task Centered

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

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.

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.

Text: Payne & Reithhall, Chapter 17

Strengths Perspective

Text: Payne and Reith-hall, Chapter 18

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

Biomedical

Text: Payne and Reithhall, Chapter 6

Critical Theory and Other Perspectives

Text: Payne & Reith-hall, Chapter 10, 11 26

Constance-Higgins, M (2012). Critical race theory in social work education: A framework for addressing racial disparities. *Critical Social Work*, 13 (2), 2-16.

Locating Your Disciplinary Discourse

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.

Assignment Due: Topic and Questions for Scoping Review

(5) October 1: Conceptual Frameworks Used in Social Work: Science and Empirical Practice
[Guest Speaker]

Texts: Payne & Reith-Hall, Chapters 3 & 26

Read the following articles:

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

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

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

Read Critique On Using Scientific Medical/Psychological Approaches in Social Work

Buchanan, F. (2013). A critical analysis of the use of attachment theory in cases of domestic violence. *Critical Social Work, 14* (2), 19-31.

Herz, M. (2011). Critical Social Work: Considerations and Suggestions. *Critical Social Work, 12* (1), 28-45.

Assignment Due: Inclusion and exclusion criteria and definitions for Scoping Review

(6) October 8: Critical Race Theory, Post Colonialism, and Intersectionality
[Guest Speaker]

Texts: Payne & Reith-Hall, Chapters 29, 30, & 31

Read the following articles:

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

Dixson, A.D., & Anderson, C. R. (2018). Where are we? Critical race theory in education 20 years later. *Peabody Journal of Education, 93* (1). 121-131.

Kiehne, E., (2016). Latino critical perspectives in social work. *Social Work, 6* (2), 119-126.

Rodgers, S.T. (2017). Womanism and Afrocentricity: Understanding the Intersection. *Journal of Human Behavior and the Social Environment. 27* (1-2), 36-47.

Tomicic, A., Filomena, B. (2018). Between past and present: The Sociopsychological Constructs of Colonialism, Coloniality and postcolonialism. *Integr. Psych. Behav. 52*, 152-175.

Read Examples of Use of Critical Race Theory in Research and Education

Anastas, J. W. (2017). What's the story? Views of pregnant teens in qualitative research. *Affilia, Journal of Women and Social Work*, 32 (2), 134-170.

Davis A. & Livingston, A. (2016). Sharing the stories of racism in doctoral education: The antiracism project. *Journal of Teaching and Social Work*, 36 (2), 197-215

Assignment Due: Codebook for Abstracting Data for Scoping Review

(7) October 15: Ecological and Family Systems Theories [Guest Speaker]

Texts: Payne & Reith-Hall Chapters 12, 15 & 32

Read the following articles:

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

Combs, G. (2019). [White privilege: What's a family therapist to do?](#) *Journal of Marital and Family Therapy*, 45(1), 61-75. doi:10.1111/jmft.12330

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

Knudson-Martin, C., McDowell, T., & Bermudez, J. M. (2019). From knowing to doing: Guidelines for socioculturally attuned family therapy. *Journal of Marital and Family Therapy*, 45(1), 47-60. doi:10.1111/jmft.12299

Seedall, R. B., Holtrop, K., & Parra-Cardona, J. R. (2014). Diversity, social justice, and intersectionality trends in C/MFT: A content analysis of three family therapy journals, 2004-2011. *Journal of Marital and Family Therapy*, 40(2), 139-151. doi:10.1111/jmft.12015

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.

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

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

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

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

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

Assignment Due: Critical Race, Post-Colonial and Intersectionality Paper Due

Search strategies (include specific terms to be used) and planned data searches for Scoping Review. You should have met with a librarian by now.

(8) October 22: Solution-focused Brief Therapy

Texts: Payne & Reith-Hall Chapter 19

Read the following articles:

Franklin, C., Bolton, K. & Guz, S. Gonzales, K.S. (2019). Solution-focused brief family therapy. In B. Fiese (Ed.), *APA handbook of contemporary family psychology*. Washington DC: American Psychological Association.

Franklin, C., Zhang, A., Froerer, A., & Johnson, S. (2016). Solution-focused brief therapy: A systematic review and meta-summary of process research. *Journal of Marital and Family Therapy*, doi:10.1111/JMFT12193

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

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

Zhang, A., Franklin, C., Currin-Mcculloch, J., Park, S., & Kim, J. S. (2017) The effectiveness of Strength-based, Solution-focused brief therapy in medical settings: A systematic review and meta-analysis of randomized controlled trials. *Journal of Behavioral Medicine*. (IF: 2.50). Online first publication. doi: <https://doi.org/10.1007/s10865-017-9888-1>

Read a Practice Application of SFBT in an Alternative School Setting

Franklin, C. & Guz, S. (2017). Tier 1 approach: Schools adopting SFBT model. In J.S. Kim, M.S. Kelly and C. Franklin (Eds.), *Solution-focused brief therapy in schools: A 360-degree view of research and practice principles* (2nd ed.). New York: Oxford University Press.

Assignments Due: Ecological and Family Systems Paper Due

(9) October 29: Narrative Theory and Practice

Texts: Payne and Reithhall, Chapters 21 & 23

Read the following articles

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

Chang, J., Combs, G. Dolan, Y., Freedman, J. Mitchell, T., Trepper, T.S. (2013). From Ericksonian Roots to Postmodern Futures. Part II: Shaping the Future, *Journal of Systemic Therapies*, 32, 2, 35-45.

Combs, G. & Freedman, G. (2016). Narrative Therapy and Relational Understanding of Identity, *Family Process*, 55, 2, 211-224.

Combs, G. & Freedman, J. (2012) Narrative, Poststructuralism, and Social Justice: Current Practices in Narrative Therapy. *The Counseling Psychologist* 40 (7) pp. 1033-1060.

Freedman, J. & Combs, G. (2009). Narrative Ideas for Consulting with Communities and Organizations: Ripples from the Gatherings. *Family Process* 48(3), September, pp. 347-362.

Get to know the Person Behind the Social Construction Theory

Liechty, D. (2014). Review Piece: Thoughts on Reading Peter L. Berger's recent memoir. *Critical Social Work*, 15 (1). 121-131.

<https://ojs.uwindsor.ca/index.php/csw/article/download/5912/4924?inline=1>

Get to know the Founder of Narrative Therapy-Michael White

<https://dulwichcentre.com.au/michael-white-archive/?v=7516fd43adaa>

(10) November 5: Library Day**(11) November 12: Cognitive-Behavioral Theories**

Texts: Payne & Reith-Hall, Chapters 16 & 22

Read the following articles:

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

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

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

44(4), 580-591.

Read a Debate about the Effectiveness of CBT

Johnsen & Friborg, O. (2015). The effects of CBT as an anti-depressive treatment is failing: A meta analysis. *Psychological Bulletin*, 14 (4), 747-768.

Cristea, I. A. et. Al. (2017). The effects of CBT are not systematically failing. A revision of Johnsen & Friborg (2015). *Psychological Bulletin*, 143 (3), 326-340.

Read Pros and Cons of CBT in Social Work Practice

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

Assignments Due: SFBT paper due.

Turn in draft Methods and Search Findings and PRISMA chart.

(12) November 19: *Motivational Interviewing, Transtheoretical model, Common Factors [Guest Speaker]*

Texts: Payne & Reith-Hall, Chapter 20

Read the following articles:

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

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.

Wampold, B.E. (2015). How Important are Common Factors in Psychotherapy? An Update. *World Psychiatry*, 14, 270-277.

Read a Debate about Common Factors

Asnaani, A., & Foa, E. B. (2014). Expanding the lens of evidence-based practice in psychotherapy to include a common factors perspective: Comment on Laska, Gurman, and Wampold.

Psychotherapy, 51, 487– 490. <http://dx.doi.org/10.1037/a0036891>

Baker, T. B., & McFall, R. M. (2014). The promise of science-based training and application in psychological clinical science. *Psychotherapy*, 51, 482– 486.

<http://dx.doi.org/10.1037/a0036563>

Beutler, L. E. (2014). Welcome to the party, but. . . .: A response to Laska, Gurman, and Wampold. *Psychotherapy*, 51, 496 – 499. <http://dx.doi.org/10.1037/a0036540> Need PDF

Laska, K. M., Gurman, A. S., & Wampold, B. E. (2014). Expanding the lens of evidence-based practice in psychotherapy: A common factors perspective. *Psychotherapy*, 51, 467– 481. <http://dx.doi.org/10.1037/a0034332>

Laska, K.M., Wampold, B.E. (2014). Ten things to remember about common factors. *Psychotherapy*, 51 (4). N. 319-324.

Assignments Due: Cognitive behavioral Paper Due.

Summary of Your Approach to Analysis of Your Scoping Review Due

(13) December 3: *Last Class, Celebration and Evaluation*

Assignment Due: Motivational Interviewing, Transtheoretical, Common Factors Paper due.

Final Project Due: Scoping Literature Review

Email assignment to professor before class

Systematic Review Resources

Cochrane Handbook: <http://handbook.cochrane.org/v5.0.2/>

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.

Moher D, Shamseer L, Clarke M, Ghersi D, Liberati A, Petticrew M, Shekelle P, Stewart LA. Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA-P) 2015 statement. *Syst Rev.* 2015;4(1):1. [doi: 10.1186/2046-4053-4-1](https://doi.org/10.1186/2046-4053-4-1)

Prisma Statement. <http://www.prisma-statement.org/>

PROSPERO Register of Ongoing Systematic Reviews. Available: <http://www.crd.york.ac.uk/PROSPERO>.

Register Your Systematic Review

Shamseer L, Moher D, Clarke M, Gherzi D, Liberati A, Petticrew M, Shekelle P, Stewart LA, the PRISMA-P Group. Preferred Reporting Items for Systematic Review and Meta-Analysis Protocols (PRISMA-P) 2015: elaboration and explanation. *BMJ* 2015;349:g7647. doi: [10.1136/bmj.g7647](https://doi.org/10.1136/bmj.g7647)

Scoping Reviews

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

Practice Guidelines Available Online

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

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. Offers training on systematic reviews. 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.

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.