



THE CATHOLIC UNIVERSITY OF AMERICA

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SSS 911
Critique of Theories Influencing Clinical Social Work Practice
(3 credits)
Fall 2009

Instructor: Christine A. Sabatino, MSW, Ph.D, LICSW

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I. COURSE PURPOSE

The purpose of this course is the examination of theories influencing clinical social work practice. Through shared readings, discussion, and seminar presentations, students will critique classical and contemporary clinical practice theories and perspectives using a variety of analytical frameworks. Through focused review of social work and related literature and production of scholarly papers, students will clarify and deepen their understanding of clinical social work practice theory in both its explanatory and change functions.

II. EDUCATIONAL OBJECTIVES

1. To expand the student's theoretical knowledge base of clinical social work practice.
2. To examine practice theory development from historical and contemporary perspectives.
3. To articulate the linkages between practice theories and scientific paradigms of inquiry.
4. To be skilled in the use of conceptual and analytical frameworks to describe, compare, and critique clinical social work practice theories.
5. To analyze the strength of the explanatory and change functions of various clinical social work practice theories.
6. To articulate the linkages between clinical practice theory and the mission and values of the social work profession.
7. To analyze clinical social work practice theory in relation to the transactional nature of social work's person-in-environment perspective.
8. To examine clinical social work practice theory in relation to current knowledge and

- values related to a strengths-perspectives.
9. To evaluate how clinical social work practice theory addresses the impact of multiculturalism, social pluralism, and socio-demographic factors on assessment and intervention.
 10. To study the contributions of related disciplines to the knowledge base of clinical social work practice.
 11. To identify areas for future theory development in clinical practice.
 12. To contribute to the development of social work practice knowledge by expanding the student's capability to examine, synthesize and analyze practice theory and propose new applications to an issue or problem with a specific population.

III. COURSE REQUIREMENTS

A. Required Texts

- Berzoff, J., Flanagan, L., & Hertz, P. (2007). *Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.). Northvale, NJ: Jason Aronson.
- Turner, F. (Ed.) (1996) *Social work treatment: Interlocking theoretical approaches* (4th ed.). New York: The Free Press.
- Walsh, J. (2010). *Theories for direct social work practice* (2nd ed.). Belmont, CA: Thomson Brooks/Cole.

B. Recommended Texts

- Brandell, J (Ed.) (1997). *Theory and practice in clinical social work*. NY: Free Press, Simon and Schuster, Inc.

C. Other Recommended Resources and Media

- Thyer, B. (2005). A note from the editor: A comprehensive listing of social work journals. *Research on Social Work Practice*, 15 (4), 310-311.

D. Course Assignments

- Assignment 1: Scholarly critique of two practice theories
Assignment 2: Scholarly application of a selected practice theory to a specific problem/issue/need and unit of attention (individual, couple, family, or small group).
Assignment 3: Class Presentations
Assignment 4: Class Attendance and Participation

E. Grading Policy

The grade for this course will be based on the University Grading System. Please refer to CUA Announcements, or Program Handbooks for Academic Requirements that include scholastic and behavioral requirements.

Assignment 1	40%
Assignment 2	40%
Assignment 3	10%
Assignment 4	10%

Participation is defined as reading and reflecting upon the required readings prior to class in order to understand the context of the discussion and to speak informatively on the educational topic.

F. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at <http://evaluations.cua.edu/evaluations> using your CUA username and password. Additional informal, written, or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements or appropriate Program Handbook (available on the NCSSS web page) for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. Academic Honesty

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

There is nothing so practical as a good theory. Kurt Lewin
There is no theory that is not beset with problems. Karl Popper

Class Schedule

Unit One Professional Social Work Practice Theory

Class 1

Introduction and Overview of the Course: Professional Social Work, Theory, and Practice

What is the definition of a profession?

Identify the attributes of a profession.

What is the definition of professional social work?

Identify the components of professional social work practice:
transactional nature between persons and environment.

What is the definition of theory?

Define component terms: concepts, facts, hypotheses, principles.

What is theory for clinical social work practice?

Examine explanatory and change functions

How does the professional relationship influence clinical theory?

Examine the common factor central to all theories influencing practice

Required Reading

Asay, T. & Lambert, M. (2002). The empirical case for the common factors in therapy: Quantitative findings. In Hubble, Duncan, & Miller, *The heart and soul of change: what works in therapy* (pp. 23-55). Washington, DC: American Psychological Association. (On Blackboard)

Bartlett, H. (1958). Working definition of social work practice. *Social Work* 3 (2), 5-8. Reprinted (2003) in *Research on Social Work Practice*, 13 (3), 267-270.

Flexner, A. (2001). Is social work a profession? *Research on Social Work Practice* 11 (2), 152-165. (originally published in 1915).

Greenwood, E. (July 1957). Attributes of a profession. *Social Work* 2 (July), 45-55.

Turner, F. (1996). Theory and social work treatment. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches*. (4th ed.) (pp. 1-17) New York: The Free Press.

Recommended Reading

DePoy, E., & Gilson, S.F (2007). *The human experience: Description, explanation, and judgment*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Bring texts to class to review templates found in Turner, Walsh, and others.

Unit Two
Critique of Existing Knowledge for Clinical Social Work Practice

Science is the art of observing carefully with an unbiased, non-prejudicial eye. Weiss

Class 2

Knowledge Building:

**The Nature of Theory and Social Work Perspectives on Clinical Theory and Practice
Critique of Existing Clinical Social Work Knowledge Using Selected Templates**

How does theory explain and predict human behavior?

Guiding clinical social work practice

When is a “theory” not a theory?

Differentiate between theory, perspective, and model.

Which factors are critical to determining the robustness of a theory for clinical social work?

Examining templates for factors related to social work values and ethics, diversity and social justice

Required Readings

Gambrill, E. (2000). The role of critical thinking in evidence-based social work. In P. Allen-Meares, *The Handbook of Social Work Direct Practice*, (pp. 43-64). Thousand Oaks, CA: Sage Publications. (On Blackboard).

Robbins, S., Chatterjee, P., & Canda, E. (2005). The nature of theories. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (pp. 1-23). Boston, MA: Allyn and Bacon. (On Blackboard)

Robbins, S., Chatterjee, P., & Canda, E. (2005). Application of theories. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (pp. 422- 443). Boston, MA: Allyn and Bacon. (On Blackboard)

Turner, F.J. (1996). An interlocking perspective for treatment. In F. Turner, *Social work treatment: Interlocking theoretical approaches*, (4th ed.) (pp. 699-711). New York: The Free Press, Simon & Schuster, Inc.

Walsh, J. (2010). Thinking about theory. In J. Walsh, *Theories for direct social work practice* (2nd ed.)(pp. 1-15). Belmont, CA: Thomson, Brooks/Cole.

Walsh, J. (2010). A social work perspective on clinical theory and practice (2nd. Ed.). In J. Walsh, *Theories for direct social work practice* (2nd ed.) (pp. 16-27). Belmont, CA: Thomson, Brooks/Cole.

Recommended Reading

Fischer, J. (1971). A framework for the analysis and comparison of clinical theories of induced change. *Social Service Review* 45 (4), 440-454.

Hutchison, E., & Charlesworth, L.W. (2003). Theoretical perspectives on human behavior. In E. Hutchinson, *Dimensions of Human Behavior: Person and Environment* (3rd. ed.) (pp. 37-76). Thousand Oaks, CA: Sage Publications.

Meyer, C. (1983). Selecting appropriate practice models. In A. Rosenblatt & D. Waldfogel (Eds.) (pp. 731-749). *Handbook of clinical social work*. San Francisco, CA: Jossey-Bass Inc., Publishers.

Class 3

Knowledge Building:

Philosophical and Empirical Paradigms of Inquiry – Many ways of knowing

What is disciplined inquiry?

Applying questions of ontology, epistemology and methodology

What are the central elements of practice research?

Examining the role of theoretical reasoning and empirical evidence

Required Readings

- Gomory, T (2001). A fallibilistic response to Thyer's theory of theory-free empirical research in social work practice. *Journal of Social Work Education* 37 (1), 26-50. [e-journal]
- Guba, E. (1990). The alternative paradigm dialog. In E. Guba, *The Paradigm Dialog* (pp.17-30). Newbury Park, CA: Sage Publications.
- Thyer, B. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education* 37 (1), 9-25. [e-journal]

Recommended Readings

- Gambrill, E. (2000). The role of critical thinking in evidence-based social work. In P. Allen-Meares, *The Handbook of Social Work Direct Practice*, (pp. 43-64). Thousand Oaks, CA: Sage Publications.
- Kirk, S. & Reid, W. (2002). Knowledge and social work: A historical prospective. In S. Kirk & W. Reid, *Science and social work: A critical appraisal* (pp. 26-50). NY: Columbia Press.
- Meinert, R. (1998). Consequences for professional social work under conditions of postmodernity. *Social Thought* 18 (3), 41-54.
- Murphy, J. & Pardeck, J. (1998). Renewing social work practice through a postmodern perspective. *Social Thought* 18 (3), 5-19.
- Reid, W. (2002). Knowledge for direct social work practice: An analysis of trends. *Social Service Review*, 76 (1), 6-28.
- Robbins, S., Chatterjee, P., & Canada, E. (1999). Ideology, scientific theory, and social work practice. *Families in society: The Journal of contemporary human services*, 80 (4), 374 – 384.
- Robbins, S., Chatterjee, P., & Canda, E. (2005). Phenomenology, social constructionism, and hermeneutics. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (2nd ed.)(pp.324-348). Boston, MA: Allyn and Bacon.
- Weick, A. & Saleebey, D. (1998). Postmodern perspectives for social work. *Social Thought* 18 (3), 21-40.

Unit Three
Dynamic Psychological Theories Influencing Clinical Social Work Practice

Class 4

Classical Psychoanalytic Theory I: Drive Theory, Structural Theory

Internal forces that motivate, dominate, and control human behavior
Examining the dynamic unconscious

Required Reading

- Berzoff, J., (2008). Freud's psychoanalytic concepts. In J. Berzoff, L.M., Flanagan, & P. Hertz, *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd. Ed.)(pp. 17-47). Northvale, NJ: Jason Aronson.
- Brandell, J. & Perlman, F. (1997). Psychoanalytic theory. In J. Brandell, *Theory and practice in clinical social work* (pp.38-80). New York: Free Press, Simon & Schuster, Inc. [Relevant sections].
- Schamess, G. (2008). Structural Theory. In J. Berzoff, L.M., Flanagan, & P. Hertz, *Inside Out and Outside In: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd. Ed.) (pp. 49-62). Northvale, NJ: Jason Aronson.

Recommended Reading

- Mishne, J. (1993). Drive theory. In J. Mishne, *The evolution and application of clinical theory: Perspectives from four psychologies* (pp. 147-168). New York: The Free Press, Simon & Schuster, Inc.
- Robbins, S., Chatterjee, P., & Canda, E. (1998). Psychodynamic theory. *Contemporary human behavior theory: A critical perspective for social work* (pp. 151-187). Boston, MA: Allyn and Bacon. [Relevant sections].
- Strean, H. (1996). Psychoanalytic theory and social work treatment. In F. Turner, *Social work treatment: Interlocking theoretical approaches*, (4th ed.) (pp.523-554). New York: The Free Press, Simon & Schuster, Inc. [Relevant sections].

Class 5

**Classical Psychodynamic Theory:
Ego Psychology, Erikson's Psychosocial Theory**

Internal and external forces impacting on mental and emotional development
Examining the impact of dynamic, social, and cultural forces on internal development

Required Readings

- Berzoff, J. (2008). Psychosocial ego development: The theory of Erik Erikson. In J. Berzoff, L.M., Flanagan, & P. Hertz, *Inside Out and Outside In: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.)(pp.99-120). Northvale, NJ: Jason Aronson.

- Schamess, G. & Shilkrest, R. (2008). Ego psychology. In J. Berzoff, L.M., Flanagan, & P. Hertz, *Inside Out and Outside In: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.)(63-98). Northvale, NJ: Jason Aronson.
- Goldstein, E. (1996). Ego psychology theory. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed.) (pp. 191-217). New York: The Free Press, Simon & Schuster, Inc.
- Walsh, J. (2006). Psychodynamic theory I: Ego psychology. In J. Walsh, *Theories for direct social work practice*. (pp. 28-53). Belmont, CA: Thomson, Brooks/Cole.

Recommended Readings

- Brandell, J. & Perlman, F. (1997). Psychoanalytic theory. In J. Brandell, *Theory and Practice in Clinical Social Work* (pp.38-80). New York: Free Press, Simon & Schuster, Inc.
- Erikson, E. (1993). *Childhood and society*. NY: W.W. Norton & Company.
- Goldstein, E. (1998). Ego Psychology and object relations theory. In R. Dorfman, (1998). *Paradigms of clinical social work*, Volume 2. (pp. 19-41). New York: Brunner-Routledge. [Relevant sections]
- Longress, J. (2000). Three psychological perspectives. In J. Longress, *Human behavior in the social environment* (3rd ed.)(pp. 424-459). Itasca, IL: F.E. Peacock.
- Mishne, J. (1993). Ego psychology. In J. Mishne, *The evolution and application of clinical theory: Perspectives from four psychologies* (pp. 169-195). New York: The Free Press, Simon & Schuster, Inc.
- Robbins, S., Chatterjee, P., & Canda, E. (2005). Psychodynamic theory. *Contemporary human behavior theory: A critical perspective for social work* (pp. 162-197). Boston, MA: Allyn and Bacon.

Class 6

Contemporary Psychoanalytic and Psychodynamic Theory: Object Relations and Self Psychology

What is the role of interpersonal relationships in understanding human behavior?
Examining processes whereby individuals become independent, cohesive persons

Required Reading

- Flanagan, L.M.. (2008). Object relations theory. In J. Berzoff, L.M., Flanagan, & P. Hertz, *Inside Out and Outside In: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.)(pp.121- 160).Northvale, NJ: Jason Aronson.
- Flanagan, L.M.. (2008). The theory of self-psychology. In J. Berzoff, L.M., Flanagan, & P. Hertz, *Inside Out and Outside In: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.)(pp. 161-188).Northvale, NJ: Jason Aronson.

Recommended Readings

- Basham, K., & Miehls, D. (2004). Object relations theory. In K. Basham & D. Miehls, *Transforming the Legacy*. (pp.91-112). New York: Columbia University Press.
- Brandell, J. & Perlman, F. (1997). Psychoanalytic theory. In J. Brandell, *Theory and Practice in Clinical Social Work* (pp.38-80). New York: Free Press, Simon & Schuster, Inc. [Relevant sections]
- Mishne, J. (1993). Object relations theory. In J. Mishne, *The evolution and application of clinical theory: Perspectives from four psychologies* (pp. 196-276). New York: The Free Press, Simon & Schuster, Inc.
- Mishne, J. (1993). Self-psychology. In J. Mishne, *The evolution and application of clinical theory: Perspectives from four psychologies* (pp. 277-322). New York: The Free Press, Simon & Schuster, Inc.
- Walsh, J. (2006). Psychodynamic theory II: Object relations theory. In J. Walsh, *Theories for direct social work practice*. (pp. 56-79). Belmont, CA: Thomson, Brooks/Cole.

Class 7

Contemporary Psychoanalytic and Psychodynamic Theory: Attachment Theory and Relational Theory

What is the role of interpersonal relationships in understanding human behavior?

Examining processes whereby individuals become independent, cohesive persons

Required Reading

- Hadley, M. (2008). Relational theory. In J. Berzoff, L.M., Flanagan, & P. Hertz, *Inside Out and Outside In: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.)(pp.205-228). Northvale, NJ: Jason Aronson.
- Shilkrest, R. & Shilkrest, C. (2008). Attachment theory. In J. Berzoff, L.M., Flanagan, & P. Hertz, *Inside Out and Outside In: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.)(pp.189-204).Northvale, NJ: Jason Aronson.

Recommended Readings

- Basham, K., & Miehls, D. (2004). Attachment theory. In K. Basham & D. Miehls, *Transforming the Legacy*. (pp.113-132). New York: Columbia University Press.
- Bennett, S., Mohr, J., BrintzenhofeSzoc, K. & Saks, L. (2007). General and supervision-specific attachment styles: Relations to student perceptions of social work field supervisors. *Journal of social work in education*.
- Brandell, J. & Perlman, F. (1997). Psychoanalytic theory. In J. Brandell, *Theory and Practice in Clinical Social Work* (pp.38-80). New York: Free Press, Simon & Schuster, Inc. [Relevant sections]
- Goldstein, E. (1998). Ego Psychology and object relations theory. In R. Dorfman, (1998). *Paradigms of clinical social work, Volume 2*. (pp. 19-41). New York: Brunner-Routledge.[Relevant sections].

Unit Four Biological Theory Influencing Clinical Social Work Practice

Class 8 Neurobiology and Trauma

How do the development, structure, and function of the brain impact human behavior?
Examining the impact of brain functioning and trauma on affective regulation and cognitive functioning

Required Reading

Applegate, J., & Shapiro, J. (2005). *Neurobiology for clinical social work: theory and practice*. (pp. xi-14). New York: W.W. Norton & Co.

Bashman, K. (2008). Trauma theory. In J. Berzoff, L.M., Flanagan, & P. Hertz, *Inside Out and Outside In: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (2nd ed.)(pp.411-441). Northvale, NJ: Jason Aronson.

Basham, K., & Miehl, D. (2004). Trauma theory. In K. Basham & D. Miehl, *Transforming the Legacy*. (pp.70-90). New York: Columbia University Press.
Shean, G. (Summer 2001). A critical look at the assumptions of cognitive therapy. *Psychiatry*. 64 (2), 158-164. [e-journal]

Recommended Readings

Courtois, C. (2004). Complex trauma, complex reactions: Assessment and treatment. *Psychotherapy, Theory, Research, Practice, Training* 41(4): 412-425.

Gilson, S.F. (2003). The biological person. In E. Hutchinson, *Dimensions of Human Behavior: Person and Environment* (2nd ed.) (pp. 108-147). Thousand Oaks, CA: Sage Publications.

Herman, J. (1992). Terror. In J. Herman, *Trauma and recovery: the aftermath of violence – from domestic abuse to political terror*. NY: Basic Books.

Lange, J.T., Lange, C., & Cabaltica, R. (2000). Primary care treatment of Post-traumatic stress disorder. *American Academy of Family Physicians*. Retrieved October 16, 2007 from <http://www.aafp.org/afp/20000901/1035.html>

Schore, A. (2005). Attachment, affect regulation, and the developing right brain: Linking developing neuroscience to pediatrics. *Pediatrics in Review*, 26 (6), 204-217.

Schore, A. (2002). Dysregulation of the right brain: a fundamental mechanism of traumatic attachment and the psychopathogenesis of posttraumatic stress disorder. *Australian and New Zealand Journal of Psychiatry*, 36, 9-30.

Shapiro, J. R. & Applegate, J. S. (2000). Cognitive neuroscience, neurobiology and affect regulation: Implications for clinical social work. *Clinical Social Work Journal*, 28(1), 9-21.

van der Kolk, B.A. (2003). Posttraumatic stress disorder and the nature of trauma. In M.F. Solomon & D. J. Siegal (Eds.), *Healing trauma: Attachment, mind, body, and brain* (pp. 168-194). NY: W.W. Norton & Company.

Unit Five
Learning Theories: Influencing Clinical Social Work Practice Theory

Class 9
Behavior Theory and Social Learning Theory

How do human actions and emotions develop, how are they sustained, how are they extinguished?
Examining observable behavior and learned behavior.

Required Readings

- Longress, J. (2000). Three psychological perspectives. In J. Longress, *Human behavior in the social environment* (3rd ed.) (pp. 424-459). Itasca, IL: F.E. Peacock.
- Robbins, S., Chatterjee, P., & Canda, E. (2005). Behaviorism, social learning, and exchange theory. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (pp. 349-385). Boston, MA: Allyn and Bacon.
- Thomlison, F. & Thomlison, R. Behavior theory and social work treatment. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed.) (pp. 39-68). New York: The Free Press, Simon & Schuster, Inc.
- Thyer, B., & Myers, L. (1997). Behavioral and cognitive theories. In J. Brandell *Theory and Practice in Clinical Social Work* (pp.18-37). New York: Free Press, Simon & Schuster, Inc.
- Walsh, J. (2006). Behavior theory. In J. Walsh, *Theories for direct social work practice*. (pp. 107-128). Belmont, CA: Thomson, Brooks/Cole.

Recommended Reading

- Dobson, K. (2001). *Handbook of cognitive/behavior therapies*. New York: Guilford.
- Granvold, E. (Ed.) (1994). *Cognitive and behavioral treatment*. Pacific Grove, CA: Brooks/Cole Publishing.
- Spiegler, M., & Guevremont, D. (2003). *Contemporary behavioral therapy* (4th ed.). Belmont, CA: Thomson/Wadsworth.

Class 10
Cognitive Theory

What is the impact of conscious thinking on human behavior and emotional experiences?
Examining the thought processes that take place between the occurrence of a stimulus and the human response.

Required Reading

- Berlin, S. (2002). *Clinical social work practice: A cognitive-integrative perspective* (pp.1-33) New York: Oxford University Press.

- Lanz, J. (1996). Cognitive theory and social work treatment. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed.) (pp. 69-94). New York: The Free Press, Simon & Schuster, Inc.
- Thyer, B., & Myers, L. (1997). Behavioral and cognitive theories. In J. Brandell, *Theory and Practice in Clinical Social Work* (pp.18-37). New York: Free Press, Simon & Schuster, Inc.
- Walsh, J. (2006). Cognitive theory. In J. Walsh, *Theories for direct social work practice*. (pp. 131-157). Belmont, CA: Thomson, Brooks/Cole.

Recommended Readings

- Beck, J. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford.
- Dobson, K. (2001). *Handbook of cognitive/behavior therapies*. New York: Guilford.
- Granvold, E. (Ed.) (1994). *Cognitive and behavioral treatment*. Pacific Grove, CA: Brooks/Cole Publishing.
- Lyddon, W. (1995). Cognitive therapy and theories of knowing: A social constructionist view. *Journal of Counseling and Development*, 73, 579-584.

Unit Six

Systems Theory Influencing Clinical Social Work

Class 11

Systems Theory

Chaos Theory

- What is the role of the environment in understanding human behavior?
Using a holistic and contextual view of the person-in-situation and social functioning

Required Reading

- Bolland, K., & Atherton, D. (1999). Chaos theory: An alternative approach to social work practice and research. *Families in Society: The Journal of contemporary Human Services*, 80(4), 376-373.
- Friedman, B. (1997). System theory. In J. Brandell, *Theory and Practice in Clinical Social Work* (pp.3-17). New York: Free Press, Simon & Schuster, Inc.
- Halmi, A. (2007). Chaos and non-linear dynamics. *International Social Work*, 46(1), 83-101.
- Hudson, C. (2000). At the edge of chaos: A new paradigm for social work? *Journal of Social Work Education*, 36(2), 215-230.
- Warren, L., & Streeter, C. (1998). New directions in systems theory: Chaos and complexity. *Social Work*, 43(4), 357-372.

Recommended Reading

- Becvar, D. S. & Becvar, R. J. (2006). *Family therapy: A systematic integration*. (6th ed.). Boston, MA: Allyn & Bacon, Publishers.
- Bertalanffy, L. (1968). *General systems theory: Foundations, development application*. New York: Braziller.

- Bronfenbrenner, U. (1989). Ecological system theory. *Annals of Child Development*, 6, 187-249.
- Forder, A. (1976). Social work and systems theory. *British Journal of Social Work*, 6 (1) 23-41.
- Germaine, C. & Gitterman, A. (1996) *The Life Model of social work practice: Advances in theory and practice*. New York: Columbia University Press.
- Gitterman, A. (1996). Life model theory. In F. Turner, *Social work treatment: Interlocking theoretical approaches*, (4th ed.) (pp.389-408). New York: The Free Press, Simon & Schuster, Inc.
- Greene, G.. (1996). Communication theory and social work treatment. In F. Turner, *Social work treatment: Interlocking theoretical approaches*, (4th ed.) (pp.116-145). New York: The Free Press, Simon & Schuster, Inc.
- Minuchin, S., Nichols, M. P., & Lee, W. (2007). *Assessing families and couples: From symptom to system*. Boston, MA: Allyn & Bacon Publishers.
- Nichols, M. P. (2006). *Family therapy: Concepts and methods* (7th ed.). Boston, MA: Allyn & Bacon.
- Walsh, J. (2006). Family emotional system theory. In J. Walsh, *Theories for direct social work practice*, (pp. 80-106). Belmont, CA: Thomson, Brooks/Cole.
- Walsh, J. (2006). Structural family theory. In J. Walsh, *Theories for direct social work practice*, (pp. 181- 206). Belmont, CA: Thomson, Brooks/Cole.

Unit Seven

Critical Theory:

Post-Modern Theories and Paradigms with an Explicit Perspective, Bias, and Values

Class 12

Constructivism, Narrative Theory, and Feminism

What is the nature of reality? How does one acquire human knowledge?
Examining multiple realities, co-constructed life stories, and experiences of women.

Required Readings

- Carpenter, D. (1996). Constructivism and social work treatment. In Francis J. Turner, *Social work treatment: Interlocking theoretical approaches* (4th ed.) (pp. 146-167). New York: The Free Press, Simon & Schuster, Inc.
- Kelly, P. (1996). Narrative theory and social work treatment. In Francis J. Turner, *Social work treatment: Interlocking theoretical approaches* (4th ed.) (pp. 461-479). New York: The Free Press, Simon & Schuster, Inc.
- Valentich, M. (1996). (1996). Feminist theory and social work practice. In F. Turner, *Social work treatment: Interlocking theoretical approaches*, (4th ed.) (282-318). New York: The Free Press, Simon & Schuster, Inc.

Recommended Readings

- Bricker-Jenkins, M. (2000). Feminist social work practice: Womanly warrior. In Allen-Meares, P. & Garvin, C. *The handbook of social work direct practice*, Thousand Oaks, Sage Publications, 151-170.
- Freedman, J. & Combes, G. (1996). *Narrative therapy: The social construction of preferred realities*. New York: W.W. Norton Company.
- Harding, S. (2004). *The feminist standpoint theory reader: Intellectual and political controversies*. New York: Routledge/Taylor and Francis Group.
- Lincoln, Y. (1990). The making of a constructivist. In Guba, E. (Ed.). *The paradigm dialog*. Newbury Park, CA: Sage Publications.
- Monk, G., Winslade, J., Crockett, K., & Epston, D. (1997). *Narrative Therapy in Practice: The archaeology of hope*. San Francisco, CA: Jossey-Bass/Wiley Company.
- Personal Narratives Group (1989). *Interpreting women's lives*. Bloomington, IN: Indiana University Press.
- Saulnier, C.F. (1996). *Feminist theories and social work: Approaches and applications*. New York: The Haworth Press.

Class 13

Empowerment, Strengths, and Racial Discourse

How does the dominant culture impact understanding of well-being, adaptation, and change?

Questioning the universal application of explanatory and change aspects of theories of human functioning

Required Readings

- Robbins, S., Chatterjee, P., & Canda, E. (2005). Theories of empowerment. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (pp. 92-125). Boston, MA: Allyn and Bacon.
- Robbins, S., Chatterjee, P., & Canda, E. (2005). Theories of assimilation, acculturation, and bicultural socialization. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (pp. 126-161). Boston, MA: Allyn and Bacon.
- Saleebey, D. (2006). Introduction: Power to the people. In D. Saleebey (Ed.). *The strengths perspective in clinical social work practice* (4th ed.)(pp.1-23) Boston, MA: Allyn and Bacon.
- Saleebey, D. (2006). The strengths approach to practice. In D. Saleebey (Ed.). *The strengths perspective in clinical social work practice* (4th ed.)(pp.77-91) Boston, MA: Allyn and Bacon.
- Walsh, J. (2006). A social work perspective on clinical theory and practice. In J. Walsh, *Theories for direct social work practice* (pp. 16-26). Belmont, CA: Thomson, Brooks/Cole.

Recommended Readings

- Cox, E., & Parsons, R. (2000). Empowerment oriented practice. In P. Allen-Meares, *The Handbook of Social Work Direct Practice*, (pp. 113- 129). Thousand Oaks, CA: Sage Publications.
- Fraser, M. (Ed.) (1997). *Risk and resilience in childhood: An ecological perspective*. Washington, DC: NASW Press.
- Gutierrez, L.M., Parsons, R.J., & Cox, E.O. (1998). *Empowerment in social work practice: A sourcebook*. Pacific Grove, CA: Brooks/Cole.
- Saleebey, D. (Ed.) (2006). *The strengths perspective in social work practice* (4th ed.). Boston, MA: Allyn & Bacon.
- Spencer, M., Lewis, E., & Gutierrez. (2000). Multicultural perspectives on direct practice. In P. Allen-Meares, *The Handbook of Social Work Direct Practice*, (pp. 131-149). Thousand Oaks, CA: Sage Publications.

Unit Eight

Psycho-Spiritual Theories Influencing Clinical Social Work Practice

Class 14

Transpersonal Theory and Alternative Perspectives

What is the link between psychology and spirituality?
Examining how to achieve the "... possibility encoded in each of us." (Houston quoted by Cowley in Turner, p 669).

Required Readings

- Cowley, A. S. (1996). Transpersonal social work. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed.) (pp. 663-698). New York: The Free Press, Simon & Schuster, Inc.
- Sheridan, M. (2008). The spiritual person. In E. Hutchinson, *Dimensions of Human Behavior: Person and Environment* (3rd ed.) (183-224). Thousand Oaks, CA: Sage Publications. (On Blackboard)
- Smith, E. (1995). Addressing the psychospiritual distress of death as reality: A transpersonal approach. *Social Work*, 40(3), 402-413.

Recommended Readings

- Canda, E., & Smith, E. (2001). *Transpersonal perspectives on spirituality in social work*. New York: Haworth Press.
- Cortright, B. (1997). *Psychotherapy and Spirit: theory and practice in transpersonal psychotherapy*. Albany, NY: SUNY Press.
- Derezotes, D. (1995). Spirituality and religiosity: Neglected factors in social work practice. *Arete*, 20 (1), 1-15.
- Griffith, J. & Groffith, M. (2002). *Encountering the sacred in psychotherapy*. New York: Guilford Press.
- Keefe, T. (1996). Meditation and social work treatment. In F. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed.)(pp. 434-460). New York: The Free Press, Simon & Schuster, Inc.

- Robbins, S., Chatterjee, P., & Canda, E. (2005). Transpersonal theory. In Robbins, Chatterjee, & Canda, *Contemporary human behavior theory: A critical perspective for social work* (2nd ed.)(pp.386- 41).. Boston, MA: Allyn and Bacon.
- Washburn, M. (1995). *The ego and the dynamic ground*. Albany, NY: SUNY Press.
- Welwood, J. (2000). *Towards a psychology of awakening*. Boston, MA: Shambhala.

Summary and New Beginnings

- What is the seminal knowledge-base influencing your clinical social work practice?
Identify well developed theories and concepts as well as gaps in these.
- What is your preferred paradigm of inquiry?
Identify modern and/or post-modernism perspectives.
Choose empirical and/or constructivists approaches.
- How are professional social work perspectives included in your clinical social work practice?
Identify multiple practice levels, empowerment, strengths, and resilience.
- How does your theory for clinical practice include diversity issues?
Identify multicultural, social pluralistic and socio-demographic variables incorporated in your practice model.

References

- Beck, A. (1988). *Cognitive therapy and the emotional disorders*. New York: Meridian.
- Beck, J. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford.
- Becvar, D.S. (1997). *Soul healing: A spiritual orientation in counseling and therapy*. NY: Basic Books.
- Berlin, S. (2002). *Clinical social work practice: Cognitive-integrative perspectives*. New York: Oxford University Press.
- Canda, E. & Smith, E. (2001). *Transpersonal perspectives in social work*. New York: Hayworth Press.
- Cortright, B. (1997) *Psychotherapy and spirituality: Theory and practice in transpersonal psychotherapy*. Albany, NY: SUNY Press.
- Cushman, P. (1995). *Constructing the self, constructing America: A cultural history of psychotherapy*. Cambridge, MA: Perseus Publishing.
- Dobson, K. (2001). *Handbook of cognitive/behavioral therapy*. New York: Guilford.
- DeJong, P. & Berg, I. (2002). *Interviewing for solutions*. (2nd ed.). New York: Brooks/Cole.
- De Poy, E., & Gilson, S.F. (2007). *The human experience: Description, explanation, and judgment*. Lanham, MD: Rowan & Littlefield Publishers, Inc.
- Dorfman, R. (Ed.) (1998). *Paradigms of clinical social work: Volume 2*. NY: Brunner-Routledge.
- Fraser, M. (Ed.) (1997). *Risk and resilience in childhood: An ecological perspective*. Washington, DC: NASW Press.
- hook, b. (2000). *Feminism is for everybody: Passionate politics*. Cambridge, MA: South End Press.
- Goldstein, E. (2001). *Object relations theory and self psychology in social work practice*. New York: Free Press.
- Granvold, D. (Ed.) (1994). *Cognitive and behavioral treatment*. Pacific Grove, CA: Brooks/Cole.

- Greene, R.R. (2007). *Social work practice: A risk and resilience perspective*. Belmont, CA: Brooks/Cole.
- Gutierrez, L.M., Parsons, R.J., & Cox, E.O. (1998). *Empowerment in social work practice: A sourcebook*. Pacific Grove, CA: Brooks/Cole.
- Hubble, M., Duncan, B., & Miller, S. (2002). *The heart & soul of change*. Washington, DC: The American Psychological Association.
- National Association of Social Workers (2006). *NASW standards for cultural competence in social work practice*. [Brochure]. Washington, DC. Author.
- Mishne, J. (1993). *The evolution and application of clinical theory: Perspectives from four psychologies*. New York: The Free Press.
- Payne, M. (2005). *Modern social work theory* (3rd ed.). Chicago, IL: Lyceum Books
- Rapp, C. A. (1998). *The strengths model: Case management with people suffering from severe and persistent mental illness*. New York: Oxford Press.
- Saleebey, D. (Ed.) (2006). *The strengths perspective in social work practice* (4th ed.). Boston, MA: Allyn & Bacon.
- Saulnier, C. (1996). *Feminist theories and social work: Approaches and applications*. Binghamton, NY: Haworth Press.
- Simon, B.L. (1994). *The empowerment tradition in American social work*. NY: Columbia University Press.
- Spiegler, M. & Guevremont, D. (2003). *Contemporary behavioral therapy* (4th ed.). Belmont, CA: Thomson/ Wadsworth.

Class Presentation Outline

Introduction

The class presentation is a dynamic examination and discussion of a theory that is used to guide clinical social work practice. The overarching goal of the class presentation is for the presenter to provide a framework for lively debate that aids students in gaining a deep understanding of each theory, using the knowledge development framework provided in this course.

Directions

Develop an outline for class distribution, based on the required readings and one other scholarly article or book chapter, other than those on the recommended reading list, that summarizes the class topic. Be prepared to present your outline to the class, which should take no longer than one hour, and to lead a class discussion of the theory.

Presentation Outline

Introduction

Briefly discuss the theme that ties together the different theories assigned for this class topic.

Provide a rationale for selecting the *one theory* for your class presentation.

You are invited to add additional sections that you think add breadth to the presentation and will stimulate critical thinking about the theory's influence on social work practice.

Background

Present an introduction, overview, and focus of the selected theory including its

- historical origins and social context the theory
- principle proponents
- path into social work: social work scholars or seminal social work literature
- basic assumptions of the theory
- view of human personality or nature of the individual

Philosophical Base

Discuss the knowledge base of the theory including its

- ontology
- epistemology
- methodology
- underlying value base

The Theory

Discuss how the theory describes

- the nature of normal developmental change and coping
- the origin or nature of problems/challenges/issues/needs
- the principle explanatory concepts
- the nature of clinical intervention and the principal change concepts
- the overarching goal of intervention
- the nature of the helping relationship

- how it is grounded in empirical research

Congruence with Social Work Practice

Discuss the strengths and limitation of the theory in relation to professional social work including

- the mission, values, and ethics of professional social work
- the person-in-environment perspective
- the bio-psycho-social-spiritual nature of well-being
- the strengths perspective
- diversity
- populations-at-risk
- social and economic justice

Critique of Theories Influencing Clinical Social work Practice
SSS 911
Fall 2009
Instructor: Christine Anlauf Sabatino, MSW, Ph D, LICSW

Scholarly Paper Assignments

Students are required to submit two scholarly papers to fulfill requirements for this class.

The first paper compares and contrasts the similarities and differences between two theories selected from two separate units (3-8) in the syllabus. The objective is to gain a conceptual depth of knowledge about these theories using the frameworks for knowledge development provided in this course. This paper is to include a robust review of the literature in social work and related disciplines that develops scholarship or tests the theories.

In the second paper, the student selects one of these two theories and subjects it to a critical analysis of its applicability to a specific psychosocial issue for a specific population. The objective is to present a synthesis and analysis of the theoretical and empirical literature related to the student's practice interests. It is to include a discussion of how this theory incorporates the mission, values, and ethics of professional social work when addressing the problem and population.

The Doctoral Program Handbook defines a scholarly paper as one that is a minimum of 15 pages with a reference list that is equal to or greater in number than the number of pages in the paper. If a paper is 25 pages, it must have a minimum of 25 references.

The maximum page limit for the first scholarly paper is 25 pages, excluding the reference list. The maximum page limit for the second scholarly paper is 20 pages, excluding references.

Comparison of Two Theories for Clinical Social Work Practice Paper # 1

Introduction

This paper examines in detail two theories used in clinical social work practice. The objective is to deepen understanding of the explanatory and change functions of the theories and to evaluate their suitability for clinical social work practice by critically comparing and contrasting them. The paper is to go beyond the class presentations and class readings to include a robust review of the literature in social work and related disciplines that elucidates the theoretical and empirical nature of these theories.

Directions

Review the classical and contemporary literature on the theories.

Compare and contrast the theoretical similarities and differences on the following dimensions.

1. Background
 - historical origins and social context the theory
 - principle proponents
 - path into social work: social work scholars or seminal social work literature
 - basic assumptions of the theory
 - view of human personality or nature of the individual
2. Philosophical Base
 - ontology
 - epistemology
 - methodology
 - underlying value base
3. The Theory
 - the nature of normative developmental change and coping
 - the origin or nature of problems or issues
 - the principle explanatory concepts
 - the nature of clinical intervention and the principal change concepts
 - the overarching goal of intervention
 - the nature of the helping relationship
 - the empirical base
 - discuss the strengths and weaknesses in either the explanatory or change functions
4. Congruence with Social Work Practice
 - the mission, values and ethics of professional social work
 - the person-in-environment perspective
 - the bio-psycho-social-spiritual nature of well-being
 - the strengths perspective
 - diversity
 - populations-at-risk
 - social and economic justice

Critical Application of a Theory to a Clinical Social Work Practice Issue Paper #2

Introduction

This paper takes one of the two theories examined in the previous assignment and applies it to your area of clinical interest. The object of the paper is to critically analyze the suitability of the theory for clinical social work practice with a specific psychosocial problem and a specific population. The paper is to articulate how the theory explains and helps bring about change in a social problem/issue/challenge/need with a specific unit of attention. It integrates theory with a review of the literature on the problem and population as well as your reflections on the gap in practice knowledge.

Directions

Review the classical and contemporary literature on a problem/issue/challenge/need.

Identify a unit of attention or population affected by this issue.

Apply the theory to the problem and population in the following manner.

1. Discuss the nature and scope of the problem/issue/challenge/need.
 - Present the classical and contemporary literature in social work and related fields that explains the condition.
 - Provide data on the extent or prevalence of the problem.
2. Discuss the unit of attention or population that is affected by the problem.
 - Explain the impact of the problem on this unit or population.
 - Provide data on the prevalence or proportion of the population affected by the problem.
3. Analyze the capacity of the theory to explain the nature of the problem and bring about change for the client. Will you need to use more than one theory for this practice issue?
 - How does the theory explain this problem for this population?
 - How does the theory explain normal developmental change without clinical intervention?
 - How does the theory explain the nature of change using clinical intervention?
 - What might be some contraindications for applying this theory to the problem and population?
4. Discuss the strengths and weaknesses of the theory in relation to this problem and population.
 - Does the theory include internal and external factors to explain the problem?
 - Is change directed toward the person, the environment, or a combination of these?
5. Discuss the application of the theory to the problem and population in the context of professional social work's mission, values, and ethics including
 - a focus on the transactions between the person and their environment
 - the bio-psycho-social-spiritual nature of well-being
 - the empowerment, strengths, and resilience perspectives
 - enhancing the well-being of vulnerable, oppressed, and marginalized populations
 - diversity
 - social and economic justice
6. Identify future directions for theory development with this problem and population.