



THE CATHOLIC UNIVERSITY OF AMERICA
National Catholic School of Social Service
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SSS 913
INTEGRATION OF KNOWLEDGE
FOR CLINICAL SOCIAL WORK PRACTICE

Susanne Bennett, PhD

(3 credits)
 Spring 2008

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I. COURSE PURPOSE

This advanced clinical integrative seminar is designed to encourage students to move beyond the theories they have studied and critiqued in their NCSSS doctoral work thus far. The course purpose is two-fold: (1) to integrate previous doctoral course content and (2) to develop knowledge based on the student's particular focus and area of study. Drawing on this integration, expanding upon professional practice experience, and building on social work and related literature, students will develop a unique, theoretically framed set of questions that can be empirically examined. All questions will be aimed at the prevention or remediation of an issue or problem appropriate for intervention by a *clinical* social worker. This course will enable students to think deeply, critically, and creatively about the complexity of professional social work intervention. Course format consists of lecture and seminar discussion.

II. EDUCATIONAL OBJECTIVES

1. Deepen knowledge of the scope of an issue or problem that is appropriate for the practice of clinical social work with a specific target of social work intervention (e.g., individual, couple, family, or small group client system; social work or other professional supervisee or consultee; social work student).
2. Expand understanding of the existing theoretical literature explaining the issue or

problem.

3. Increase knowledge of the theoretical and empirical literature on the state of intervention into the issue or problem.
4. Develop appreciation of the state of social work model development and conceptual approaches with the particular issue or problem.
5. Integrate knowledge of existing theoretical and empirical literature regarding the explanation, intervention, and model development of a particular issue or problem.
6. Propose empirical research questions that examine theories and research pertinent to the particular issue or problem or that examine an existing or newly created model of practice that addresses the issue or problem.
7. Examine and critique the philosophical perspectives and values underlying the proposed questions.
8. Increase appreciation of the transactional nature of social work's person-in-environment perspective as it pertains to the proposed questions.
9. Incorporate in the proposed questions an understanding of the differential needs of groups of varying cultures, ethnicities, races, ages, genders, and sexual orientations.
10. Demonstrate knowledge of resiliency and strength within the proposed questions.
11. Develop, present, and defend the proposed questions in clear, concise, logical, scholarly fashion in writing and in formal presentation to peers.

III. COURSE REQUIREMENTS

A. Required Texts

All required and recommended readings *not* in the required texts can be located on the course blackboard.

Hubble, M., Duncan, B., & Miller, S. (Eds.). (1999). *The heart and soul of change: What works in therapy*. Washington, DC: American Psychological Association.

B. Recommended Text

Allen-Meares, P., & Garvin, C. (Eds.). (2000). *The handbook of social work direct practice*. Thousand Oaks, CA: Sage Publications.

C. Course Assignments

The assignments for this course consist of active class participation, formal presentations to peers, and a scholarly paper. The paper will be written and submitted in 5 parts, as outlined below in Section C. Feedback will be given by the professor on each of the first 4 submitted parts of the paper, and this feedback should be incorporated into the final version of the paper. See attached outline for details of the scholarly paper assignment.

D. Grading Policy

Grades for the course are based on the University grading system. The grade is based on content (substance, attention to assignment, attention to page limit), style (scholarly writing style, APA v. 5 format), and timely submission (assignments submitted later than the assigned or agreed upon date will be downgraded). See directions in course assignment above and in scholarly expectations below for further clarification.

Assignment #1	Section 1 of scholarly paper	Due Class #2	5%
Assignment #2	Sections 2 & 3 of paper	Due Class #5	10%
Assignment #3	Sections 4, 5, & 6 of paper	Due Class #9	10%
Assignment #4	Section 7 of paper	Due Class #12	10%
Assignment #5	Final version of scholarly paper, sections 1-7	Due Class #14	40%
Assignment #6	Class participation & formal presentation	Presentations: Class #14	25%

E. 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 (v. 5) format, and should be carefully proof read by the student before submission to the instructor for grading. It is expected that all assignments will be submitted on the due date. Failure to submit work on time will result in a lowered grade, unless there has been an alternative arrangement with the professor *prior* to the due date of the assignment.

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.

Class Schedule

PART I INTRODUCTION

Defining and distinguishing between practice theory, practice model, clinical social work, psychotherapy, indirect models; what is unique about social work?

Class 1 Introduction and Overview of the Course

Required Readings

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.

Goldstein, E. (2007). Social work education and clinical learning: Yesterday, today, and tomorrow. *Clinical Social Work Journal*, 35, 15-23. DOI 10.1007/s10615-006-0067-z.

Holosko, M. (2003). The history of the working definition of practice. *Research on Social Work Practice, 13*(3), 271-283.

Risler, E., Lowe, L., & Nackerud, L. (2003). Defining social work: Does the working definition work today? *Research on Social Work Practice, 13*(3), 299-309.

Tyson, K. (1992). A new approach to relevant scientific research for practitioners: The heuristic paradigm. *Social Work, 37*(6), 541-556.

Wakefield, J. (2003). Gordon versus the working definition: Lessons from a classic critique. *Research on Social Work Practice 13*(3), 284-298.

PART II IDENTIFYING AN ISSUE OR PROBLEM WITHIN ITS ENVIRONMENT
 What is the problem or issue appropriate for social work intervention? Or, what is the physical, mental, or social condition whose challenge results in a problem? What is the population challenged by this issue or problem? What is the scope of the problem within this population or condition? Why is this of interest to social work? Is this problem observable, and do you have the means of observing it?

Class 2 Identifying an Issue or Problem within its Environment

Required Readings

Feit, M. (2003). Toward a definition of social work practice: Reframing the dichotomy. *Research on Social Work Practice, 13*(3), 357-365.

Fisher, R., & Karger, H. (2000). The context of social work practice. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 5-22). Thousand Oaks: Sage Publications.

Gambrill, E. (2000). The role of critical thinking in evidenced based social work. In P. Allen-Meares, & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 43-64). Thousand Oaks: Sage Publications.

Reamer, F. (1993). Epistemology. In F. Reamer (Ed.), *The philosophical foundations of social work* (pp. 119-153). New York: Columbia University Press.

Simpson, G., Williams, J., & Segall, A. (2007). Social work education and clinical learning. *Clinical Social Work Journal, 35*, 3-14, DOI 10.1007/s10615-006-0046-4.

Assignment 1: Section 1 of paper due class 2

PART III EVALUATING THE LITERATURE, RESEARCH, AND POLICY PERTAINING TO THIS PROBLEM OR ISSUE

Based on an examination of the existing literature, research, and policy regarding this issue or problem with this particular population, how do you further justify your focus? That is: What does the current theoretical literature have to say about this issue or problem? What is the extent of the empirical research that addresses this issue or problem with this particular population? What policies influence this issue or problem with this population? How has the existing literature addressed ethical concerns and values central to social work, such as social justice and attention to marginalized and diverse groups?

Class 3 Critiques of Existing Literature and Empirical Research

Required Readings

Anderson, M. (1993). Studying across difference: Race, class and gender in qualitative research. In J. Stanfield, & R. Dennis (Eds.), *Race and ethnicity in research methods* (pp. 39-52). Newbury Park, CA: Sage Publications.

Bolland, K., & Atherton, C. (2002). Heuristics versus logical positivism: Solving the wrong problem. *Families in Society*, 83(1), 79-96.

Gambrill, E. (2003). From the Editor: Evidenced-based practice: Sea change or the emperor's new clothes? *Journal of Social Work Education*, 39(1), 3-23.

Recommended Readings

Heineman-Pieper, J., Tyson, K., & Heineman-Pieper, M. (2002). Doing good science without sacrificing good values: Why the heuristic paradigm is the best choice for social work. *Families in Society*, 83(1), 15-28.

Class 4 Ethical Assessment of Policies Influencing Issue, Problem, or Population

Required Readings

Reamer, F. (2005). Ethical and legal standards in social work: Consistency and conflict. *Families in Society*, 86(2), 163-169.

Snowden, L. (2000). The new world of practice in physical and mental health: Comorbidity, cultural competence, and managed care. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 437-450). Thousand Oaks: Sage Publications.

Sue, D. (2000). Multidimensional facets of cultural competence. *The Counseling Psychologist*, 29(6), 790-821.

Madden, R. (2000). Legal issues in practice. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 23-42). Thousand Oaks: Sage Publications.

Assignment 2: Sections 2-3 due class 4

PART IV EXPLANATORY THEORIES

How have socio-cultural, social justice, and psychological theories explained the problem or issue? How have biological or spiritual considerations informed these explanations? What is your preferred conceptual explanation (explanatory theory)? What epistemological and ontological view does this explanation represent? Does the theory explain human behavior in terms of development or of learning? How does the effect of environments help explain the issue or problem within this population?

Class 5 Sociological, Socio-cultural, and Social Justice Theories

Required Readings

Bolland, K., & Atherton, C. (1999). Chaos theory: An alternative approach to social work practice and research. *Families in Society*, 80(4), 367-373.

Dietz, C. (2000). Reshaping clinical practice for the new millennium. *Journal of Social Work Education*, 36(3), 503-520.

Forte, J. (2004a). Symbolic interactionism and social work: A forgotten legacy (Part I). *Families in Society*, 85(3), 391-400.

Forte, J. (2004b). Symbolic interactionism and social work: A forgotten legacy (Part II). *Families in Society*, 85(4), 521-530.

Hodge, D. (2007). Social justice and people of faith: A transnational perspective. *Social Work*, 52(2), 139-148

Recommended Readings

Tropman, J., & Richards-Schuster, K. (2000). The concept of levels and systems in social work. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 65-84). Thousand Oaks: Sage Publications.

Class 6 Psychological Theories

Required Readings

Berlin, S. (2000). Thinking differently: The cognitive-integrative approach to changing a mind. In P.Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 175-196). Thousand Oaks: Sage Publications.

Mitchell, S. (1988). The relational matrix. In *Relational concepts in psychoanalysis: An integration* (pp. 17-40). Cambridge: Harvard University Press.

Thelen, E. (2005). Dynamic systems theories and the complexity of change. *Psychoanalytic Dialogues*, 15(2), 255-283.

Warren, K., Franklin, C., & Streeter, C. (1998). New directions in systems theory: Chaos and complexity. *Social Work*, 43(4), 357-372.

Class 7 Biological and Spiritual ConsiderationsRequired Readings

Baylis, P. (2006). The neurobiology of affective interventions: A cross-theoretical model. *Clinical Social Work Journal*, 34(1), 61-81.

Northcut, T. (2000). Constructing a place for religion and spirituality in psychodynamic practice. *Clinical Social Work Journal*, 28(2), 155-169.

Snyder, C., Michael, S., & Cheavens, J. (1999). Hope as a psychotherapeutic foundation of common factors, placebos, and expectancies. In M. Hubble, B. Duncan, & S. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 179-200). Washington, DC: American Psychological Association.

Recommended Readings

Canda, E., & Furman, L. (1999). Creating a spiritually sensitive context for practice. In *Spiritual diversity in social work practice* (pp. 183-213). New York: The Free Press.

Schore, A. (1997). Early organization of the nonlinear right brain and development of a predisposition to psychiatric disorders. *Development and Psychopathology*, 9, 595-631.

Class 8 Critiques of Explanatory Theories

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.

Spencer, M. Lewis, E. & Guitierrez, L. (2000). Multicultural perspectives on direct practice in social work. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 131-150). Thousand Oaks: 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.

Recommended Readings

Bricker-Jenkins, M. (2000). Feminist social work practice: Womanly warrior. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 151-170). Thousand Oaks: Sage Publications.

Assignment 3: Sections 4-6 due class 8**PART V CHANGE MODELS**

What is the expected outcome of change efforts? What interventions have been demonstrated to be effective? What is your preferred explanation of change? What are the common and/or curative factors evident in this effort toward change? What is the role of the social worker in the process of change? In what actions or techniques does the client or social worker engage? Do certain populations call for particular treatment approaches? How is the clinical relationship used to promote change? How is time used to promote change? How is space or environment used? Under what context is social work practiced here?

Class 9 Change Models: Focus on the MethodsRequired Readings

Blythe, B., & Briar, S. (1985). Developing empirically based models of practice. *Social Work, 30*(6), 483-488.

Blythe, B. & Reithoffer, A. (2000). Assessment and measurement issues in direct practice in social work. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 551-564). Thousand Oaks: Sage Publications.

McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work, 51*(2), 147-156.

Ogles, B., Anderson, T., & Lunnen, K. (1999). The contribution of models and techniques to therapeutic efficacy: Contradictions between professional trends and clinical research. In M. Hubble, B. Duncan, & S. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 201-226). Washington, DC: American Psychological Association.

Recommended Readings

Messer, S. B., & Warren, C. S. (1995). The advent of brief psychodynamic therapy. In *Models of psychodynamic brief therapy: A comparative approach* (pp. 3-66). New York: Guilford Press.

Sallee, A. (2003). A generalist working definition of social work: A response to Bartlett. *Research on Social Work Practice, 13*(3), 249-356.

Thyer, B. & Myers, L. (2000). Approaches to behavioral change. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 197-216). Thousand Oaks: Sage Publications.

Class 10 Change Models: Focus on the Relationship

Required Readings

Bachelor, A., & Horvath, A. (1999). The therapeutic relationship. In M. Hubble, B. Duncan, & S. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 133-178). Washington, DC: American Psychological Association.

Drisko, J. (2004). Common factors in psychotherapy outcome: Meta-analytic findings and their implications for practice and research. *Families in Society, 85*(1), 81-90.

Safran, J., & Muran, C. (2000). The therapeutic alliance reconsidered. In *Negotiating the therapeutic alliance: A relational treatment guide* (pp. 1-29). New York: Guilford Press.

Recommended Readings

Eagle, M. (2003). Clinical implications of attachment theory. *Psychoanalytic Inquiry, 23*(1), 27-53.

Tallman, K. & Bohart, A. (1999). The client as a common factor: Clients as self-healers. In M. Hubble, B. Duncan, & S. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 91-132). Washington, DC: American Psychological Association.

Class 11 Change Models: Focus on the Population

Required Readings

DeJong, P., & Berg, I. K. (2001). Co-constructing cooperation with mandated clients. *Social Work, 46*(4), 361-374.

Hutchison, E. (1987). Use of authority in direct social work practice with mandated clients. *Social Service Review, 61*(4), 581-598.

Sue, S., Zane, H., & Young, K. (1994). Research on psychotherapy with culturally diverse populations. In A. Bergin & S. Garfield, Eds., *Handbook on psychotherapy and behavior change* (4th ed.) (pp. 783-817). New York: John Wiley.

Recommended Readings

Faller, K. (2000). Individual change in children and direct social work practice. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 261-280). Thousand Oaks: Sage Publications.

Himle, J. (2000). Affective change: Depression and anxiety disorders. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 217-240). Thousand Oaks: Sage Publications.

Reid, W. & Misener, E. (2000). Adult change. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 241-260). Thousand Oaks: Sage Publications.

Assignment 4: Section 7 due class 11

PART VI KNOWLEDGE BUILDING

What questions need to be addressed to lead to a deeper theoretical understanding or explanation of this issue or problem with this particular population? What existing models of intervention need to be examined? What models of intervention need to be created to build social work knowledge? What are the implications for practice, policy, and/or social work education, were this model to be implemented?

Class 12 Relevant Research Questions and Workable Models

Required Readings

Hubble, M., Duncan, B., & Miller, S. (1999). Directing attention to what works. In M. Hubble, B. Duncan, & S. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 407-448). Washington, DC: American Psychological Association.

Reid, W., Kenaley, B., & Colvin, J. (2004). Do some interventions work better than others? A review of comparative social work experiments. *Social Work Research*, 28(2), 71-36.

Rosen, A. (2003). Evidence-based social work practice: Challenges and promise. *Social Work Research*, 27(4), 197-208.

Prochaska, J. (1999). How do people change, and how can we change to help many more people? In M. Hubble, B. Duncan, & S. Miller (Eds.). *The heart and soul of change: What works in therapy* (pp. 227-258). Washington, DC: American Psychological Association.

Class 13 Appropriate Evaluation of Proposed Research Questions

Required Readings

Asay, T., & Lambert, M. (1999). The empirical case for the common factors in therapy: Quantitative findings. In M. Hubble, B. Duncan, & S. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 33-56). Washington, DC: American Psychological Association.

Malone, P., & Chenail, R. (1999). Qualitative inquiry in psychotherapy: Research on the common factors. In M. Hubble, B. Duncan, & S. Miller (Eds.), *The heart and soul of change: What works in therapy* (pp. 57-90). Washington, DC: American Psychological Association

Class 14 Concluding Thoughts and Presentations of Research Questions

Required Readings

Bidgood, B., Holosko, M., & Taylor, L. (2003). A new working definition of social work practice: A turtle's view. *Research on Social Work Practice*, 13(3), 400-408.

Ramsay, R. (2003). Transforming the working definition of social work into the 21st Century. *Research on Social Work Practice*, 13(3), 324-338.

Assignment 5: Final revised paper, sections 1-7, due class 14