



School of Social Work
Challenging Minds
Leading Change
Transforming Lives

Social Work Theory I: Theories for Practice and Research with Individuals
Syllabus - SW 9210
Fall 2013 - 3 Credits

COURSE DESCRIPTION

Major theoretical systems currently used in clinical social work practices presently used with individuals, examined from six vantage points: model origin; conceptual framework; view of person-in-environment; philosophy of treatment; model effectiveness; practice controversies. Prereq: consent of advisor; doctoral student.

COURSE COMPETENCIES AND PRACTICE BEHAVIORS FOR THIS COURSE

1. Describe and appraise essential concepts in key theories of practice and research with individuals.
2. Assess the value of major theories of practice and research with individuals in understanding social work practice, social problems, human systems, and human behavior.
3. Understand and apply theory for research design and practice.

COURSE TEXTS

One text, available at Barnes & Noble and Marwil's Bookstores (located on Cass at Warren), is required for this course:

Prochaska, J. & Norcross, J. (2010). *Systems of Psychotherapy: A transtheoretical analysis, 7th edition*. Belmont, CA: Cengage.

[Additional readings are also required, and will be distributed by the instructors for each module.]

INTRODUCTION

This course is designed to offer students an intensive survey of the major theoretical systems currently used in clinical social work practice with individuals. Examining three distinctive theoretical models of clinical practice – psychodynamic, cognitive-behavioral, and humanistic-existential – the course explores each theoretical framework from six vantage points. These are: (1) **Origins of the model**: demonstrate awareness of the history of the theoretical framework and its incorporation into clinical social work instruction and practice; (2) **Basic conceptual framework**: recognize the most salient principles for practice associated with each model, including ideas that are unique to a particular model of practice; (3) **View of the person and environment**: appraise the nature of the hypothesized relationship between individuals and the environments of which they are a part; perspectives on human development and psychopathology, and the contribution of biological, social, and psychological factors; (4) **Philosophy of treatment**: differentiate the role of the practitioner using a particular theoretical approach; assumptions about the nature of the client's understanding of and participation in the treatment relationship; relative "goodness of fit" with basic social work precepts; (5) **Effectiveness of the model**: Critically summarize the extent research on both process and outcome; nature of the model's performance and efficacy in application to specific clinical

problems/issues; and (6) ***Particular practice controversies***: Identify specific areas of resonance/dissonance with social work treatment, philosophy and practice principles.

PERFORMANCE CRITERIA

Students are expected are expected to demonstrate an advanced level of understanding of each theoretical system. Students will be expected to demonstrate their progress in comprehension and integration of the course material through class attendance and participation, and through assigned papers, presentations, and/or examinations.

GRADING AND ASSIGNMENTS

Assignment	Percentage	Related Course Competency #
Class Presentation & Lead Class Discussion	30%	
Comparative Analysis Paper	50%	
Final Class Summarization	10%	
Attendance & Summaries of Class Readings	10%	
TOTAL	100%	

GRADING POLICY

See Graduate School grading policy at: <http://www.bulletins.wayne.edu/gbk-output/index.html>
Grade distribution:

100-95 A	94.9-90 A-	89.9-87 B+	86.9-83 B	82.9-80 B-	79.9-77 C+
79.9-77 C+	76.9-73 C	72.9-70 C-	69.9-67 D+	66.9-63 D	62.9-60 D-

COURSE ORGANIZATION

This course is co-taught by doctoral faculty of the School of Social Work. The course exposes students to three major theoretical domains used in research and practice with individuals: (1) cognitive-behavioral theories; (2) psychodynamic theories; and (3) existential-humanistic theories. Pedagogical techniques used in this course include: lecture-discussion; consultation; video and audio-taped clinical material; and possible guest lecture presentation in connection with particular content. Students are encouraged, whenever possible, to research theoretically and/or clinically relevant questions through specific assignments, although a generous portion of class time will also be devoted to the discussion of such issues. Although this is not a clinical course in the narrow sense of the term, clinical case data may be used as a springboard for discussion of relevant theoretical issues involving a particular framework.

ROLE OF THE STUDENT AND INSTRUCTOR

See University Statement of Obligation of Students and Faculty Members of the teaching - learning process <http://www.bulletins.wayne.edu/fib/fib2d.html>.

POLICIES FOR THIS COURSE

Attendance policy:

Students are expected to attend all class sessions and be on time. Excessive absences or tardiness will lower the student's grade. Students are expected to actively participate in class discussions.

Electronic communication policy:

Electronic communication equipment will be allowed at the discretion of the individual instructor only for class related purpose. All cellphones should be turn to "silent" or "vibrate".

Late or missing assignments:

Students are expected to turn in their assignments on the due date. Late assignments will result in a lower grade.

Incomplete grade policy: (http://socialwork.wayne.edu/incomplete_grade_policy.pdf)

The mark of "I" (Incomplete) is given when a student has not completed all the work for a class and it is determined by the student and the course instructor that the student will be unable to complete the work prior to the date that semester course grades are due to be submitted to the university. The use of the grade of Incomplete ("I") is *not* routine and is limited to only those circumstances that cause disruptions that are beyond the student's control so that s/he could not complete the required course work by the end of the semester. In order to be granted a mark of "I", the course instructor and student **must** complete and sign a "Contract for Completion of Incomplete Form" which must include the agreed-upon assignment due date between student and faculty. It is the policy of the WSU School of Social Work that marks of "Incomplete" submitted to the university at the end of a semester as a student's final course grade **must be satisfied before the first day of classes of the following semester**. If incompletes are not satisfied by the date of agreement between the faculty member and student, the incomplete grade will revert to a failing grade for the course.

Inclement weather:

Please refer to: http://fisopsprocs.wayne.edu/appm/10.1_severe_weather_closure.htm

The decision to cancel classes due to inclement weather is made by WSU administration as is not within the instructor's domain. WSU will publicize school closure through its newsline (577-5345), its home page www.wayne.edu, Pipeline (www.pipeline.wayne.edu), WDET-FM radio (101.9) and other media sources.

WSU STUDENT RESOURCES:

Students with disabilities: Please refer to: <http://studentdisability.wayne.edu/rights.php>.

Academic integrity and student code of conduct:

http://www.doso.wayne.edu/student-conduct/Academic_Integrity.html

Counseling and Psychological Services (CAPS) at Wayne State: For counseling and psychological services please refer to: <http://www.caps.wayne.edu/>

QUESTIONS TO ORIENT SEMINAR DISCUSSIONS AND PRESENTATIONS:

- What are the philosophical origins and historical influence of the theory?
- What are the basic tenets of this theory?
- What are the methods of clinical practice with this model?
- How does the theory explain what constitutes healthy and adaptive functioning?
- Discuss the theory's understanding and description of the change process.
- What are the strengths and weaknesses of this theory/model/method?
 - What are the common criticisms of the theory?
 - When/with whom would it make the most sense to use this method in practice?
- Consistency with Social Work principles:
 - In what ways does it fit? In what ways does it not fit?
- Compare and contrast this theory/method/model with others that you have learned about from this class or from other sources.
- Research
 - How does this theory inform research methods and topics
 - Develop a testable research question that is informed by this theory.

VII COURSE CONTENT

Session 1: Course overview and expectations; Discussion of reading and other assignments; Review of philosophic foundations and social work theory.

Required Readings:

Ch. 1. Defining and comparing psychotherapies (pp. 1-23).

Prochaska, J. O. & Norcross, J. C. (2010). *Systems of psychotherapy: A transtheoretical analysis*, 7th Ed. Belmont, CA: Brooks/Cole.

Session: 2: Start of Cognitive-Behavioral Theories

I. CBT-Origins of Cognitive-Behavioral Practice Approaches

Required Readings:

Beck, J. S. (2011). Introduction to cognitive behavior therapy. In *Cognitive behavior therapy: Basics and beyond* (pp. 1-16). New York: Guilford.

Emmelkamp, P. M. G., Ehring, T., & Powers, M. B. (2010). Philosophy, psychology, causes, and treatments of mental disorders. In N. Kazantzis, M. A. Reinecke, & A. Freeman (Eds.), *Cognitive and behavioral theories in clinical practice*. New York: Guilford.

Leahy, R. L. (1996). Historical Context of Cognitive Therapy. In R. L. Leahy's *Cognitive therapy: Basic principles and applications* (pp. 9-22). Lanham, MD: Jason Aronson.

Prochaska, J. O., & Norcross, J. C. (2010). Cognitive Therapies. In *Systems of psychotherapy: A transtheoretical analysis* (7th ed.), (pp. 295-334). Belmont, CA: Brooks/Cole.

Session 3

II. CBT-Philosophy of Treatment and Basic Conceptual Framework

Required readings:

Beck, J. S. (2011). Cognitive conceptualization. In *Cognitive behavior therapy: Basics and beyond* (pp. 29-45). New York: Guilford.

Ellis, A. & Dryden, W. (1997). The general theory of REBT. In A. Ellis & W. Dryden's *The practice of Rational-Emotive Behavior Therapy* (pp. 1-26). New York: Springer.

Prochaska, J. O., & Norcross, J. C. (2010). Behavior Therapies. In *Systems of psychotherapy: A transtheoretical analysis* (7th ed.), (pp. 243-294). Belmont, CA: Brooks/Cole.

Granvold, D. K. (2010). Cognitive-behavioral therapy with adults. In J. R. Brandell (Ed.), *Theory & Practice in Clinical Social Work* (2nd ed., pp. 179-212). New York: Sage.

Session 4

III. CBT-View of the Person and Environment & CBT and Social Work Values

Required readings:

Chaterjee, P., & Brown, S. (2011). Cognitive theory and social work treatment. In F.J. Turner (Ed.), *Social work treatment: Interlocking theoretical approaches* (4th ed.), (pp. 94-115). New York: Oxford.

González-Prendes, A. A. & Brisebois, K. (2012). Cognitive-behavioral practice and social work values: A critical analysis. *Journal of Social Work Values and Ethics*, 9 (2), 21-33.

Hays, P. A. (2006). Introduction: Developing culturally responsive cognitive-behavioral therapies. In P. A. Hays & G. Y Iwamasa (Eds.). *Culturally responsive cognitive-*

behavioral therapy: Assessment, supervision, and practice (pp. 3-19). Washington, DC: American Psychological Association.

Session 5.

IV. CBT-Empirical Support & Practice Controversies

Required readings:

- Butler, A. C., Chapman, J. E., Forman, E. M., & Beck A. T. (2006). The empirical status of cognitive-behavioral therapy: A review of meta-analyses. *Clinical Psychology Review*, 26, 17-31.
- Corrigan, P. W. & Calabrese, J. D. (2004). Cognitive therapy and schizophrenia. In M. A. Reinecke & D. A. Clark (Eds.), *Cognitive Therapy Across the Lifespan: Evidence and practice* (pp. 315-332). New York: Cambridge University Press.
- Hoffman, S. G., Asnaani, A., Vonk, I. J. J., Sawyer, A. T., & Fang, A. (2012). The efficacy of cognitive-behavioral therapy: A review of meta-analyses. *Cognitive Therapy and Research*, 36, 427-440.

Recommended readings:

- Dattilio, F.M. (2001). Cognitive-behavior family therapy: Contemporary myths and misconceptions. *Contemporary Family Therapy: An International Journal*, 23, 3-18.
- Freeman, A. (2004). Cognitive behavioral treatment of personality disorders in childhood and adolescence. In R. L. Leahy (Ed.), *Contemporary cognitive therapy: Theory, research, and practice* (pp. 319-337). New York: Guilford Press.

Session 6: Start of Psychodynamic Theories

I. Classical Psychoanalytic Theory and Historical Context

Required reading:

- Mitchell, Stephen A., & Black, Margaret J., (1995). *Freud and beyond: A history of modern psychoanalytic thought*. New York: Basic Books.

Recommended readings:

- Brandell, J. (2004). Psychoanalytic theories of development and dysfunction: Classical Psychoanalytic theory (chapter 2). In *Psychodynamic Social Work* (pp. 25-43). New York: Columbia University Press.
- Strean, H. S. (1996). Applying psychoanalytic principles to social work practice: An historical review (chapter 1). In J. Edward & J. Sanville (Eds.), *Fostering Healing and Growth: A Psychoanalytic Social Work Approach* (pp. 1-22). Northvale, New Jersey: Jason Aronson, Inc.
- Borden, W. (2010). The relational paradigm in contemporary psychoanalysis: Toward a psychodynamically informed social work perspective. *Social Service Review*, 74 (3), 352-379.
- Malawista, K. L., Adelman, A., J., & Anderson C. L. (2012). New Furniture: Analysts reflect on superego development (chapter 4). In *Wearing my Tutu to Analysis and Other Stories: Learning Psychodynamic Concepts from Life* (pp. 30-39). New York: Columbia University Press.
- Edward, J. (1996). Listening, hearing and understanding in psychoanalytically oriented treatment (chapter 2). In J. Edward & J. Sanville (Eds.), *Fostering Healing and Growth: A Psychoanalytic Social Work Approach* (pp. 23-45). Northvale, New Jersey: Jason Aronson, Inc.

Session 7:

II. Ego Psychology and Attachment Theory

Required Readings:

- Bowlby, John. (1979). *The making and breaking of affectional bonds*. New York: Routledge.
- Goldstein, E. (1995). The ego and its functions (chapter 3). In *Ego Psychology and Social Work Practice* (2nd ed.) (pp. 53-71). New York: The Free Press.
- Goldstein, E. (1995). The ego and its defenses (chapter 4). In *Ego Psychology and Social Work Practice* (2nd ed.) (pp. 72-85). New York: The Free Press.

Recommended Readings:

- Davies, D. (2011). Attachment as a context of development (chapter 1). In *Child Development: A practitioner's Guide* (3rd ed.) (pp. 7-38). New York: The Guilford Press.
- Brandell, J. R. & Ringel, S. (2004). Psychodynamic perspectives on relationship: Implications of new findings from human attachment and the neurosciences for social work education. *Families in Society*, 85(4), 549-556.
- Malawista, K. L., Adelman, A., J., & Anderson C. L. (2012). Ode to a tissue: Analysts reflect on transitional objects and phenomena (chapter 7). In *Wearing my Tutu to Analysis and Other Stories: Learning Psychodynamic Concepts from Life* (pp. 30-39). New York: Columbia University Press.
- Cassidy, J. (2008). The nature of the child's ties (chapter 1). In J. Cassidy & P. Shaver (Eds.), *Handbook of Attachment* (2nd ed.) (pp. 3-22). New York: The Guildford Press.
- Saari, C. (2002). The Environment in emotional experience (chapter 1). In *The Environment: Its Role in Psychosocial Functioning and Psychotherapy* (pp. 17-28). New York: Columbia University Press.

Session 8:

III. Object Relations and Self Psychology

Required Readings:

- Goldstein, E. (2001). Object relations theory: Major concepts (chapter 3). In *Object Relations Theory and Self Psychology in Social Work Practice* (pp. 53-78). New York: the Free Press.
- Goldstein, E. (2001). Self psychology: Major concepts (chapter 4). In *Object Relations Theory and Self Psychology in Social Work Practice* (pp. 79-95). New York: the Free Press.
- Berzoff, J., Flanagan, L. M., & Hertz, P. (2011). The bridge: From theory to practice. In J Berzoff, L. Flanagan & P. Hertz (Eds.), *Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts* (pp. 284-293). New York: Rowman & Littlefield Publishers, Inc.
- Brandell, J. (2004). Dynamic assessment (chapter 6). In *Psychodynamic Social Work* (pp. 135-159). New York: Columbia University Press.

Recommended Readings:

- Frank, M. G. (1996). A clinical view of the use of psychoanalytic theory in front-line practice (chapter 4). In J. Edward & J. Sanville (Eds.), *Fostering Healing and Growth: A Psychoanalytic Social Work Approach* (pp. 59-76). Northvale, New Jersey: Jason Aronson, Inc.

Session 9.

IV. Treatment and Efficacy

Required readings:

- Goldstein, E. (2001). The beginning phase (chapter 7). In *Object Relations Theory and Self Psychology in Social Work Practice* (pp. 155-185). New York: The Free Press.
- Applegate, J. S. (2004). Full circle: Returning psychoanalytic theory to social work education. *Psychoanalytic Social Work*, 11(1), 23-36.
- Shedler, J. (2010). The efficacy of psychodynamic psychotherapy. *American Psychologist*, 65(2), 98-109.
- Brandell, J. (2004). Portion of chapter 1: Enter Freud: Psychodynamic thinking and clinical social work –pp. 13-24. In *Psychodynamic Social Work*. (pp. 13-24). New York: Columbia University Press.

Recommended

- Brandell, J. (2004). Chapters 7-9: Beginning treatment; Middle phase of treatment & Termination. In *Psychodynamic Social Work*. (pp. 160-254). New York: Columbia University Press.

Session 10: Start of Existential-Humanistic Theories

I. Existential-Humanistic Approaches: Existential therapies

Required Readings:

- Frankl, V. (1984). *Man's search for meaning*. New York: Pocket Books.
- Ch. 4 Existential therapies (pp.94-128). Prochaska, J. O. & Norcross, J. C. (2010). *Systems of psychotherapy: A transtheoretical analysis*, 7th Ed. Belmont, CA: Brooks/Cole.

Session 11.

II. Person Centered Therapy

Required Readings:

- Rogers, Carl R. (1961). *On becoming a person*. New York: Houghton Mifflin.
- Ch. 5 Person-centered therapy (pp.129-159). Prochaska, J. O. & Norcross, J. C. (2010). *Systems of psychotherapy: A transtheoretical analysis*, 7th Ed. Belmont, CA: Brooks/Cole.

Recommended Readings:

- Miller, W. R. & Rollnick, S. (2002). Why do people change? Ambivalence: The dilemma of change. Facilitating change, What is Motivational Interviewing? In *Motivational Interviewing 2nd Ed.: Preparing people for change*, (pp.3-42). NY: Guilford Press.

Session 12.

III. Existential-Humanistic Approaches: Gestalt and Experiential Therapies

Required Readings:

- Ch. 6 Gestalt and Experiential Therapies (pp. 160-193). Prochaska, J. O. & Norcross, J. C. (2010). *Systems of psychotherapy: A transtheoretical analysis*, 7th Ed. Belmont, CA: Brooks/Cole.

- Bohart, A. C. & Tallman, K. (1998). Ch. 8. The Person as Active Agent in Experiential Therapy, In L. S. Greenberg, J. C. Watson, & G. Lietaer (Eds). *Handbook of experiential psychotherapy* (pp.178-200). NY: Guilford Press.

Session 13.**IV. Gender-sensitive and Multi-cultural approaches**

Required Readings:

Ch. 12 Gender sensitive therapy (pp.375-398) and Ch. 12 Multi-cultural therapy (Ch. 399-431). Prochaska, J. O. & Norcross, J. C. (2010). *Systems of psychotherapy: A transtheoretical analysis, 7th Ed.* Belmont, CA: Brooks/Cole.

NOVEMBER 28 – NO CLASSES – THANKSGIVING BREAK**Session 14.****Course Wrap-Up and Conclusion**

Required reading:

Prochaska et al. (2010): Ch. 16 Comparative conclusions (pp.485-516).
Ch. 17 The future of psychotherapy (pp.517-534).

Course Assignments**1. Class presentations [30% of the grade]**

- a. On a rotating basis, all students will conduct an oral critical analysis of the theme assigned for the particular class session. If using PowerPoint for the oral presentation, the student should furnish copies of the presentation for the instructor and other students. Otherwise, the student should provide a summary of major points of his/her presentation.
- b. Lead class discussion.

Note: Presentations should run approximately 20-25 minutes each. Students may feel free to quote material selectively but are discouraged from reading long passages as a part of their presentation. Instead, please provide a synthetic overview of the material.

2. Summaries of class readings/participation/attendance [10% of the grade – Due date: each class session].

- a. For each class the student must write and turn in a one-page summary of each reading assigned for that class session. The suggested outline for this summary is as follows:
 - i. Brief summary of the article [one paragraph].
 - ii. Key concepts presented by the author [one paragraph].
 - iii. Personal reflections [one paragraph].
 - iv. Two questions for the presenter to generate class discussion.
- b. If the assigned reading is a book, the student will be expected to write:
 - i. 2-3 page summary of the book that includes 3paragraphs:
(1) Introduction, (2) Body, and (3) Conclusion.

3. Final class research discussion [10% of the grade – Due date: final class session].

- a. For the last class meeting, prepare a 1-2 page handout summarizing how you would frame your research question and hypotheses from each of the three theoretical perspectives discussed in this course.

4. Comparative Analysis Paper [50% of the final grade – Due date: Final class session].

- a. Write a 25-30 page paper employing the five point framework that appears below as a basis for the comparative analysis of two models covered in class and readings

Conceptual Framework for the Analysis of a Particular Theoretical System

(Cognitive-Behavioral, Humanistic-Existential, or Psychodynamic):

I. Philosophical/historical roots

II. Theoretical framework. Discuss

- the fundamental epistemology of the theoretical system (e.g., objectivist or subjectivist)
- methodological basis (experimental/manipulative, hermeneutic/dialectic transformative)
- notions of causality:
 - assumptions about body/mind, inner/outer, present/past, rational/nonrational
 - how do people come to grief [what causes problems for people?]
 - attitude toward change (what constitutes change; how does change takes place?)
- nature of support for/against theory (empirical, practice wisdom); testability of the theory.
- how do theoretical concepts translate into or guide specific practice goals and practice skills?
- what social work values are embraced?

III. Target group. Discuss

- populations
- problems
- those for whom this model is contraindicated

IV. Nature of the roles and responsibilities assumed by therapist and client

- specificity and detail in the explication of therapist and client roles and responsibilities
- nature and content of client and worker participation--including decision-making
- nature of and importance imputed to the use of relationship

V. Description of process, including:

- initial phase (e.g., purpose, areas of study and investigation, use of relationship, client-worker interaction, nature and content of client participation; nature of worker authority and expertise)
- assessment (e.g., purpose, limits and range, process of assessment phase, therapist-worker interaction, nature and content of client's participation; emphasis on strengths vs. weaknesses; nature of worker authority and expertise; relationship of assessment to theoretical bases; underpinnings; expected outcomes of assessment phase)
- treatment (e.g., goals [implicit and explicit]; focus of work; strategies and techniques used [empirical support, practice wisdom]); process of treatment phase, including client-therapist interaction, nature and content of client's participation; nature of worker authority and expertise; evaluation of effectiveness)
- termination (e.g., how decided, how carried out)
- global: (Is the particular practice model formulated in a consistent and coherent manner? Is the model theoretical or atheoretical? Is it useful as a guide to clinical social work practice?)

VI. (optional) How this theory can be used to frame research. How has and can this theory be used as a basis for research on social work practice or policy?

Additional bibliography for this assignment:

Guba, E. (Ed.). (1990). *The paradigm dialogue*. Thousand Oaks, CA: Sage Publications.

Kittner, P. (1975). A framework for comparing practice models. *Social Service Review*, 49, 629-642.

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

Note: Students may submit a preliminary draft to one of the instructors for review.

Note: An extensive **Bibliography** for this course is available on Blackboard under “Course Documents.”