



School of Social Work
Challenging Minds, Leading Change, Transforming Lives

MASTER SYLLABUS
SW 9220 SOCIAL WORK THEORY II: THEORIES FOR PRACTICE AND RESEARCH:
GROUPS AND FAMILIES
3 CREDITS

COURSE DESCRIPTION

Prereq: consent of advisor; doctoral student. Theories, models and perspectives guiding social work practice with families.

PARTIAL WEB-COURSE; Face to Face classes 2014

January 25 9:30-12:30 1:00-3:00

February 15 9:30-12:30 1:00-3:00

March 8 9:30-12:30 1:00-3:00

April 19 9:30-12:30 1:00-3:00

Instructor, Dr. Arlene Weisz
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COURSE COMPETENCIES AND PRACTICE BEHAVIORS FOR THIS COURSE

- Be able to analyze various theoretical approaches and models of practice by examining each in regard to: (1) historical origin; (2) assumptions about human actors in group or family settings, environments, and their interactions; (3) assumptions about human nature), (4) how knowledge is generated; (5) methodological issues and evidence of empirical support; (6) consistency with social work values and ethics, especially how they build upon social work's commitment to social justice and their applicability to diverse populations; and (7) requisite knowledge and skills of the practitioners.
- Show ability to develop, expand, and defend stated criteria for evaluation of practice theories and models related to families and groups.
- Demonstrate the use of criteria to critically examine and evaluate practice theories and models related to families and groups..
- Be able to analyze similarities and differences between social work practice theories related to families and groups.

TEXTS AND REQUIRED MATERIAL

The textbooks for this course are:

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Garvin, C. D. Gutiérrez, L. M. & Galinsky, M. J. (Eds.). (2004). *Handbook of social work with groups*. NY: Guilford Press.

White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.

Readings: Students are required to complete additional readings. The readings will be distributed.

INTRODUCTION:

The purpose of this course is to develop students' abilities to demonstrate knowledge of various theories, models and perspectives that currently guide social work practice and research with families and groups. It includes a study of the historical context and philosophical underpinnings of practice theories with families and groups as well as knowledge from theories about how families and groups function. Students will analyze criteria from which theories about families and groups can be evaluated and may develop their own practice theory for understanding or working with families or groups.

Students will critically analyze theories related to families and groups with regard to: (1) historical origin; (2) assumptions about human actors, environments, and their interactions; (3) assumptions about human nature (ontology), (4) how knowledge is generated (epistemology); (5) methodological issues and evidence of empirical support; (6) consistency with social work values and ethics; especially how they build upon social work's commitment to social justice and their applicability to diverse populations; and (7) requisite knowledge and skills of the practitioners.

PERFORMANCE CRITERIA:

Students are expected to demonstrate their progress in basic comprehension, integration, and analyses of the course material through class assignments, i.e., papers, presentations, and discussions.

GRADING AND ASSIGNMENTS

Final grades will be determined in the following manner:

<i>Online Discussion Participation</i> : 26 points each week for 4 weeks (maximum of 100 points can be applied; the extra 4 points are to provide a small cushion); a grading rubric will be provided each week explaining how to earn points demonstrating your thoughtfulness about the theories, the assigned readings and their implications	30%
<i>Presentations and Discussion Leadership</i> (1 st , 2 nd & 3 rd face to face classes)	15%
<i>Wiki entries on theories</i> : (weeks of <u>February 1st</u> and <u>February 22nd</u>)	25%
<i>Comparison of Group and Family Theories</i> : Paper and Presentation	30%

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Presentations and Discussion Leadership): 1/25, 2/15, 3/8,

Each student will present an analytical summary of one key assigned reading for each of these class meetings and then lead discussion of the reading in class. Select your readings for presentation by signing-up on the sign-up Wiki on the class Blackboard site (under the Content button on the left side of the screen). A handout, including a brief outline of your analysis and discussion questions, should be furnished for each class member and the instructor via email in advance of the class. The handout maybe a copy of your slides [15% of grade]

For each PPT your goal should be a professional, proofread, non-plagiarized presentation. Strive to synthesize and analyze and limit the number of slides to 20 or less. See the handouts posted under Course Content on Blackboard, including Web addresses of some good PPTs advising you how to do an excellent, readable, engaging PPT.

2. Wiki postings on theory analysis: due February 1st and February 22nd

Each student will be required to write a Wiki entry focused on the topic discussed in one chapter (or group of chapters) assigned for each of these two weeks. Select the readings for your Wiki entry by signing-up on the sign-up Wiki on the class Blackboard site.

The entry should present a deep analysis of an approach or theory, starting with analysis of the assigned reading, rather than a summary.

Select several points from this outline

- Describe the theory's historical origins and evolutionary development.
- Key concepts of the theory; central propositions.
- Assumptions about the nature and origin of human problems, particularly how group and/or family functioning affects the development of these problems
- Concepts about how groups and/or families can contribute to growth and change
 - [this is important practice for the qualifying exams and for translating theory into research and research into theory building]
- Empirical base
 - research demonstrating the applicability of concepts to understanding groups and families
- Ethical issues and consistency with social work values and ethics
- Application to diverse populations
- Identify the strengths and weaknesses of the theory.

Use some of the most interesting criteria for theory evaluation from readings from the early weeks of the class to help you think about strengths and weaknesses.

Your posting should not exceed 4 pages double-spaced.

It should not contain any direct quotes, because you should be showing your ability to integrate and explain what you have read.

If absolutely necessary, one, short direct quote is acceptable.

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- Prepare it in Word, run the spelling and grammar check, proofread very carefully and then post it on the Wiki site designated for that week
- Run your wiki through SafeAssign as a draft before posting it to make sure you did not accidentally plagiarize.
- End your wiki with two thoughtful discussion questions.
- Part of your grade includes your moderation of the discussion of your Wiki. You should respond thoughtfully to other students' postings, and add probing questions if the discussion is not flourishing.
- These Wiki postings will be graded to give you feedback on the quality of your analysis and writing. I will send you private emails with the grades and feedback about your writing, but my comments or discussion on the content of your analysis will be public in order to benefit other students
- *I am willing to review drafts provided I receive them at least one week ahead of the due date. After you email a draft, confirm that I received it.*
- [25% of grade]

3. Theory Comparison Papers and presentations due by the final face to face class, April 19th

Prepare a 15-30 page paper *comparing a family theory to a group theory* in terms of their relevance and value for understanding and intervening with a particular social/psychological problem or population.

Use this "Outline for a social work analysis of theories" to present an analysis of how *each* of the theories you select is valuable and relevant to your selected population or problem.

- Describe the theory's historical origins and evolutionary development.
- Key concepts of the theory; central propositions.
- Assumptions about the nature and origin of human problems, particularly how group and/or family functioning affects the development of these problems
- Concepts about how groups and/or families can contribute to growth and change
- Major contributions to social work; how can it inform social work knowledge?
- Empirical base:
- Research demonstrating the applicability of concepts to understanding groups and families
- Research on the interventions that derive from the theory
- Ethical issues and consistency with social work values and ethics
- Application to diverse populations
- Identify the strengths and weaknesses of the theory.

Use subtitles to help you organize and help the reader understand how you organized the paper.

- Discuss how the theory helps you understand human functioning related to the social/psychological problem or population you selected, using the outline above to analyze and compare these theories

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- From the outline, examine how each theory would account for problems (or strengths) of that population; in other words, how does the theory explain human interactions or dynamics?
- What are the major concepts of the theory, and how do they apply?
- What is the epistemological basis for the theory?
- Differentiate how each theory would recommend intervening to assist that population (this should not be about technique but rather about understandings of what causes problems for people and how they can be helped to change).
- If possible, use published research to discuss how one might conduct research to determine the meaningfulness of applying each theory to this population or problem. If there is no published research using these theories, envision how you would be the first to conduct such research focusing on the population or problem you selected. What methods would need to be used based on these theories?
- Discuss the implications for social work practice and research.
- What are the ethical implications?
- How applicable is the theory to understanding and intervening with diverse populations?
- Present the basis for your evaluation of the two theories and how you decided which one seems the most relevant and helpful for this problem or population.
 - Propose how you would modify the best of the two theories to begin building your own theory.
 - Assemble your thoughts on how best to demonstrate (conduct research on) the usefulness of this best theory for the population.

Email me at least a month before the due date with the topic (population or problem of interest) and the 2 theories you are using, so that I can provide guidance.

You must run your draft through SafeAssign as a draft and revise any areas that appear to be plagiarized or improperly cited. You must use APA style citations. You are expected to refer to assigned readings and to show that you read deeply beyond the assigned readings for this paper.

I am willing to review a draft provides that I receive it at least 10 days ahead of the due date. After you email, it confirm that I received it.

Your paper should not include self-plagiarism (sections that are copied from other material that you wrote for this class or any other class).

Email the paper to me by the due date. Confirm that I received it.

For the last class meeting, prepare a PowerPoint of 20 slides or less and a 1-3 page handout (probably the slides of your PPT) summarizing your analysis, your comparison of the group theory and family theory and their value for understanding and intervening with the population or problem. Include your thoughts about further theory development. Your presentation should focus on the implications of your analysis for social work research and practice. [30% of grade]

SW 9220 Winter 2014**Grading Policy:**

Doctoral students must pass all their courses (social work, cognate, statistics, and research methods) with a B or better in order to progress in good standing within the doctoral program.

Grading system

All written work will be graded with the following grading scale.

95.0-100	A	80.0-82.9	B-
90.0-94.9	A-	77.0-79.9	C+
87.0-89.9	B+	73.0-76.9	C
83.0-86.9	B	70.0-72.9	C-

ORGANIZATION OF THE COURSE

Students are introduced to a general discussion of social work theories, especially those related to families and groups, and then progress to discussion of theories from social psychology that explain the functioning of groups and families. The course then moves to a discussion of theories for understanding and intervening with groups and families. Students will be asked to consider how theories can inform basic research and practice evaluation. The basic method of instruction will be lecture/discussion, both face-to-face and online, including several student presentations. Films or video/audio recordings will also be used.

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>

Students are expected to attend all class sessions, both online and face to face. More than **one online absence (no written online contributions)** will result in students being asked to withdraw from the class. **For the Saturday classes, you must attend (unless seriously ill or you have an emergency) or you should withdraw from the class.** If you cannot attend a Saturday class, notify me well in advance and we will see if the rest of the class and I can change the schedule (only if everyone can agree on a date).

Students are expected to arrive for class on time and stay until the end of the class session. Students are expected to be prepared at class time for discussions pertaining to assigned readings. In order to be courteous to classmates, we ask that cell phones use be restricted to vibrations—no rings. Please limit beeper use to emergencies only.

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For further details, see the University Statement of Obligations of Students and Faculty Members of the teaching-learning process.

Please run all paper drafts and Wiki entries through **Safe assign** on our class BB site. **Run it as a draft** so your final paper does not appear to be plagiarizing your draft.

WSU STUDENT RESOURCES

Students with disabilities

<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:

<http://www.caps.wayne.edu/>

COURSE LEARNING UNITS

Online Session 1 week of January 11 Introduction of ourselves and to theories

- **Review syllabus and begin discussion of social work perspectives on theories for groups and families. Why is theory important for a research-based doctoral student? Relevance and development of theories for social work practice**
- **Historical and philosophical foundations of social work practice theory**

READINGS

Jaccard, J. & Jacoby, J. (2012) Theory construction and model building skills: A practical guide for social scientists. NY: Guilford Press. Ch 2. The nature of understanding, (pp.6-21).

Jaccard, J. & Jacoby, J. (2012) Theory construction and model building skills: A practical guide for social scientists. NY: Guilford Press. Ch 3. Science as an approach to understanding, (pp.22-36).

Reid, W. J. (2002). Knowledge for direct social work practice: An analysis of trends. *Social Service Review*, 76(1), 6-33.

Simon, B. L. & Thyer, B. A. (1994). Are theories for practice necessary? *Journal of Social Work Education*, 30(2), 144-152.

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Goldstein, H. (1990). The knowledge base of social work practice: Theory, wisdom, analogue, or art. *Families in Society*, 71(1), 32-43.

Face to Face Session 1 January 26**Lecture, Discussion and student presentations**

- **Criteria for evaluating theories of change in families and groups**
- **Social-psychological theories of how groups and families function**
- [Each student will sign up to present one reading, using a PPT of 20 slides or less and containing at least 2 excellent discussion questions; instructor will lecture and lead discussion on the remainder of the readings]

READINGS

1. Fischer, J. (1973). A framework for the analysis and comparison of clinical theories of induced change. In J. Fischer, *Interpersonal helping* (pp.110-130). Springfield, IL: Charles C. Thomas.

2. Witkin, S. & Gottschalk, S. (1988). Alternative criteria for theory evaluation. *Social Service Review*, 62, 211-224.

3. McLeod, P.L., & Kettner-Polley, R. (2005). Psychodynamic perspectives on small groups. In M. S. Poole, & A. B. Hollingshead (Eds.). *Theories of small groups: Interdisciplinary perspectives* (pp.63-98). Thousand Oaks, CA: Sage.

4. Sell, J., Lovaglia, M. J., Mannix, E., A., Samuelson, C. D. & Wilson, R. K. (2004). Investigating conflict, power, and status within and among groups. *Small Group Research*; 35; 44-72.

5. Segrin, C & Flora, J. (2005). *Family communication*. Mahwah, NJ: Lawrence Erlbaum, Assoc.

Ch. 1 Defining family communication and family functioning (pp.2-26).

Ch. 2. Theoretical perspectives on family communication (pp.27-50).

[for discussion, not student presentation] Schumm, J.A., Vranceanu, A., & Hobfoll, S. E. (2004). The ties that bind: Resource caravans and losses among traumatized families. In D. R. Catherall (Ed.). *Handbook of stress, trauma, and the family* (pp.33-50). NY: Brunner-Routledge.

Online Session 2 week of February 1**Overview of Group and Family Intervention Theories**

Each student will produce a Wiki entry by February 1st. [See assignment descriptions] and all students will provide comments and responses to discussion questions based on each other's Wikis.

READINGS:

1. Toseland, R. W., Jones, L. V., & Gellis, Z. D. (2004). Group dynamics. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups*, (pp.13-31). NY: Guilford Press.

Thompson, N. (2010). Theorizing social work practice. NY. Group dynamics and intergroup relations. (pp.92-107). Palgrave Macmillan.

2. Breton. M. (2004). An Empowerment Perspective. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups*, (pp.58-75). NY: Guilford Press.

Brown, B. (1999). Searching for a theory: The journey from explanation to revolution. *Families in Society*, 80(4), 359-366.

3 Tropman, J. E. (2004). An Ecological-Systems Perspective, In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups*, (pp.32-44). NY: Guilford Press.

White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.

Ch. 1. [What Is a Theory? Pp. 2-15 recommended, not required];
pp. 16-32 required]

Ch.9. The Bioecological Framework (pp.241-271)

4. White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.

Ch. 6. The Systems Framework (pp.151-177)

5. Prochaska, J. & Norcross, J. (2010). *Systems of Psychotherapy: A transtheoretical analysis*. Belmont, CA: Cengage. Ch. 11 Systemic therapies, pp.335-374.

5. Frey, L. R. & Sunwolf (2004). The symbolic-interpretive perspective on group dynamics. *Small Group Research* 35, 277-306.

White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.

Ch. 4. The Symbolic Interaction Framework, (pp. 93-120)

Face to Face Session 2 February 16 Psychoanalytic/existential and other theories of groups and families therapy

READINGS:

1. Yalom, I. D. (2005). *The theory and practice of group psychotherapy, 5th Ed.* NY: Basic Books.
Ch. 1 the therapeutic factors (pp.1-18).
2. Yalom, I. D. (2005). *The theory and practice of group psychotherapy, 5th Ed.* NY: Basic Books.
Ch. 2 Interpersonal learning, (pp.19-52).
3. White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.

Ch. 5. The Family Life Course Development Framework (121-150)
4. White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.
Ch. 8. The Feminist Framework and Poststructuralism (pp. 205-240)
5. Steven D. Mills, S. D. & Sprenkle, D. H. (1995). Family therapy in the postmodern era. *Family relations, 44*, (4), 368-376. URL: <http://www.jstor.org/stable/584992> Or on Blackboard
Poole, J., Gardner, P., & McFlower, C. (2009). Narrative therapy, older adults, and group work? Practice, research, and recommendations. *Social Work with Groups, 32*, (4), 288 – 302.

[for discussion, not student presentation] McRae, M. B. & Short, E. L. (2010). *Racial and cultural dynamics in group and organizational life: Crossing boundaries.* Ch 1. Ch 1. Understanding Groups as Psychodynamic Systems in the Context of Racial-Cultural Factors (pp.1-11).

[for background] Ethics and Values in Group Work, Helen Northen In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups*, (pp.76-89). NY: Guilford Press.

Online Session 3 week of February 22

Each student will produce a Wiki entry by February 22nd on one topic for this week. [See assignment descriptions] and all students will provide comments on each other's Wikis.

Cognitive-Behavioral and related theories and approaches to groups and families

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1. Rose, S. D. (2004). Cognitive-Behavioral Group Work. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups*, (pp.111-135). NY: Guilford Press.

2. Roffman, R. (2004). Psychoeducational Groups. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups*, (pp.160-175). NY: Guilford Press.

3. Roffman, R. (2004). Prevention Groups. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups*, (pp.176-192). NY: Guilford Press.

4. White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.
Ch. 2. The Functionalist Framework, pp. 33-62

5. White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.
Ch. 3. The Social Exchange and Rational Choice Framework (pp. 65-92)

Face to Face Session 3 March 9 Student presentations and discussions of selected group & family theories

Each student will sign up to present one reading, using a PPT of 20 slides or less and containing at least 2 excellent discussion questions; you may also include a brief video clip about the method as long as you can focus discussion on the theory behind it. The instructor will lecture and lead discussion on any unclaimed readings.

**Additional foundational and respected approaches
Mutual Aid groups**

READINGS:

1. Corey, G. (2008). *Theory and practice of group counseling. 7th Ed.* Belmont, CA: Brooks/Cole. (338-399).
Ch. 12 Transactional Analysis, 315-337.

2. Corey, G. (2008). *Theory and practice of group counseling. 7th Ed.* Belmont, CA: Brooks/Cole. (338-399).
Ch. 15 Reality Therapy in Groups, 399-423.

3. White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.
Ch. 7. The Conflict Framework, (pp.179-204)
4. Gitterman, A. (2004). The Mutual Aid Model. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky, (Eds.). *Handbook of social work with groups (pp.93-135)*. NY: Guilford Press.
Kurtz, L. F. (2004). Support and Self-Help Groups, In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky, (Eds.). *Handbook of social work with groups (pp.139-159)*. NY: Guilford Press. [skim parts that focus solely on technique, although technique sometimes clarifies the theory]
5. Liddle, H. A. (1999) Theory development in a family-based therapy for adolescent drug abuse. *Journal of Clinical Child Psychology, 28 (4)*, 521-532, DOI: 10.1207/S15374424JCCP2804_12

Week of March 10 Spring Break: No class

Online Session 4 week of March 24th

Integration and Comparisons

Research on the theories

Conducting research to support theories in group and family intervention

READINGS

- Corey, G. (2008). *Theory and practice of group counseling, 7th Ed.* Belmont, CA: Brooks/Cole.
Ch. 17 Comparison, Contrasts, and Integration, 447-468
- Brower, A. M., Arndt, R. G. & Ketterhagen, A. (2006). Very good solutions really do exist for group work research design problems, In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups, (pp.435-446)*, NY: Guilford Press.
- Magen, R. (2006). Measurement issues, In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups, (pp.447-460)*, NY: Guilford Press.
- White, J. M. & Klein, D. M. (2008). *Family theories, 3rd Ed.*, Sage: Thousand Oaks, CA.
Ch. 10 the state of family theory and its future. (pp.273-288).
- Sexton, T. G, Coop, K., Gurman, A., Lebow, J. & Holtzworth-Munroe, A. J. (2011). Guidelines for classifying evidence-based treatments in couple and family therapy. *Family Process; 50, (3)*, 377-392.

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**Face to Face Session 4 week of April 21 Discussion and student presentations
comparing group and family theories**

IX. BIBLIOGRAPHY

Theory Development and Evaluation

- Applegate, J.S. (2000). Theory as story: A postmodern tale. *Clinical Social Work Journal, 28*(2), 141-153.
- Beresford, P. (2002). Service users' knowledge and social work theory: Conflict or collaboration? *British Journal of Social Work, 30*(4), 489-503.
- Cantoni, L.E. & Cantoni, L. J. (1990). Theoretical underpinnings of practice in family service agencies. *Psychological Reports, 66*, 739-753.
- Fawcett, J. & Downs, F. (1992). *The relationship of theory and research*. (2nd ed.). Philadelphia, PA: F.A. Davis Co.
- Gentle-Genitty, C. S., Gregory, V., Pfahler, C., Thomas, M., Lewis, L., Campbell, M., Ballard, K., Compton, K., & Daley, J. G. (2007). A critical review of theory in social work journals: A replication study. *Advances in Social Work, 8* (1), 62-80.
- Imre, R. (1984). The nature of knowledge in social work. *Social Work, 29*, 41-45.
- Lyons, P., Wodarski, J., & Feit, M. D. (1998). Human behavior theory: Emerging trends and issues. *Journal of Human Behavior in the Social Environment, 1*(1), 1-22.
- Mishne, J. (1993). *The evolution and application of clinical theory*. New York: Free Press.
- Munro, E. (2002). The role of theory in social work research: A further contribution to the debate. *Journal of Social Work Education, 38*, 461-470.
- Nugent, W. R. (1987). Use and evaluation of theories. *Social Work Research and Abstracts, 23*, 14-19.
- Parton, N. (2000). Some thoughts on the relationship between theory and practice in and for social work. *British Journal of Social Work, 30*(4), 449-463.
- Payne. M. (2005). *Modern social work theory*. Chicago, IL: Lyceum Books.

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Reamer, F. (1995). *The philosophical foundations of social work*. New York: Columbia University Press.

Robbins, S. Chatterjee, P. & Canda, E. (2006). *Contemporary human behavior theory: A critical perspective for social work*. NY: Pearson.

Roberts, R. (1990). *Lessons from the past: Issues for social work theory*. London: Tavistock Routledge.

Saleeby, D. (1990). Philosophical disputes in social work: Social justice denied. *Journal of Sociology and Social Welfare*, 27(2), 29-40.

Shulman, L. (1993). Developing and testing a practice theory: An interactional perspective. *Social Work*, 38(1), 91-97.

Souflee, F.A. (1993). A metatheoretical framework for social work practice. *Social Work*, 38(3), 317-331.

Stinchcombe, A. (1968). *Constructing social theories*. Chicago: The University of Chicago Press.

Turner, F. J. (1996). *Social work treatment: Interlocking theoretical approaches*. New York: The Free Press.

Weick, A. (1987). Reconceptualizing the philosophical perspective of social work. *Social Service Review*, 61, 218-230.

Family Theory and Social Work Practice

Anderson, S. A. (1999). The family as a system. In *Family interaction: A multigenerational developmental perspective* (pp.3-17). Boston, MA: Allyn and Bacon.

Atwood, N. (2001). Gender bias in families and its clinical implications for women. *Social Work*, 46(1), 23-35.

Bateson. (1972). *Steps to an ecology of the mind*. New York: Ballantine Books.

Beckett, J. & Coley, S. (1987). Ecological intervention with the elderly: A case example. *Journal of Gerontological Social Work*, 11, 137-157.

Berg, I.K. (1993). *Family-based services: A solution-focused approach*. Evanston, IL: W.W. Norton.

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- Bograd, M. (1992). Values in conflict: Challenges to family therapists' thinking. *Journal of Marital and Family Therapy, 18*(3), 245-256.
- Bowen, M. (1978). *Family therapy in clinical practice*. New York: Jason Aronson.
- Boyd-Franklin, N. (2003). *Black families in therapy 2nd ed.: Understanding the African American experience*. New York: Guilford Press.
- Breunlin, D. C., Schwartz, R., & Kune-Karrer, B. M. (1992). *Metaframeworks: transcending the models of family treatment*. San Francisco: Jossey-Bass Publishers.
- Clark, E. (1997). Social exchange and symbolic interaction perspectives: Exploring points of convergence in research on family and aging. *International Journal of Comparative Sociology, 38*(3-4), 296.
- Coulehan, R. Friedlander, M., & Heatherington, L. (1998). Transforming narratives: A change event in constructivist family therapy. *Family Process, 37*, 17-33.
- Cowley, A.S., (1999). Transpersonal theory and social work practice with couples and families. *Journal of Family Social Work, 3*(2), 5-21.
- Cox, M.J., & Paley, B. (1997). Families as systems. *Annual Review of Psychology, 48*, 243-268.
- Falicov, C.J. (Ed.). (1991). *Family transitions: Continuity and change over the life cycle*. New York: Guilford Press.
- Falicov, C.J. (Ed.). (2000). *Latino families in therapy: A guide to multicultural practice*. New York: Guilford Press.
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