**The University of Texas at Arlington**

**School of Social Work**

**SOCW 6325-001: Advanced Micro-Practice**

**Instructor**: Bruce L. Bower, MSW, LCSW

**Office Number**: Social Work Complex, Building A, Room 201A

**Email address**: [bower@uta.edu](mailto:bower@uta.edu)

**Office hours**: Tuesdays from1400 to 1700h., and Wednesdays from 0900 to 1200h. Other times are by appointment only.

**Course Number**: SOCW6325, section 001; **Course ID:** 83792; **Title:** Social Work Advanced Micro Practice.

**Time and place**: UTA School of Social Work Complex, Building A, Room 316; Tuesdays from 0800 to 1050h., August 27, 2013 to December 3, 2013.

**Council on Social Work Educational Policy, Section 4.5 Social Work Practice:**

Social work practice is anchored in the purposes of the social work profession and focuses on strengths, capacities, and resources of client systems in relation to their broader environments, Students learn practice content that encompasses knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and asset; collecting and assessing information; and planning for service delivery. It includes using communication skills, supervision, and consultation. Practice content also includes identifying, analyzing, and implementing empirically based interventions designed to achieve client goals; applying empirically based interventions designed to achieve client goals; applying empirical knowledge and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**UTA-School of Social Work Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principle for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

…..the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

**UTA-School of Social Work Definition of Empowerment:**

The UTA SSW vision statement states that the “School’s vision is to promote social and economic justice in a diverse environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances (Barker, 2003, p. 249).

**Graduate Catalog Description:**

[This course builds] on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation, in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. Required of all Direct practice students. Prerequisites: SOCW 5304; SOCW 5310; and SOCW 5551.

**Detailed course description:**

Advanced micro practice builds on the generalist perspective and basic familiarity with Social Work processes (such as problem identification, assessment, contracting, plan implementation, and outcome evaluation), in the context of (1) existing psychotherapeutic modalities, and (2) the particular client characteristics that lend themselves to specific change modalities. In addition, this course assumes and builds on a prior knowledge of the importance of worker variables with respect to developing, maintaining and using the client-worker relationship to provide relevant help to clients who are asking for assistance. Therefore, the focus for students in the advanced ear is to relate a range of intervention strategies to various client populations relevant to students’ work concerns. Theoretical underpinnings are explored; our philosophical approach is to prefer empirically supported methods, but to be technically eclectic in technique selection.

Attention is paid to a range of change theories, intervention strategies, and therapeutic techniques employed at individual couple and family levels. Emphasis is placed on developing criteria for selecting intervention strategies that are appropriate to the specific goals of treatment. Application of practice theories will be presented in the context of sensitivity to ethnic and minority groups. The functional analysis of behavior, data-based treatment, and practitioner variables and accountability are common elements emphasized in this course.

**Educational Objectives**:

SOCW 6325 addresses the following educational objectives:

* Understand the value base of the profession and its ethical standards and principles, and to practice accordingly;
* Practice without discrimination, and with respect, knowledge and skills related to the client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation;
* Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advances social and economic justice;
* Understand and interpret the history of the Social Work professions and its contemporary structures and issues;
* Apply knowledge and skills of the direct practice perspective with individuals, couples, families, and small groups;
* Use theoretical frameworks supported by empirical evidence to understand individual and small system functioning and dysfunction; the processes within individuals; interactions between individuals; and between individuals, families, and small groups.

This course relates to and advances the program objectives by (1) promoting critical thinking, attention to oppressions and discriminations factors, and evidence-based practice considerations in classroom discussions; and (2) including an **Assessment of Practice Theory** assignment requiring the student to critically evaluate an intervention theory and apply it to a client (where possible).

**Student Learning Objectives**:

By the end of the course, students should be able to demonstrate the following knowledge areas in their class assignments:

* An understanding of Social Work practice, the components of practice, and the scope of social workers’ activities from historical and contemporary perspectives;
* The ability to critically evaluate and use selected theories and the scope of social workers’ activities historical and contemporary perspectives;
* The ability to select, evaluate, and use explanations of human behavior for specific practice situations (i.e. the interventions appropriate for specific conditions and clients), and demonstrate the ability to evaluate practice activities by the use of outcome and process techniques, using the result to modify practice;
* The synthesis of knowledge and methodological skills to conceptually and operationally distinguish a range of intervention techniques derived from various change methods. This includes the ability to develop and enhance learning skills, to define concepts in operational terms, to translate them into measurable units of social work techniques and practice skills;
* Complete multidimensional bio-psychosocial assessments with client systems, taking into account the client system strengths, diversity, and social justice;
* The understanding of intercultural counseling techniques, as relevant to minority groups, and the relevance of direct practice to the Social Work professions and to social justice;
* Demonstrate an understanding of race, gender, sexual orientation, ability, culture, and ethical Social Work practice;
* An understanding the ethics of race and value-laden decisions of the Social Work profession.

**Please Note:** The course instructor reserves the option to modify the course syllabus throughout the course by adding guest speakers, audio-visual media, instructional technology, or supplemental materials and/or modify assignments or make substitutions, as long as course objectives are met and the overall grading criteria are maintained.

**Requirements:**

The foundation curriculum is to be complete prior to proceeding to the Advanced (2nd year) Curriculum. Students who have met the course prerequisites are eligible however to enroll in any of the following second-year courses during the final semester of the Foundation Curriculum: Advanced Micro Practice (SOCW 6325); Research and Evaluation Methods in Social Work II (SOCW 6324); Social Welfare Policy Services options, Human Behavior in the Social Environment options; and Community and Administrative Practice (SOCW 6371).

**Textbooks:**

**Required:**

Coady, N. & Lehmann, P. (Eds.) (2008). *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (2nd Edition). New York: Springer Publishing.

Wedding, D. & Corsini, R.J. (Eds.) (2013). *Current psychotherapies* (10th Edition). Belmont, CA: Brooks/Cole Publishing.

**Highly Recommended Supplemental Texts:**

Turner, F.J. (Ed.) (2011). *Social work treatment: Interlocking theoretical approaches* (5th Edition). New York: Oxford University Press.

Wedding, D. & Corsini, R.J. (Eds.) (2013). *Case studies in psychotherapy* (7th Ed.). Belmont, CA: Brooks/Cole Publishing.

**Course Outline:**

**Date Topics Covered Required Readings**

Aug. 27 Introduction to the course None

-Introduction of the instructor

-Introduction of the students

-Review of the syllabus

-Theory thinking

-What is theory?

-What is practice theory?

-What is the relationship

between theory and the

choice of intervention?

-Introduction of the case(s)

Sept. 02 Psychodynamics I **Wedding & Corsini, Ch. 2**

-History

-Ego psychology

Sept. 10 Psychodynamics II **Coady & Lehmann, Ch. 6**

-Object relations theory

-Attachment theory

Sept. 17 **[Discussion paper #1 due]**

Relational Theory/Therapy **Coady & Lehmann, Ch. 7**

Interpersonal Psychotherapy (IPT) **Wedding & Corsini, Ch. 10**

Sept. 24 Adlerian Individual Psychology **Wedding & Corsini, Ch. 3**

Ecological Systems **Coady & Lehmann, Ch. 4**

Oct. 01 **[Discussion paper #2 due]**

Family Systems (Bowen) **Wedding & Corsini, Ch. 11**

Structural Family Therapy (Minuchin) **Coady & Lehmann, Ch. 4**

Oct. 08 Behavior Therapy **Wedding & Corsini, Ch. 5, 6, 7**

Rational-Emotive Behavior Therapy **Coady & Lehmann, Ch. 9**

Cognitive Therapy

Oct. 15 **[Discussion paper #3 due]**

Acceptance and Commitment Therapy **Readings TBA**

Dialectical Behavior Therapy

Oct. 22 Existential Theory/Therapy **Wedding & Corsini, Ch. 4,8**

Humanist/Person-Centered Therapy **Coady & Lehmann, Ch. 12, 13**

Oct. 29 **[Discussion paper #4 due]**

Motivational Interviewing **Coady & Lehmann, Ch. 16**

Constructivist Theory **Other Readings TBA**

Nov. 5 Narrative Therapy **Coady & Lehmann, Ch. 15, 17**

Solution-focused Therapy

Nov. 12 **[Discussion paper #5 due]**

Feminist Perspectives **Coady & Lehmann, Ch. 14**

Experiential (Gestalt) Therapy **Wedding & Corsini, Ch. 9**

Nov. 19 \*\***[Final Paper Due]\*\***

Family Preservation **Coady & Lehmann, Ch. 10, 19**

Crisis Intervention

Nov. 26 **[Discussion paper #6 due]**

Integrative Approaches **Wedding & Corsini, Ch. 14**

**Coady & Lehmann, Ch. 1, 2, 3, 21**

Dec. 3 Neurobiology and Social Work **Readings TBA**

(time permitting)

**Assignments and Grading:**

It is expected that you attend class and participate in class discussions. Each class missed is a significant loss of instruction. Three absences will not be penalized; however, each class beyond the three will result in a 5% drop in your final grade for each class missed.

**Discussion Papers:**

Final grades will be partially based on six bi-weekly discussion papers of one of the theories presented in class over the past two weeks. These papers should be ***no less than three (3) and no longer than four (4) pages*** (with a similar format for the major paper as stated below), from our discussions of the theories as applied to the semester case occurring during the previous two weeks. Note that for these discussion reports, no references are required; the point of this discussion exercise is to encourage critical thinking of the material. At the beginning of the semester all of you will have been given as case (or cases) that we as a class will be following throughout the course. Each week we will take as much time as possible to discuss the case and your thoughts about how the intervention model could be applied to the case. This will give you some foundation for how you can discuss the case in your discussion paper. Your discussion papers are to be submitted every second week (the due dates are listed in the course outline, above), so it is a good idea to write your thoughts down as they are being discussed. You are only required to submit one report on one intervention model. Please note that these reports are to be handed in on the dates specified above. ***No late reports will be accepted!*** There will be a total of six (6) reports, with the top five counting toward 50% of your final grade. Ten percent (10%) of your final grade will be based on your participation during these discussion times.

The remaining 40% of your final grade will be based on a final (major) paper that is due November 19th, 2013 at the end of the day (2359h.). ***No late papers will be accepted after the due date. Failure to submit assignments on the specified date will result in a failing grade for the assignment.*** The only exceptions that will be considered are any life circumstances any of us would see as an emergency, and this will be determined on a case-by-case basis. Of course if you wish to submit your major paper earlier than the due date, by all means do so. **Note: All assignments are to be submitted by midnight of the due date, electronically as a Word-compatible document by email. They will be evaluated and graded and returned also by email. No hard-copy papers will be accepted, except in extenuating circumstances.**

**Major Paper:**

Assessment of an intervention theory: You will be required to examine and identify in detail an intervention theory, including its history (which includes key figures), basic assumptions of the theory, and examples of how the theory is applied. This will provide the foundation for a more important effort: at some point developing your own theory of intervention. Your first task is to decide which intervention model you wish to assess. You may select any of the models listed in the course outline. Your final written report **must** follow the outline below. You will note that the first three points are theoretical, and the last two are more subjective. ***You paper will not be graded if the outline provided is not used.***

A. **History of the theory:** How was the theory initially formulated and who were the major proponents?

B. **Basic Assumptions:** this would include implicit and explicit assumptions about individuals, systems and/or families. What are the central tenets, assertions, hypotheses, statements and/or points regarding the theory? What are the theory’s underlying assumptions about human nature, epistemology, and the role of the relationship between the worker and the client system in affecting change?

C. **Examples of what the intervention might look like:** what are the actual behaviors and techniques used with this intervention model?

D. **Overall impression of the model:** Does it make intuitive sense? Could you see yourself using this type of intervention? What are the relative strengths and weaknesses of this model?

E. **Specific application of the model:** Go to the Expert Theory Case Analysis site associated with the Corsini& Wedding text and select one of the three case examples listed there. Address specifically how you would use the intervention model you have selected to help with the client you have chosen, and provide a rationale for your choice. To access the case analysis site use the following link: <http://theories.brookscole.com> . You will need to login information below:

**User name:** counsel1

**Password:** theoriessite

**Some additional points:**

* Your assessment paper should be no less than ten (10) and no more than fifteen (15) double-spaced pages (*excluding* references). You must use one inch margins and font size no larger than 12-point;
* Include a brief introduction and cover page; you will be penalized if there is either no abstract of introduction. Your paper will require coverage of the five sections listed above, or it will not be graded. You will need to write in the (usual) third-person at all times, except in the last two sections where you are providing your own evaluation of the intervention model you have chosen.
* Documentation is required, following APA style format. A minimum of ten (10) references will be required for this assignment, at least half of which should have been published no more than five years ago. While you are certainly allowed to use your textbooks as sources from which to draw information (they are indeed legitimate sources after all), please make every effort to use other sources instead. If you do use material from your textbook(s), you need to remember that because they are edited with several authors contributing each chapter, *you need to cite the chapter,* ***not*** *the book*. You will be penalized if this is not followed.
* This paper is worth 40% of the final grade and is due at the end of the class, Tuesday, November 19, 2013. Late papers will not be accepted, except in extenuating circumstances as noted above. Grading will be based on how well you cover the theory in the five sections, as well as spelling, grammar, and adherence to APA style guidelines.

Final grades will be according to the UTA Graduate School guidelines:

4.0 (90-100) A

3.0 (80-89) B

2.0 (70-79) C

1.0 (60-69) D

0.0 (0-59) F

Students are expected to keep track of their own performance throughout the course and seek guidance from available resources (including the instructor), if their performance drops below satisfactory levels.

**Grade Grievances:**

Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current Graduate School catalog. If you do have a concern about your grade, please see me as soon as possible.

**Attendance Policy and Classroom Protocol:**

I expect you to attend all classes and participate in discussions. As noted above, missing any classes creates a significant gap in the overall course. In addition to decreasing grades when more than three class sessions are missed, I will not provide make-up material for missed classes.

Disruptions in the class learning environment and of other class participants will not be tolerated and will result in the disrupting student being required to leave the classroom and not return. No further scores will be entered on that student’s record, which will result in a failing grade for that student. Please be aware of and adhere to the following: Students are expected to be on time, attend all classes, and stay until the completion of the class session.

Students are to complete all reading assignments *prior* to the class in which that material is being covered, and be prepared to participate in class discussions (a significant part of this class). All written assignments are due at the time and date specified elsewhere in this syllabus. Assignments turned in after the due date will not be accepted. Assignments are to be complete at the time of submission. No papers or assignments may be resubmitted once a grade is given. All graduate students in the UTA School of Social Work are expected to know and ascribe to the NASW Code of Ethics upon admission to the School, and are responsible for adhering to standards of professional conduct with colleagues and faculty, as well as others in the SSW graduate program.

All electronic devices, such as laptop computers, cell phones, and music players are to be turned off as a courtesy to the instructor and fellow students. The one exception is the use of laptop computers and hand-held recorders for the purpose of taking notes. To preserve academic integrity, ***USE OF ELECTRONIC DEVICES FOR THE PURPOSE OF EMAILING, NET-SURFING, GAME-PLAYING, OR ANY OTHER USE DURING CLASS TIME IS STRICTLY PROHIBITED.***

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means of communicating with students about important deadlines and events, as well as to transact University-related business regarding financial aid, tuition, graduation, and so on. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>

**Student Feedback Survey:**

At the end of each term, students who are enrolled in classes categorized as lecture, seminar, or laboratory should complete a Student Feedback survey (SFS). You will be sent directions for accessing this survey through MavMail approximately ten days before the end of the term. Your responses are anonymously entered into the SFS database and combined with other students enrolled in this course. Our request for information from you is mandated by state law, and you are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

**Final Review Week:**

Usually a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate. However, in this class, since there is no final examination, no time for semester review will be necessary.

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located across the hall from this room. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Drop Policy:**

**Adding or dropping a course:**

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their graduate advisor. Regulations pertaining to adding or dropping courses are described in the Graduate School catalog and summarized below.

(1) A student may not add a course after the end of late registration.

(2) A student dropping a graduate course after the Census Date but on or before the end of July 18th, 2013 may, with the agreement of the instructor, receive a grade of W, but only if passing the course with a grade of C or better. A grade of W will not be given if the student does not have at least a C average. In such instances the student will receive a grade of F if he or she withdraws from the class.

(3) A student desiring to drop all courses in which he or she is enrolled is reminded that such action constitutes a withdrawal (resignation) from the University. The student must indicate the intention to withdraw and drop all courses by filing a resignation form in the Office of the Registrar or by web at [www.uta.edu/registrar](http://www.uta.edu/registrar) .

(4) In most cases, a student may not drop a graduate course or withdraw (resign) from the University after October 30, 2013 (see your advisor for details). Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw after the deadline, but in no case may a graduate student selectively drop a course after the deadline and remain enrolled in any other course. Students should use the Special Petition to Withdraw for this purpose. See the section titled withdrawal (Resignation) From the University for additional information concerning withdrawal.

If you choose to drop a class, you have the responsibility to complete the paperwork with the advisor according to the UTA academic calendar. For the semester semester, the last day to drop classes is October 30, 2013. Failure to submit correct paperwork could result in a failing grade. **No "Incomplete" grades will be given for this class.**

**Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equally opportunity legislation, reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled, *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility rests primarily with informing faculty of their need for accommodations and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) . Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at 817-2723364. If you require an accommodation based on disability, I would like to meet with you in the privacy of my office during the first week of the semester, to make sure you are appropriately accommodated. I would also like to encourage you to contact Penny Acrey, LMSW ( [pacrey@uta.edu](mailto:pacrey@uta.edu) ), director of OSD, as needed to help explain the intricacies of the ADA and the resources available to you.

**Academic Integrity:**

It is the philosophy of the University of Texas at Arlington that academic dishonesty is an unacceptable mode of conduct, and will not be tolerated in any form. All persons involved in academic dishonesty will be referred to the Office for Community Standards (formerly known as the Office of Student Conduct) and disciplined in accordance with UTA regulations and procedures. Discipline may include suspension or expulsion from the University (*Regents Rule §2.2*).

All students enrolled in this course are expected to adhere to the University of Texas at Arlington Honor Code:

***I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.***

***I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.***

**Student Support Services Available:**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, personal counseling, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-7232 for more information and appropriate referrals. For writing assistance, contact Chris Kilgore at [ChrisKilgore@uta.edu](mailto:ChrisKilgore@uta.edu)

**Librarian:**

The Social sciences/Social Work Resource Librarian is John Dillard. His office isin the Social Work Electronic Library (SWEL) located in Building A, Suite 111 of the UTA Social Work Complex at 211 S. Cooper Street, Arlington, Texas. He may also be contacted via email: [dillard@uta.edu](mailto:dillard@uta.edu) or by cell phone: 817-675-8962, or through the SWEL phone at817-272-7518. His SWEL office hours are usually 10:00 AM to 6:00 PM, Monday through Thursday. The SWEL web page is linked to the School of Social Work main page and through the Central Library main page. The SWEL library contains a number of computer work stations and printing facilities and resource guides for conducting research.

**Selected Reading List:**

Below is a listing of some relevant books and articles for this course. It is not intended to be an exhaustive (or exhaust*ing*) list, but it is somewhat representative of the models discussed in class. It can certainly be used as a place to begin when looking for additional reading and information about intervention theories and related topics. Enjoy!

Abouguendia, M. Joyce, A.S.; Piper, W.E.; and Ogrodniczuk, J.O. (2004). Alliance as a mediator of expectancy effects in short-term group psychotherapy. *Group dynamics: Theory, research, and practice, 8(3)*, 3-12.

Applgate, J.S. & Shapiro, J.R. (2005). Neurobiology for clinical social work: Theory and practice. New York: Norton.

Beck, A.T.; Wright, F.D.; Newman, C.F.; & Liese, B.S. (1993). *Cognitive therapy of substance abuse.* New York: Guilford.

Beck, A.T. (1976). *Cognitive therapy and the emotional disorders.* New York: Meridian. Bordin, E.S. (1979). The generalizability of the psychoanalytic concept of the working alliance.

*Psychotherapy: Theory, research, and practice, 16(3)*, 252-260. Bowlby, J. (1969/1982). *Attachment*, 2nd Edition. New York: Basic Books. Bowlby, J. (1973). *Separation.* New York: Basic Books.

Bowlby, J. 1980). *Loss.* New York: Basic Books.

Burns, D.D. (1980). *Feeling good: The new mood therapy.* New York: Quill/Harper-Collins.

Constantino, M.J.; Schwaiger, E.M.; Smith, J.Z.; DeGeorge, J.; Ravitz, P.; McBride, C. and Zuroff, D.C. (2010). Patient interpersonal impacts and the early therapeutic alliance in interpersonal therapy for depression. *Psychotherapy: Theory, research, and practice, 47(3)*, 418-424.

Corey, G. (2005). *Theory and practice of counseling & psychotherapy****,*** 7th edition. Belmont, CA: Brooks Cole.

Crits-Christoph, P.; Connolly Gibbons, M.B.; Crits-Christoph, K.; Narucci, J.; Schamberger, M.; and Gallop, R. (2006). Can therapists be trained to improve their alliances? A preliminary study of alliance-fostering psychotherapy. *Psychotherapy research, 16(3)*, 268-281.

Drisko, J.W. (2004). Common factors in psychotherapy outcome: meta-analytic findings and their implications for practice and research. *Families in society The journal of contemporary social services, 85(2)*, 81-90.

Duff, C.T. & Bedi, R.P. (2010). Counselor behaviours that predict therapeutic alliance: From the client's perspective. *Counseling psychology quarterly, 23(1)*, 91-110.

Dybicz, P. (2004). An inquiry into practice wisdom. Families in society: The journal of contemporary social services, 85(2), 197-203.

Farmer, R.L. (2009). *Neuroscience and social work practice: The missing link.* Thousand Oaks, CA: Sage Publications.

Flores, P.J. (2004). *Addiction as an attachment disorder.* New York: Jason Aronson.

Frank, J.D. (1973). *Persuasion and healing: A comparative study of psychotherapy*, revised edition. New York: Schocken Books.

Glasser, W. (1965). Reality therapy: A new approach to psychiatry. New York: Harper and Row.

Glasser, W. (1998). Choice theory: A new psychology of personal freedom. New York: Harper- Collins.

Glasser, W. (2000). Counseling with choice theory: the new reality therapy. New York: Quill/Harper-Collins.

Golan, N. 1978). *Treatment in crisis situations.* New York: The Free Press.

Gold, S.H. & Hilsenroth, M.J. (2009). Effects of graduate students' personal therapy on therapeutic alliance. *Clinical psychology and psychotherapy, 16(3)*, 159-171.

Goldman, G.A. & Anderson, T. (2007). Quality of object relations and security of attachment as predictors of early therapeutic alliance. *Journal of counseling psychology, 54(2)*, 111-117.

Goldstein, E.G. (1995). *Ego psychology and social work practice,* 2nd Edition. New York: The Free Press.

Goldstein, E.G. (2001). Object relations theory and self-psychology in social work practice. New York: The Free Press.

Goldstein, E.G.; Miehls, D.; and Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques.* New York: Columbia University Press.

Goleman, D. (1995). Emotional intelligence: Why it can matter more than IQ. New York: Bantam Books.

Greenberg, J.R., & Mitchell, S.A. (1983). *Object relations in psychoanalytic theory*. Boston: Harvard University Press.

Juby, C. & Rycraft, J.R. (2004) Family preservation strategies for families in poverty. *Families in society: The journal of contemporary social services, 85(4)*, 581-587.

Kell, B.L., & Mueller, W.J. (1966). *Impact and change: A study of counseling relationships.* Englewood Cliffs, NJ: Prentice-Hall.

Langhoff, C.; Baer, T. Zubraegel, D.; and Linden, M. (2008). Therapist-patient alliance, patient- therapist alliance, mutual therapeutic alliance, and outcome of CBT in GAD. *Journal of cognitive psychotherapy: An international quarterly, 22(1)*, 68-79.

Lazarus, A.A. (Ed.) (1985). *Casebook of multimodal therapy.* New York: Guilford.

Levy, C.E. & Albon, J.S. (Eds.). (2009). Handbook of evidence-based psychodynamic psychotherapy: Bridging the gap between science and practice. New York: Humana Press.

Nichols, M.P. (1987). The self in the system: Expanding the limits of family therapy. New York: Brunner/Mazel.

Nichols, M.P. (2009). The lost art of listening: How learning to listen can improve relationships. New York: Guilford.

Mitchell, S.A. & Black, M.J. (1995). Freud and beyond: A history of modern psychoanalytic thought. New York: Basic Books.

Munson, C.E. (2002). *Handbook of clinical social work supervision*, 3rd Edition. New York: Haworth/Routledge.

Prochaska, J.O. & Norcross, J.C. (2002). *Systems of psychotherapy: a transtheoretical approach*, 5th Edition. Belmont, CA: Brooks Cole.

Sable, P. (2000). *Attachment and adult psychotherapy.* New York: Jason Aronson.

Safran, J.D. & Muran, J.C. (Eds.). (1998). *The therapeutic alliance in brief psychotherapy.* Washington, DC: American Psychological Association.

Seligman, M.E.P.; Steen, T.A.; Park, N.; and Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American psychologist, 60(5)*, 410-421.

Shonfeld-Ringel, S. (2001). A re-conceptualization of the working alliance in cross-cultural practice with non-Western clients: Integrating relational perspectives and multicultural theories. *Clinical social work journal, 29(1)*, 53-63.

Slife, B.D.; Reber, J.S.; & Richardson, F.C. (Eds.). (2005). *Critical thinking about psychology: Hidden assumptions and plausible alternatives.* Washington, DC: American Psychological Association.

Strean, H.S. (1972). *Clinical social work: Theory and practice.* New York: The Free Press. Summers, R.F. & Barber, J.P. (2003). Therapeutic alliance as a measurable psychotherapy skill. *Academic psychiatry, 27(3)*, 160-165.

Summers, R.F. & Barber, J.P. (2010). *Psychodynamic therapy: A guide to evidence-based practice.* New York: Guilford Press.

Wachtel, E.F., & Wachtel, P.L. (1986). Family dynamics in individual psychotherapy: A guide to clinical strategies. New York: Guilford.

Wachtel, P.L. (1997). *Psychoanalysis, behavior therapy, and the relational world.* Washington, DC: American Psychological Association.

Wachtel, P.L. (2008). Relational theory and the practice of psychotherapy. New York: Guilford Press.