

BSW Program

Common Theories in Foundational Curriculum

1. **Systems Theory**
2. **Ecological Theory (PIE)**
3. **Crisis intervention theory**
4. **Strengths-Based approach**
5. **Social Learning Theory - Erickson, Piaget, Bandura**
6. **Moral development - Kohlberg's theory**

4770 Strategies of Direct Practice Fall (concurrent with field)

7. **Attachment Theory** - this theory will primarily be used to gain an understanding of human behavior, not necessarily as in intervention approach. "Attachment theory holds that psychological problems derive from disturbances, deprivations, or disruptions in early caregiving relationships and from resulting distortions or limitations in internal representations of self, others, and relationships. The internal representations are believed to guide feelings, thoughts, and expectations in later relationships."
Goal is to attain a sense of emotional security, whether child or adult, during times of stress.
8. **Relational Theory** - Centrality of interactions, forming relationships, impact of others, reciprocal communication
External source vs internal drive, Conflict between recognition and autonomy
 - Recognition comes from connections and engagement
 - Autonomy takes a divergent course
9. **Self Psychology Theory** - much like Attachment Theory, this theory will only be used to gain an understanding of term used.
Self-cohesiveness – regulate esteem and stress
Self-fragmentation – lack of a sense of cohesive self
Pole of ambitions – uniqueness, vigor
Pole of ideals – calm, support
Pole of twinship – essential belonging
Mirroring needs – need for praise, confirmation
Idealizing needs – positive responses from others
Twinship needs – kinship responses
10. **Client-Centered Theory**
Also known as nondirective or person-centered therapy
Counter to deterministic behaviorism (CBT)

Resources for healing and growth are to be found in the client, not in a theory or techniques of the helper

Everyone has the capacity to make choices and to grow; the capacities become blocked; with the right relationship they can be overcome and the person can experience self-actualization

11. Existential Theory

“...a “talk-cure” process of open-ended, intermediate length, designed to assist people in achieving greater and more lucid understanding of both the potentialities and the limitations of their lives in order to help them choose or create a life course that is more intentional, more congruent with their natures, and more likely to be need-satisfying.”

12. Feminist Practice Theory

An approach that examines “...the varied experiences of people from a political perspective that holds a sexbased analysis as one of the key analytical lenses...”

Stressors experienced by women (and some men) are due to “sex-based and gender-based social and structural restrictions, constrictions, and resource deficits, as these limitations interact with various other structural and interpersonal constraints.”

13. Narrative Therapies

Premise: our internal stories can constrain us by cutting off our strengths, abilities, and hopes

Tx Goal: re-writing our internal stories to shift the focus from our problems to our courage, strength, and competence

- Realities are socially constructed
 - “We may not be able to change the events of history, but we can change the interpretation or meanings associated with events”
- Language constructs realities
 - “Because the problem is socially created in language, it is resolved in language”

14. Constructivist theory and practice

- Humans attach unique meanings to life experience
- Individually or co-constructed
- A fixed, external, objective reality ‘with a fixed interpretation’ is rejected
- Events change meaning with the passage of time, circumstances and evolving selfhood
- Socialization promotes constrictive, uni-dimensional interpretation of events
- Disorder naturally occurs in life
- It is not to be pathologized
- Indeed, to be human is to successfully/unsuccessfully manage disorder
- A psychological diagnosis presupposes
- An objective reality
- The validity of a pathological interpretation of a natural event
- The need for a professional and for clients to be dependent
- Alternatively, problems are construed as opportunities for constructive change
- Goal is for clients to achieve greater agency over
- Internal discovery and differentiation
- Interpersonal relationships and satisfaction
- Achievement of life goals

15. Solution-Focused Therapy

No need to understand how a problem began

Knowing how a problem began may have little to do with how it is to be solved

The past is only used in terms of ‘exceptions’

The model assumes a future in which the problem no longer exists

16. Interactive Trauma/Grief-Focused Therapy with Children

The traumatic response: re-experiencing, avoidance, increased arousal, and distress or impairment in functioning of PTSD that may occur after exposure to events in which the person feels helpless in the face of intolerable danger, anxiety, or instinctual arousal , IT/G-FT uses review and reprocessing of the traumatic event, the emotions and perceptions linked to it, and related cognitive processes

17. Crisis Intervention Model

- Crisis Assessment - stage and level
- Establish Rapport
- Identify Major Problems
- Deal with Feelings and Emotions
- Generate and Explore Alternatives
- Develop and Formulate Action Plan
- Follow-up Plan and Agreement