SOWO 913:

Integrative Research Methods in Social Intervention
Fall 2011

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OFFICE HOURS: Mondays 10:00 a.m. to 12:00 p.m., or by appointment

COURSE DESCRIPTION
In this PhD-level course, students build advanced competence in research design, data collection, and data analysis and statistics by analyzing exemplary social work research and presenting independent learning projects within specialized areas of study.

PREREQUISITES
SoWo 301 Foundations for Theory Construction
SoWo 303 Research Methods in Social Intervention
SoWo 314 Measurement in Social Intervention Research
SoWo 312 Development of Social Intervention Models
SoWo 304 or equivalent

COURSE OBJECTIVES
By course end, students will be able to:

• Describe the stages of social research with particular emphasis on formulation of the research problem and an advanced research design.

• Describe critically the major conceptual frameworks, substantive theories, and research designs that inform their specialized area of study.

• Describe issues in study populations, sampling strategies and generalizability of findings in research in their specialized area of study.

• Identify ethical issues and dilemmas that pertain to conducting and reporting scholarly research in their specialized area of study, including human subject considerations.

Some of the activities by which students will meet these objectives include:

• Learn the requirements for preparing the doctoral qualifying paper, dissertation proposal, and dissertation
- Identify and critically review pivotal scholarly works and current intervention research in their specialized area of study.
- Develop strategies for forming and working with an education/dissertation committee.
- Meet with dissertation chair or doctoral advisor to review substantive focus, activity schedule, and timeline for completing the qualifying paper.
- Review the IRB requirements for review of research using human subjects.
- Develop a detailed outline of the qualifying paper (QP) for critique by classmates and for review by the dissertation chair or doctoral advisor.
- Develop an activity schedule, including a timeline, for preparing and defending the qualifying paper.
- Prepare a draft dissertation proposal (DP) outline that will be submitted to their dissertation chair for review.

**Recommended Resource**


**Expanded Description & Course Requirements**

Students develop a draft dissertation proposal and an outline of the doctoral qualifying paper, completing independent learning projects that build substantive, theoretical, and methodological knowledge appropriate for their specialized areas of study.

**Requirements**

This course is a seminar that has been designed to maximize progress on the tasks at hand — progress on the qualifying paper and the dissertation proposal. If the course does not facilitate your work on the qualifying paper or dissertation proposal or both, it has failed. Unlike other courses in the doctoral sequence, this course focuses more on the process of developing these documents rather than on the mastery of content from lectures and reading.

As such, the assignments that you do each week should support your objectives and it is your responsibility to see that they do.

During the semester you must present your QP outline and a mini-Dissertation proposal. These will be scheduled in class.

**Assignments:** Please submit a copy your assignment to the instructor by e-mail with an attached copy. Feedback on assignments will be provided via the e-mail copy. Unless otherwise indicated, prepare all assignments according to the style guidelines found in the most recent edition of the *Publication Manual of the American Psychological Association*. Students will distribute copies of selected written assignments to classmates for peer review. Some assignments will take longer than one week to complete so begin early.

Students will also need to develop their scholarly learning and presentation skills and will, during class, make **scholarly learning presentations** that reflect something that they have learned about the production of scholarship over the course of the assignments in the course. Students are to use PowerPoint 2007 or later for these presentations and send a copy of the presentation for the class **no later than 6:00 p.m. Sunday** before the class.

**Reviewing materials from other seminar participants.** Because this is a seminar, it is critical that everyone be versed in the materials that will be presented. When materials need to be distributed, they are due to the seminar members by early Sunday evening (**not later than 6:00 p.m.**) and should be read by class (**12:00 p.m.**.)
Monday).

CLASS POLICIES

ATTENDANCE AND CLASS ASSIGNMENTS

Class Attendance: Students are expected to attend all class sessions. If there is some reason that you cannot attend a class, please contact or leave a message for the professor on his home phone number (919-870-6909).

Assignments: Please submit a copy your assignment to the instructor by e-mail with an attached copy. Feedback on assignments will be provided via the e-mail copy. Unless otherwise indicated, prepare all assignments according to the style guidelines found in the most recent edition of the *Publication Manual of the American Psychological Association*. Students will distribute copies of selected written assignments to classmates for peer review. Some assignments will take longer than one week to complete so begin early.

Bad Weather Policy. In the case of snow, ice, or other threatening or unsafe conditions, students should follow UNC’s Adverse Weather announcements at [www.unc.edu](http://www.unc.edu) or Adverse Weather and Emergency Phone Line (919) 843-1234. If you have any questions or concerns, please contact UNC Public Safety at 919-962-3951 (M-F, 7:30-5:00) or after business hours at 919-962-8100.

FORMAT FOR ASSIGNMENTS


PowerPoint presentations. Students are to use PowerPoint 2007 or later for these scholarly learning presentations described earlier.

CODE OF HONOR AFFIRMATION

All written products in the course must have a signed Honor Code statement. Independent work is expected. Papers without this affirmation will not be accepted. The statement should read as follows:

*I have neither given nor received any unauthorized assistance on this assignment.*

(Your Signature)

In addition to a pledge of no plagiarism, inclusion of this statement is interpreted by the instructor as a pledge that the work is the original work of the student.

GRADING SYSTEM

The design of this course makes distinguishing an entirely satisfactory performance (P) from a clear excellence performance (H) difficult. If you want to get an H, please make an appointment to discuss what this will take. Otherwise, students who complete the work successfully will receive a P.

POLICY ON ACADEMIC DISHONESTY

Academic dishonesty is contrary to the ethics of the social work profession, is unfair to other students, and will not be tolerated in any form. Submitted work is expected to be the student’s original work and must conform to the Honor Code of the University of North Carolina. Please refer to the *APA Style Guide* or the School’s Writing Resources webpage available at [http://ssw.unc.edu/students/writing](http://ssw.unc.edu/students/writing) for information on attribution of
quotes, plagiarism, and appropriate use of assistance in preparing assignments. In particular, see the video presentations “Avoiding Plagiarism Part 1” and “Avoiding Plagiarism Part 2” for information about recognizing and avoiding plagiarism.

All written work must have a signed Honor Code statement, "I have not given or received unauthorized aid in preparing this written work." In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University’s Disabilities Services (Voice: 919-962-8300, TTY: 711 [NC Relay] or disabilityservices@unc.edu). Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations (e.g., changes in instructional format, examination format) with their instructor

**RECOMMENDED READINGS**


**Recommended reading for students who are parents:**

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<thead>
<tr>
<th>Date</th>
<th>Week/ Seminar Topic</th>
<th>Course Assignment (to be completed prior to class)</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>8/29</td>
<td>Week 1. Course Orientation</td>
<td>None</td>
<td>- Orthner on the course and process. - Students briefly present on status of their QP &amp; dissertation ideas &amp; development.</td>
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<tr>
<td>9/19</td>
<td>Week 3. Defining the Problem: QP Section 1 “Statement of the research problem and its significance”</td>
<td>1. Review 3 exemplary research papers relevant to your work and come prepared to discuss how the problem(s) or issues addressed in the research were identified in the papers, how well the problems were described, and how convincing the author(s) were in supporting the criticality of the problems. 2. Read Orthner &amp; Bowen (2004) on results management (posted on Sakai). 3. Read selected text from Locke, Spirduso &amp; Silverman (2000), Proposals that Work, pp. 8-23, 41-62. (Sakai) 3. Read Chapter 3 from Furman (2007), Practical tips for publishing scholarly articles. (posted on Sakai) 4. Identify—to your own satisfaction only—your dissertation chair and possible committee members; you do not need to contact them but submit list to the instructor. 5. Get started, if you wish, on assignment for the following week.</td>
<td>- Angela Bardeen, UNC Library presents on RefWorks/EndNote - Orthner presents on results modeling and research problem specification issues - Students present on strengths and weaknesses in problem specification in exemplary research papers</td>
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<tr>
<td>Date</td>
<td>Week</td>
<td>Activity Description</td>
<td>References/Notes</td>
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<td>9/26</td>
<td>Week 4</td>
<td>Review of draft QP and Dissertation Problem Statements</td>
<td>1. Prepare a draft one-page, single-spaced problem statement for your qualifying paper. Identify the problem you want to address, justification for the problem based on incidence and previous research, and your statement of significance of the problem to social work policy, research and practice. 2. Prepare 3-5 slides for presentation to the class on your problem specification. Send to professor not later than (NLT) Sunday 6:00 p.m. 3. Send your written problem statement to another assigned student for their in-class review and critique. 4. Read Bowen, N. (2003). How to write a research article for the Journal of Genetic Counseling, <em>Journal of Genetic Counseling, 12</em>(1), 5-21. doi:10.1023/A:1021491016830 (also on Sakai) 5. Read Bem, D. J. (2003). <em>Writing the empirical journal article.</em></td>
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<td>- Faculty panel (Mark, Michal, Kathleen) on expectations for the QP and DP</td>
<td>- Students present on their QP problem statements.  - Students and instructor provide critiques of statements.</td>
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<td>10/3 Week 5. Conducting and Writing Reviews of Research Literature</td>
<td>1. Identify and submit list of 10 critical review and research studies in your problem area. Identify key themes or patterns that you can use to summarize or synthesize this work with your own “voice” or unique contribution. 2. Meet with your dissertation chair or your current advisor to review your dissertation proposal idea and potential strategy. Be prepared to give a summary report of this meeting to the class. 3. Read selected text from Locke, Spirduso, &amp; Silverman (2000), <em>Proposals that Work</em> (pp. 63-74; posted on Sakai). 4. Read UNC Writing Center. (2010). <em>Literature reviews.</em> Available at <a href="http://www.unc.edu/depts/wcweb/handouts/literature_review.html">http://www.unc.edu/depts/wcweb/handouts/literature_review.html</a> (Note: Carefully review the writing recommendations on the sidebar at this site. Excellent recommendations are offered for writing style, use of APA format, correct grammar in dissertations, and so forth.)</td>
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<td>1. Orthner leads discussion on literature reviewing and discussion of student literature reviews 2. Students discuss meetings with advisor/dissertation chair</td>
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<td>10/10</td>
<td>Week 6</td>
<td>Open session Students set up individual appointments with Dr. Orthner to review the QP and DP planning progress.</td>
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<td>10/17</td>
<td>Week 7</td>
<td>Reviewing intervention research QP Section 3 “Critical”</td>
<td>1. Review 3 (or more) intervention studies in your area of research. Write a one-page integrative summary of these interventions, including target populations, samples used, types of designs, analysis strategies, measures of effectiveness, and strengths and weaknesses.</td>
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<td>1. Orthner review of key issues in intervention research in social work practice.</td>
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<td>10/24</td>
<td>Week 8. Theories, Conceptual Frameworks and Models</td>
<td>1. Review the dominant theories or conceptual frameworks that have been used in your area of research. Be prepared to discuss the general theories that have been applied as well as the more specific theories or frameworks used in research and hypothesis testing.</td>
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<td>10/24</td>
<td>Week 8. Theories, Conceptual Frameworks and Models</td>
<td>3. Review 3 examples of theory-based research papers on Sakai:</td>
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<td>10/31</td>
<td>Week 9. Theory presentations</td>
<td>1. Prepare an outline of the theoretical frameworks used in your area of research, especially as applied to the problem you are addressing. Include the general and specific theories you will need to review, as well as the hypotheses that emerge from these theories.</td>
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<td>10/31</td>
<td>Week 9. Theory presentations</td>
<td>2. Student summaries of strategies, strengths and weaknesses of interventions in areas of research.</td>
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2. Prepare PowerPoint presentation that includes a brief summary of interventions, identified strengths, and identified weaknesses.

3. As examples of large and small intervention research studies read the following:


Examine the similarities and differences between these published studies in terms of application to intervention research and science.

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1. Orthner frames theory and conceptual frameworks discussion, including building of logic models.

2. Gary Bowen leads discussion of theory development

3. Students identify specific theories that have been applied in their area of research.

4. Students create theory of change logic models.

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10/31 Week 9. Theory presentations

*QP Section 2 “Critical”*
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<th>Topic</th>
<th>Assignments/Notes</th>
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| 11/7  | Week 10 | Research Designs and Research Methods for QPs and Dissertation Proposals | 1. Identify and critique the research designs and data collection methods used in research in your area of interest. Consult the research literature in social work, your minor area, and other disciplines. What are the implications for your proposed research?  
2. Identify a population, sample and potential source of data or strategy for data collection for your dissertation research.  
3. Prepare a PowerPoint presentation of key points for class presentation and discussion (approximately 15 minutes) |
| 11/14 | Week 11 | Special Topics Class | 1. Discussion led by appropriate faculty or other specialist. |
2. Review UNC graduate school ethics requirements. ([http://gradschool.unc.edu/ethics.html](http://gradschool.unc.edu/ethics.html))  
4. Identify specific ethical issues and IRB requirements that you will need to consider in your dissertation research. Prepare a list of the issues as they appear on the UNC IRB form and how you will address them. |
| 11/28 | Week 13 | Writing implications | 1. Review the conclusions and implications sections of the exemplary articles in your review of the literature. How are these sections structured? How much comparison from previous theories their problem area.  
2. Guided discussion of all presentations.  
Student presentations with discussion and recommendations  
1. Discussion led by appropriate faculty or other specialist.  
1. Orthner review of ethical issues in social work research.  
2. Student reviews of their own ethical issues and plans for addressing them.  
1. Orthner summary of writing issues for this section. |
| sections | research and theory is included? Are there common patterns or are each of these different? What are the potential conclusions and implications that are likely to emerge from your own QP and DP? What implications can be made for social work practice and research?  
2. Summarize your answers to these questions and prepare to present and discuss your lessons-learned with the class. |
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<td>QP Section 5 “Conclusions and implications”</td>
<td>2. Student reviews and discussion of conclusion section for their QPs and DPs.</td>
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| 12/5 | **Week 14. Presentations of Qualifying Papers and Dissertation Proposals**  
1. Prepare detailed outlines of QP and Dissertation Proposal. The outline should include all the components required for the QP, with additional outline of the methods section for the DP. Also write a 3 page narrative that describes your problem, justifies attention to this issue, and proposes a methodology for your dissertation. This document can be used to gain agreement from your committee chair and members on what you plan to write and do to complete your doctoral work.  
2. Be prepared to discuss and critique your fellow students’ work to help them prepare for the dissertation review process. |
| | Students present detailed outlines of QP and DP, **no ppt** (handouts of outline only), include update on recruitment of Chair and Committee Members, and indicate timelines. |