

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
School of Social Work

Course Number: SOWO 312

Course Title: Development of Social Intervention Models, Fall 2002

Instructor: Maeda J. Galinsky (962-6539; 563F, TTK;
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Office Hours: Tuesday 12-1; Wednesday 4-5; and by appointment

Course Description: A systematic approach to the design, implementation, and evaluation of social interventions provides the framework for developing models that address a range of social issues and needs.

Course Objectives: Students completing this course will be able to:

1. Identify and assess the socio-political dynamics involved in defining a specific social need, problem, or condition at the societal and institutional level, the organizational level, the familial and interpersonal level, and the individual level;
2. Analyze a social need, problem or condition relevant to a particular population and identify the implications of different levels of analysis for designing appropriate interventions;
3. Assess the theoretical and empirical support for alternative approaches to intervention with a particular population;
4. Describe the logical sequence that guides the design, implementation and evaluation of social interventions and critically assess this process;
5. Apply a systematic approach to designing a social intervention model that is responsive to the specific social need, problem, or condition of a particular population;
6. Select and apply appropriate research methodology in evaluating a social intervention model;
7. Demonstrate awareness of the interplay of different levels of intervention and factors such as race, gender, class, and culture in designing, implementing and evaluating a social intervention model;
8. Generate hypotheses for guiding empirical inquiry for testing theories and models of social intervention;
9. Apply theory construction strategies and techniques for building social intervention theories and models;
10. Delineate effective strategies for collaboration between academic and practice communities in designing, implementing, and evaluating social intervention models.

Course Expectations

This course is structured as a seminar. In our discussions, we will examine and critique the assigned readings, provide consultation on participants' research interests, and respond to presentations by seminar participants and guest presenters. All members of the class are expected to be prepared for class and contribute to the discussion. Attendance is expected. If you find you will not be able to be in class, you should notify the instructor. Assigned readings should be read in advance of the date they are scheduled; the instructor will identify material that should be given priority consideration. All written assignments should be prepared in APA style. Papers and other written assignments must be submitted at the beginning of the class when they are due. The grade for any paper handed in after this time will be reduced by ten points, unless an alternative date for completion of the paper has been negotiated in advance of the due date.

Required Readings

Copies of articles and other materials assigned for the course are available on E-Reserves and in the Learning Resource Center. The principle text is available for purchase at the Health Affairs Bookstore:

Rothman, J. & Thomas, E. J. (Eds.) (1994). *Intervention research: Design and development for human service*. New York: The Haworth Press.

Assignments:

Student mastery of the process of designing, implementing, and evaluating models of social intervention in an area of specialization will be promoted and evaluated by the following assignments:

1. Presentation and Critique of a Social Intervention Model. Each student will select an existing social intervention model relevant to the social need, problem, or condition of a particular population; present major features of this model to the seminar; and, critique the model using selected criteria. Scheduled for **October 2 and October 9**.
2. Examination testing each student's knowledge of the processes, strategies and techniques involved in designing and refining social interventions and skill in analyzing problems and issues for developing, evaluating, and implementing models of social intervention. This take-home exam will be distributed **October 23** and will be due **October 25**.
3. Presentation on Working Models of Social Intervention. Each student will present a proposal for a social intervention model under development, using appropriate overheads and handouts. Handouts should include an annotated bibliography of literature related to a social need, problem, or condition and the intervention model used to address the area selected by the student. In addition, each student is to prepare an abstract of this proposal as if it were being submitted for presentation at a major social work conference. Scheduled for **November 13 and 20**.

4. Seminar Paper Proposing an Intervention Model. Each student will prepare and present a seminar paper that proposes an intervention model to enhance the social well-being of a particular population. Papers will include: a statement of the intervention opportunity; a critical, integrative review of key literature related to etiology and intervention; an intervention proposal (including expansion, refinement, or synthesis of existing models); a plan for developing the intervention (including appropriate phases of intervention research); and, identification of issues for practice and theory building. Due on **December 4**.

Evaluation:

10%	Class Performance
15%	Presentation and Critique of Social Intervention Model; Other Short Written Assignments
20%	Examination
20%	Presentation of Working Model
35%	Seminar Paper

Grading System:

H = 94-100

P = 80-93

L = 70-79

F = 69 and below

Policy on Academic Dishonesty: Students are expected to conduct all academic work within the letter and spirit of the Honor Code of the University of North Carolina at Chapel Hill, which prohibits the giving or receiving of unauthorized aid in academic processes.

Please refer to the *APA Style Guide*, *The SSW Manual*, and the *SSW Writing Guide* for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have neither given nor 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 which affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered.

Course Outline

August 21

Overview and Course Expectation

Challenge of developing theory for intervention

Share social concerns and intervention interests

What is your potential dissertation topic?

Where do you see yourself in doctoral program?

Where are you going this year?

What are you doing to work toward dissertation?

How does your supporting program (course work) inform your development of practice model?

Review course syllabus

August 28

Defining Social Concerns--Needs, Conditions, Problems

Discuss class interests based on assignment

Socio-political context of intervention design and development

Case example: Managed care

Required Reading:

Galinsky, M.J., Turnbull, J.E., Meglin, D.E., & Wilner, M.E. (1993). Confronting the reality of collaborative research: Issues of practice, design, measurement, and team development. *Social Work, 38*(4), 440-449.

Gambrill, E. (1990). Sources of influence on decisions that clinicians make. In *Critical thinking in clinical practice* (pp. 26-52). San Francisco: Jossey-Bass.

Perloff, J.D. (1996). Medicaid managed care and urban poor people: Implications for social work. *Health and Social Work, 21*(3), 189-195.

Richards, P. (1986). Risk. In H. S. Becker, *Writing for social scientists* (pp.108-120). Chicago: The University of Chicago Press.

Rothman and Thomas *Text*

Afterword, Chapter 16, 369-373

Conceptual overview, Chapters 1 & 2, 3-54

Problem analysis and project planning, Chapter 4, 83-98

Schilling, R. F. (1997). Developing intervention research programs in social work. *Social Work Research, 21*(3), 173-180.

Assignment: Prepare a brief written statement of your central social concern and intervention interest to distribute to class. In your statement, address the following questions:

What is the problem, condition, need?
What empirical and theoretical literature should you review? Key words?
What kinds of interventions are needed and feasible at each level?
What level of intervention is of most interest to you at this point?
What research methodology (design, implementation, analysis) are you considering?

September 4

Designing Social Intervention Models: Integrating Information

What information do you need to understand the area of social development and relevant interventions?

What literature should you review?

How do you critique and integrate the literature?

Evidence-based practice

Required Reading:

Fraser, M.W. (1996). Aggressive behavior in childhood and early adolescence: An ecological-developmental perspective on youth violence. *Social Work, 41* (4), 347-361.

Fraser, M. W., Nelson, K. E., & Rivard, J. C. (1997). Effectiveness of family preservation services. *Social Work Research, 21*(3), 138-153. (optional)

Gambrill, E. (1999). Evidence-based clinical behavior analysis, evidence-based medicine and the Cochrane collaboration. *Journal of Behavior Therapy and Experimental Psychiatry, 30*(1), 1-14. (optional)

Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. *Families in Society: The Journal of Contemporary Human Services, 18*(3), 341-350

Gibbs, L., & Gambrill, E. Evidence-based practice: Counterarguments to objections. *Research on Social Work Practice, 12*(3), 452-476.

Hogarty, G.E. (1989). Metaanalysis of the effects of practice with the chronically mentally ill: A critique and reappraisal of the literature. *Social Work, 34*(4), 363-373.

Schopler, J. H., Abell, M.D., & Galinsky, M.J. (1998). Technology-based groups: A review and conceptual framework for practice. *Social Work, 43*(3), 254-267.

Schuerman, J., Soydan, H., MacDonald, G., Forslund, M., de Moya, D., & Boruch, R. The Campbell Collaboration. *Research on Social Work Practice, 12*(2), 309-317.

Videka-Sherman, L. (1988). Metaanalysis of research on social work practice in mental health. *Social Work, 33*(4), 325-338.

Rothman and Thomas *Text*
Information gathering and synthesis, Chapter 6, 117-131 (skim),
Chapter 7, 133-160

Assignment: Develop a list of concepts you might use to organize your literature review. Be prepared to share in class.

As part of the process of model building, begin bibliography on area of social intervention including theoretical, empirical, and practice literature that defines the etiology and nature of the intervention opportunity and the interventions that have addressed this area social development.

Supplementary References:

Glass, G. V., McCaw, B., & Smith, M.L. 1981. *Meta-analysis in social research*. Beverly Hills: Sage Publications. H62 .G517 c. 3

Very practical reference. Although does not represent the most current approaches to meta-analysis, discusses the appropriate uses, provides detailed description of tasks at each step, and gives good examples. Good discussion of such issues as the File Drawer Hypothesis (p. 64).

Hedges, L.V., & Olkin, I. (1985). *Statistical methods for meta-analysis*. Orlando FL: Academic Press. HA 29 .H425 1985

A relatively sophisticated, yet easy to follow reference on the statistical methods used in meta-analysis. Includes different approaches to estimating effect size and a range of models for determining effect sizes.

Hunter, J.E., Schmidt, F.L., & Jackson, G.B. (1982). *Meta-analysis: Cumulating research findings across studies*. Beverly Hills: Sage Publications. HD 30.4 .H86 1982

Very useful guide to meta-analysis. Starts with an overview of integrating research findings across studies and goes on to describe cumulation procedures and problems. Then, describes cumulating correlations, cumulation formulas, cumulation of results within studies, methods of integrating findings across studies, and the literature search.

September 11

Designing Social Intervention Models: Developing Criteria

What is a model?

What needs to be included in social intervention models?

What are universal criteria for designing and evaluating social interventions?

Required Reading:

Berger, R.M. (1986, January). Social work practice models: A better recipe. *Social Casework*, 67, 45-54

Fischer, J. (1971, December). A framework for the analysis and comparison of clinical theories of induced change. *Social Service Review*, 45, 440-454.

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

Payne, M. (1997). *Modern social work theory* (2nd ed.) (pp. 1-71). Chicago, IL: Lyceum Books, Inc. (optional)

Warren, K., Franklin, C., & Streeter, C. L. (1998). New directions in systems theory: Chaos and complexity. *Social Work*, 43(4), 357-372.

Assignment: Identify the intervention model criteria you think are most important and be prepared to present and justify these criteria in class.

September 18

Model Building and Critical Thinking

Presenter: Developing Models of Social Intervention

Development of models of social intervention

Critical thinking

Required Reading:

Bailey-Dempsey, C., & Reid, W.J. (1996). Intervention design and development: A case study. *Research on social work practice, 6* (2), 208-228.

Gambrill, E. (1990). Reasons and reasoning: The heart of making decisions about problems and solutions. In *Critical thinking in clinical practice* (pp. 88-115). San Francisco: Jossey-Bass.

Rothman and Thomas *Text*
Design, Chapter 8, 163-193 & Chapter 9, 195-212

Other readings to be assigned by guest presenter.

September 25

Model Building and Critical Thinking

Presenter: Developing Models of Social Intervention

Development of models of social intervention

Practice guidelines

Required Reading:

Fraser, M.F. (in press). Intervention research in social work: A basis for evidence-based practice and practice guidelines. In A. Rosen & E.K. Proctor (Eds.), *Developing practice guidelines for social work interventions: Issues, methods, and research agenda*. New York: Columbia University Press.

Fraser, M.W., & Galinsky, M.J. (1997). Toward a resilience-based model of practice. In M.W. Fraser (Ed.), *Risk and resilience in childhood: An ecological perspective* (pp. 265-276). Washington DC: NASW Press.

Howard, M.O., & Jenson, J.M. (1999). Clinical practice guidelines: Should social work develop them? *Research on Social Work Practice*, 9(3), 283-301

Richey, C.A., & Roffman, R.A. (1999). Further thoughts on the fit between clinical guidelines and social work practice. *Research on Social Work Practice*, 9(3), 311-321.

Other readings to be assigned by guest presenter.

Assignment: Presenters for October 2 session assign required reading.

October 2

Model Building and Critical Thinking

Critiques of intervention models relevant to social concerns

Required Reading: Articles for student presentations

Student Presentations:

- 1.
- 2.
- 3.

Assignment: Presenters for October 9 session assign required reading.

October 9

Model Building and Critical Thinking

Critiques of intervention models relevant to social concerns

Required Reading: Articles for student presentations

Student Presentations:

- 1.
- 2.
- 3.

October 16

Model Building and Cultural Sensitivity

Presenter: Developing Culturally Sensitive Models

Approaches to model development and evaluation

Required Reading:

Herie, M., & Martin, G.W. Knowledge diffusion in social work: A new approach to bridging the gap. *Social Work*, 47(1), 85-95.

Hodges, V.G., Richey, C.A., Hastings, J., & Pettit, K.(1992). Conducting culturally sensitive survey research in communities of color. Unpublished manuscript, School of Social Work, University of Washington.

Rothman and Thomas *Text*

Early development and pilot testing, Chapter 10, 215-243

Evaluation and advanced development, Chapter 12, 267-295

Dissemination, Chapter 15, 353-367

Sue, S. (1999). Science, ethnicity, and bias: Where have we gone wrong? *American Psychologist*, 54(12), 1070-1077.

Uehara, E.S., Sohng, S.S.L., Bending, R.L., Seyfried, S., Richey, C.A., Morelli, P., Spencer, M., Ortega, D., Keenan, L., & Kanuha, V. (1996), Towards a values-based approach to multicultural social work research. *Social Work, 41*(6), 613-621.

October 23

Model Building, continued

Examination given out. Due at 5 pm on October 25.

See October 16 readings on model building --.
(Herie & Martin; Rothman & Thomas)

October 30

Developing Models, Ethics and Values

Presenter: Ethical and Value Issues Related to Model Development

Class consultation on conceptual frameworks for working models

Required Reading:

National Association of Social Workers. (1996). *Code of ethics*. Washington, D.C.: NASW Press. [On-line] Available: www.naswdc.org

Pine, B.A. (1987, July-August). Strategies for more ethical decision making in child welfare practice. *Child Welfare, 66*(4), 315-326.

Woody, J.D. (1990). Resolving ethical concerns in clinical practice: Toward a pragmatic model. *Journal of Marital and Family Therapy, 16* (2), 133-149.

Independent reading for presentation and paper on working model

Assignment: Be prepared to present the conceptual framework you are using to organize and integrate the literature related to your working model. Bring enough copies of your conceptual framework to share with seminar participants.

November 6

Action Research

Application of principles of action research

Class consultation on development of students' models continued

Required Readings:

Altpeter, M., Schopler, J.H., Galinsky, M.J., & Pennell, J. (1999). Participatory research as social work practice: When is it viable? *Journal of Progressive Human Services* 10(2), 31-53.

Ketterer, R.F., Price, R.H., & Politser, P.E. (1980). The action research paradigm. In R.H.Price, et al. (Eds.), *Evaluation and action in the social environment* (pp. 1-15). New York: Academic Press.

Lewin, K. (1946). Action research and minority problems. *Journal of Social Issues*, 2, 34-46.

Sarri, R.C., & Sarri, C.M. (1992). Organizational and community change through participatory action research. *Administration in Social Work*, 16,(3/4), 99-122.

Assignment: Continue discussion and consultation related to development of working models.

Assignment: Presenters for November 13 session assign required reading.

November 13

Development of Social Intervention Models

Presentation and critique of student working models

Required Reading:

Presenters to assign readings at previous session

Student Presentations:

- 1.
- 2.
- 3.

Assignment: Presenters for November 20 session assign required reading.

November 20

Development of Social Intervention Models

Presentation and critique of student working models

Required Reading:

Presenters to assign readings at previous session

Student Presentations:

- 1.
- 2.
- 3.

November 27

No class – Thanksgiving Break

December 4

Evaluation, Ending, and Planning for the Future

Note: Seminar Paper Due at beginning of class session