

**THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL  
SCHOOL OF SOCIAL WORK**

**COURSE NUMBER:** SOWO 900

**COURSE TITLE:** Conceptualizing Social Problems to Inform Interventions

**SEMESTER:** Fall 2017 (Wednesday, 9-11:50 AM, Room 226)

**Instructor:** Mimi V. Chapman, Ph.D. LCSW,

**Professor School of Social Work**

**Room 324-L**

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**OFFICE HOURS:** Friday 9 – 11 and by appointment

**UNC-CH Safe Zone**

**COURSE DESCRIPTION:**

An application and critical analysis of behavioral and social science theories and theory-driven research for understanding the etiology of social problems for purposes of social intervention.

**COURSE OBJECTIVES:**

By course end, students will:

1. Understand the application of the scientific process to social work research and practice, including the role of research and theory in evidence-based social work practice.
2. Understand the reciprocal and dynamic links among theory, research, and practice.
3. Understand distinctions among theories at different levels of abstractness and scope, as well as the distinction between explanatory theories and practice theories.
4. Review specific examples of the use of conceptual frameworks for informing the development of explanatory substantive models for understanding social problems, and how these substantive models inform the development of social interventions.
5. Identify a specific social problem, describe its incidence/prevalence and significance for social work intervention, and identify and critique relevant conceptual frameworks and substantive models that have been used to frame and inform understanding of the problem (explanatory theories).
6. Understand the development and application of theories in the context of race, ethnicity, gender, age, socioeconomic status, and culture and history.

**REQUIRED TEXTS:**

Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.) (2015). Health behavior: Theory, research, and practice (5<sup>th</sup> Ed.) San Francisco: Jossey-Bass (Wiley). (ISBN 9781-11862898

hardback) (PDF and an electronic versions are also available.)

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC. Author. [www.apa.org/books/]

Please choose from a subscription to the **Wall Street Journal** or the **New York Times**. We will be using them in our class and you are expected to read them daily particularly looking for information that relates to your particular areas of interest and study. As you read, pull articles that relate in some way to your areas of concentration. In weeks 8, 10, 11, and 12 you will be presenting your articles and discussing how the theories you have been examining in these class sessions apply to them.

The links below should take you to the sites for student rates for each publication.

<https://www.nytimes.com/subscriptions/edu/lp8R4RH.html?campaignId=6UYLJ&gclid=COXupi7stUCFdcDhgod0FcEGw&dclid=CKKtyZi7stUCFdgThwodPogDSg>

[https://buy.wsj.com/wsjt1s17/?trackingCode=aaqpn5g0&cid=WSJ\\_SCH\\_GOO\\_ACQ\\_NA&ef\\_id=WVExfgAABa1wUo55:20170731022305:s](https://buy.wsj.com/wsjt1s17/?trackingCode=aaqpn5g0&cid=WSJ_SCH_GOO_ACQ_NA&ef_id=WVExfgAABa1wUo55:20170731022305:s)

## **TEACHING METHODS**

We will work collaboratively together to make our class interactive and engaging. We are all full partners in assuring the success of the class. As the instructor, I assign grades and set the direction of the class. However, I am open to feedback so that we can make this experience a useful foundation for your doctoral work.

## **BAD WEATHER POLICY**

Please check your email by 7:00 a.m. on the day of class in case of snow, ice or other threatening and/or unsafe conditions. Use your best judgment about travel safety if you are driving to Chapel Hill from surrounding areas with inclement weather or threatening and/or unsafe conditions. If you have any questions or concerns, please contact me.

## **CLASS ENGAGEMENT**

Students are expected to attend all class sessions, and classes will begin and end on time. If there is some reason that you cannot attend a class, please contact the instructor ([mimi@email.unc.edu](mailto:mimi@email.unc.edu); 919-619-4069). Students who miss two class sessions will be penalized by one letter grade (special exceptions may apply). Students who miss three or more class sessions will receive an "F" as their final grade for the class (special exceptions may apply). While in class your attention should be with me and your fellow students. We will be single tasking. Cell phones should be off. You may use your computer for class purposes only. No social media, no shopping, no solitaire, no planning your special event during class, or

otherwise distracting yourself and your fellow classmates. To facilitate class involvement, students are expected to read required materials, complete required assignments prior to class, and contribute meaningfully to class discussion. At the beginning of each class session, time will be allocated to address questions about readings and assignments.

All students are required to have a valid UNC email account. A valid UNC email address has the following extension: @email.unc.edu or @unc.edu or @live.unc.edu.

## ASSIGNMENTS

All written assignments should conform to the style guidelines of the American Psychological Association (6<sup>th</sup> ed.). If you do not have a copy of this manual, I would suggest that you buy one.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC. Author. [www.apa.org/books/]

### Assignment 1: Journal Review

**Due 9/12**

#### *Social Work Journals*

In a past issue of *Research on Social Work Practice* (Vol. 15, July 2005, pp. 310-311), Bruce Thyer identified more than 70 journals, which he labeled as “disciplinary social work journals published primarily in English.” He excluded “interdisciplinary” and “field of practice” journals that may have affiliations other than social work, such as *Family Relations*, *Child Welfare* and *Journal of Community Practice*. Working, in part, from his list, students will be assigned a social work journal and a comparison journal for review. Pick two issues within the target year of both journals for review. Five social work journals have been selected for purposes of this exercise:

#### *Social Work Journals*

*Research on Social Work Practice* (2017)  
*Journal of the Society for Social Work and Research* (2017)  
*Social Work Research* (2017)  
*Health and Social Work* (2017)  
*Social Work* (2017)

#### *Comparison Journals*

For purposes of comparison to leading social work journals, students will be assigned a journal for review from related disciplines and journals that social workers regularly read and in which we sometimes publish. Selected journals include:

*Family Relations* (2017)

*American Journal of Community Psychology (2017)*  
*American Journal of Public Health (2017)*  
*Addiction (2017)*  
*Journal of Interpersonal Violence (2017)*  
*Child Welfare (2017)*

For both the social work and the comparison journal follow the following instructions:

First, count the number of empirical articles in the specific issues of the journal you are reviewing. An empirical article manipulates data (quantitative or qualitative) in its analysis. Do not include book reviews, theoretical essays, or articles that pertain to a review of a particular method (e.g., randomized experiments) or analysis procedure (structural equation modeling). What proportion of these articles use quantitative methodologies exclusively, what proportion use qualitative methodologies exclusively, and what proportion use a combination of both quantitative and qualitative methodologies?

Second, of the empirical articles identified, count the number of articles that identify an explicit underlying theoretical base and makes intelligent use of the theory or theories to frame the research question, to inform the data collection and analysis decisions made, and to interpret the results. Please list the reported theoretical frameworks in a summary table, including the number of articles that reference each theory. In the table, identify the number of empirical articles that made no mention of an explicit theory. The table might look something like this.

| Journal    | # of empirical articles | # using theory in a meaningful way | Theories used | How many qualitative? | How many quantitative? |
|------------|-------------------------|------------------------------------|---------------|-----------------------|------------------------|
| SW         |                         |                                    |               |                       |                        |
| Comparison |                         |                                    |               |                       |                        |
|            |                         |                                    |               |                       |                        |
|            |                         |                                    |               |                       |                        |

Third, what patterns, if any, do you see between the use of explicit theories and the type of methodology primarily employed: quantitative, qualitative, and both quantitative and qualitative.

Please prepare a presentation for the class that summarizes your findings. Include the following:

- Introduction (purpose), description of the Journal (sponsorship and overall focus)
- Methods (your procedures for conducting the review)
- Results (include summary table)
- Discussion (what do you make of the results, including your conclusions)
- Limitations
- Implications for further review

Be prepared to present your report to the class on **September 12th** (approximately 15 minutes).

Identify what you consider to be an “exemplary theory-based empirical research article” from your journal review and be prepared to discuss this example in class. Please email a copy of the article to class participants.

Assignment 2: Article Review Due 9/26

In consultation with the professor, each student will select three articles that represent an exemplar of theory-driven research in your area of interest. All articles should include data and analysis that tests an underlying “theory of the problem.” Our main focus is on the intentional and intelligent use of theory to frame and inform the social problem. Please prepare a 6 to 8 page paper and a PowerPoint presentation, including the following:

- Statement and significance of the problem, including a statement of the central research question for each article
- Theoretical perspective(s), including major assumptions and concepts ,
- Substantive/theoretical model derived for testing in the form of a figure,
- Definitions of key variables in the substantive/theoretical model,
- Summary results or discussion,
- Discussion of results in the context of theoretical perspectives(s), and
- Implications for informing social interventions in your area.

The required number of slides may vary depending on the particular article. Each student will have 20 minutes for presentation and 10 minutes for leading a discussion about the implications of the article for advancing knowledge of the issue, problem, or phenomenon and for informing the design of social intervention (30 minute total).

Send the PowerPoint to the professor as an email attachment in advance of class. Also, please bring a hard copy of the PowerPoint to class for the Professor and for class participants (six slides per page). As a backup, please bring the presentation to class on a USB flash drive or memory stick or other portable drive. A computer/LCD will be available for all presentations.

Note: There are examples of well-done theory-driven articles on our sakai site in the folder labeled, “theory exemplars.”

Assignment 3: Social Problem Presentation (Due: November 14 or November 28)

Prepare a presentation of your final paper (12-15 slides) to present in class (30 minutes for presentation, 10 minutes for discussion).

Assignment 4: Social Problem Paper (Due: 12/5/2017)

The final assignment for the course is the preparation of a theory-based paper that addresses a

social problem related to the student’s primary content area (approximately 20 double-spaced pages, excluding references, diagrams, and appendices). Students will work on this paper during the course of the semester. Please use the following headings in preparation of the paper. Page number guidelines are offered.

- a. *Introduction*. Provide an opening that introduces the topic (social problem), identifies the focus of your review (the specific social problem), including the population of interest (e.g., adolescent females), and provides the reader with a roadmap for your review. (1.5 pages)
- b. *Statement of the social problem*. Describe/illustrate the social problem (its epidemiology). Present what is known about the scope of the problem (e.g., the incidence and prevalence of the problem), its distribution in the population, its determinants, and its short- and long-term effects or consequences. (3.0 pages)
- c. *Significance of the problem*. What relevance/implications does the social problem and/or the targeted population have for social justice. (1 page)
- d. *Theoretical perspectives*. A presentation and critical analysis of three theories or conceptual perspectives that have been applied to the study of the social problem. This analysis may involve the use of a grand theory (e.g., Piaget’s theory of cognitive development), a conceptual framework (e.g., social exchange theory), and/or a substantive model (e.g., social development model). Rather than review the theory per se, apply the theory to your topic at hand, although it is important to specify key assumptions and concepts from the theory that frame and inform your analysis. (12 pages)
- e. *Conclusion*. Discuss limitations in the application of theory in this content area and offer suggestions for the better use of theory, including your plans for theoretical refinement and application. (3 page)
- f. *References*. Format all references using APA guidelines.

**GRADING SYSTEM:**

The core assignments and their relative weights in the grading system are listed below:

|  |       |
|--|-------|
| 1. Journal Review Presentation                 | 10.0% |
| 2. Article Review & Presentation               | 20.0% |
| 3. Social Problem Paper Presentation           | 20.0% |
| 4. Social Problem Paper                        | 25.0% |
| 5. Preparation Assignments/Class Participation | 25.0% |

Each assignment/requirement will be graded using the following numeric system: H =

94-100

P = 80-93

L = 70-79

F = 69 and below

To qualify for a grade of Clear Excellence (H), students will need to complete all assignments with a grade of 80% or better, with an average grade of 94% or better.

**POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:**

Unless negotiated in advance with the professor, assignments are due on the date specified in the syllabus. All assignments must be completed to receive a Passing Grade for the course (H/P/L). Students will receive 0 credit for assignments submitted past the due date unless approved for late delivery in advance of the due date.

#### **POLICY ON ACADEMIC DISHONESTY:**

All academic work submitted by students will be conducted within the letter and spirit of the Honor Code, which is described in *The SSW Manual* and the *Graduate School Record*. 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 (//signed//) from you stating that, “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.

#### **ACCESSIBILITY AND RESOURCES SERVICES:**

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, [Tel:- 919-962- 8300](tel:919-962-8300) or Email;- [accessibility@unc.edu](mailto:accessibility@unc.edu). A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

#### **WRITING SUPPORT:**

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School’s Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to [SOSWwritingsupport@gmail.com](mailto:SOSWwritingsupport@gmail.com) . In addition, see the Writing Resources and References page on the School’s website (under the Current Students tab: <https://ssw.unc.edu/students/writing> ).

### **COURSE OUTLINE AND READINGS**

**8/22 Week 1: Welcome, Introductions, and Syllabus Review**

**Our first group Activity/Assignment:** We will begin our time together at the Ackland Art Museum where we will focus our attention on portraits in the Outwin exhibition. We will be there until our break at approximately 10:30. At that time, we will return to our classroom to discuss the syllabus, assignments, and class expectations.

## **8/29 Week 2: What is Theory and Why Does It Matter?**

### **Preparation Assignment:**

Please access SAMHSA's (Substance Abuse and Mental Health Services Administration) National Registry of Evidence-based Programs and Practices (<http://nrepp.samhsa.gov/>). From the [Find an Intervention] link, **please identify an evidence-based program/practice that relates in some way to the portrait you identified last week at the Outwin Exhibit at the Ackland Art Museum.** You will present your program for review in class (3-5 minutes). Note that you may click on [View All Interventions]. Why did you choose this particular program? How intuitive is the suggested approach to intervention in the context of your own natural inclinations?

In the context of the program/practice that you selected above, how explicit is the underlying theory, theory of change, or logic model? If not provided, please review a few of the original sources for this particular intervention to see if you can discover the underlying theory or logic model. What important consideration does this practice and its theory of change **not address** that was in some way reflected in the portrait you chose?

### **Required Readings**

Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.) (2015). Health behavior: Theory, research, and practice (5<sup>th</sup> Ed.) San Francisco: Jossey-Bass (Wiley). Chapters 1 & 2.

Fraser, M. W., & Galinsky, M. J. (2010). Steps in intervention research: Designing and developing social programs. *Research on Social Work Practice*, 20, 459-466.

## **9/5 Week 3: Doing Research that Makes a Difference: Connecting Your Interests to the Issues of Our Time.**

**Preparation Assignment:** As you read Dr. DeVoe's work featured this week, **please review the newspaper you've elected to track and the social work grand challenges website <http://aaswsw.org/grand-challenges-initiative/>.** Identify five articles in that newspaper that bring up timely issues that you hope your work will speak to. Next, review the grand challenges website and read relevant white papers. Bring copies of your selected articles to class and be prepared to speak about how your proposed areas of study intersect with the articles you've identified, what you think is needed to move this issue forward, what the grand challenges say about this area, and how a strong theory-base would or has made a difference in the knowledge-base surrounding this issue thus far.

DeVoe, E.R., Klein, T.P. Bannon, W., & Miranda-Julian, C. (2010). Young children exposed

to the attacks on the World Trade Center. *Psychological Trauma: Theory, Research, Practice, and Policy*, Vol 3 (1), 1-7.

DeVoe, E.R., Ross, A., & Paris, R. (2012). Build it together and they will come: The case for community-based participatory research with military populations. *Advances in Social Work Research, Special Issue on Research with Military Populations*, 13(1), 149-165.

DeVoe, E.R., & Ross, A. (2012). The Parenting Cycle of Deployment: adapting parenting strategies in the context of deployment separation and reunion. *Military Medicine*, 177(2), 184-190.

DeVoe, E.R., Paris, R., Emmert-Aronson, B., Ross, A., & Acker, M.A. (2016). A Randomized clinical trial of a post-deployment parenting intervention for service members and their families with very young children. *Psychological Trauma: Theory, Research, Policy, Practice*. <http://dx.doi.org/10.1037/tra0000196>.

#### **9/12 Week 4: Social Workers make a difference every day. What about Social Work Researchers?**

***Guest: Matthew O. Howard***

##### Required Reading

Barth, R. P., Gilmore, G. C., Flynn, M. S., Fraser, M. W., & Brekke, J. S. (2014). The American Academy of Social Work and Social Welfare: History and grand challenges. *Research on Social Work Practice*, 24, 495-500.

Howard, M. O., & Garland, E. L. (2015). Social Work Research: 2044. *Journal of the Society for Social Work & Research*, 6, 173-200.

Parrish, D. E. (2015). Introduction to the special issue: Houston bridging the research-practice gap symposium. *Research on Social Work Practice*, 24, 405-407.

Schorr, L. B. (2012, Fall). Broader evidence for bigger impact. *Stanford Social Innovation Review*.

Society for Prevention Research (2013). *Standards of evidence: Criteria for efficacy, effectiveness and dissemination*. Falls Church, VA: Author.

Tseng, V. (2012). The uses of research in policy and practice. *Sharing Child and Youth Development Knowledge*, 26(2).

**Assignment 1: Journal Comparison: Presentations during the Second two hours of Class.**

## 9/19 Week 5: Theories are not Neutral: Listening for Values in Our Work

### Required Readings

Brooks, K.C. (2015). The silent curriculum. *Journal of the American Medical Association* 313, 19 1909 -1910.

Davis, L. E. (2016). Race: America's grand challenge. *Journal of the Society for Social Work and Research*, 7, 395-403.

Haidt, J. (2001). The emotional dog and its rational tail: A social intuitionist approach to moral judgement. *Psychological Review*, 108, 814-834.

Hoberman, J. (2012). Black and blue: The origins and consequences of medical racism. Oakland California: University of California Press. ISBN 9780520574013. Pgs. 1 – 70.

Lurhmann, T.M. (2000). Of Two Minds: An Anthropologist Looks at American Psychiatry. New York: Vintage. Introduction and Chapter 1.

Turner, S.G., et al (2015). Feminist empowerment theory and social work practice. *Social Work Education: The International Journal*, 29, 2 151-162.

Vandering, D. (2010). The significance of critical theory for restorative justice in education. *The Review of Education Pedagogy, and Cultural Studies*. 32:145 – 176.

**Preparation Assignment:** Each member of the class will be assigned two of the articles below for review. Articulate the theory presented, and consider what values, beliefs, and assumptions underlie that theoretical perspective. How does this exercise relate to today's required readings? Prepare to present an overview of the paper you read including: 1. The theory represented 2. How the authors related to the theory to the analysis they actually did 3. The values, assumptions, and beliefs that are implicit within the theoretical perspective articulated in the article.

Allen, K. R. (2016). Feminist theory in family studies. History, reflection, and critique. *Journal of Family Theory & Review*, 8, 207-224.

Braveman, P., & Barclay, C. (2009). Health disparities beginning in childhood: A life-course perspective. *Pediatrics*, 124, S163-S175.

Gibson-Davis, C. M. (2009). Money, marriage, and children: Testing the financial expectations and family formation theory. *Journal of Marriage and Family*, 71, 146-160.

Gillette, M. T., & Gudmunson, C. G. (2014). Processes linking father absence to

educational attainment among African American females. *Journal of Research on Adolescence*, 24, 309-321. (Note: 2015 Reuben Hill Award)

Hall, W. J., & Chapman, M. V. (2016). The role of school context in implementing a statewide anti-bullying policy and protecting students. *Educational Policy*. DOI: 10.1177/0895904816637689

Murry, V. M., Brown, P. A., Brody, G. H., Cutrona, C. E., & Simons, R. L. (2001). Racial discrimination as a moderator of the links among stress, maternal psychological functioning, and family relationships. *Journal of Marriage and Family*, 63, 915-926.

O'Neal, C. W., Richardson, E. W., Mancini, J. A., Grimsley, R. N. (2016, April 14). Parents' early life stressful experiences, their present well-being, and that of their children. *American Journal of Orthopsychiatry*. Advance online publication.

Oyserman, D., Johnson, E., & James, L. (2011): Seeing the destination but not the path: Effects of socioeconomic disadvantage on school-focused possible self content and linked behavioral strategies. *Self and Identity*, 10, 474-492.

Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. *American Journal of Sociology*, 94, 774-802.

Volker, B., Mollenhorst, G., Steenbeek, W., Schutjens, V., & Flap, H. (2016). Lost letters in Dutch neighborhoods: A field experiment on collective efficacy. *Social Forces*, 94, 953-974.

## **9/26 Week 6: Theories that Address Behavior**

### **Assignment 2: Article Review Paper and Presentation - Due**

Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.) (2015). Health behavior: Theory, research, and practice (5<sup>th</sup> Ed.) San Francisco: Jossey-Bass (Wiley). Chapters 4 and 5.

## **10/3 Week 7: Writing Workshop with Diane Wyant (Readings may be changed or added.)**

Goodsell, T. L., & Zvonkovic, A. M. (2015). Qualitative family scholarship: Innovative theories in the interpretive tradition—Introduction to the special issue. *Journal of Family Theory & Review*, 7, 201-207.

Gilgun, J. F. (2005). Qualitative research and family psychology. *Journal of Family Psychology*, 19(1), 40-50.

Matthews, S. H. (2005). Crafting qualitative research articles on marriages and families. *Journal*

*of Marriage and Family, 67, 799-808.*

White, L. (2005). Writes of passage: Writing an empirical journal article. *Journal of Marriage and Family, 67, 791-798.*

### **10/10 Week 8: Individuals and Behavior Choices**

**Preparation Assignment:** Beginning this week, start reviewing Ted Talks at <https://www.ted.com/>. Look for talks that relate to your areas of interest in some way. Be prepared throughout our remaining classes to present a brief snippet of a talk that you found particularly compelling. You will present the snippet, but should consider the whole. What are the specific elements that make these presentations effective? As we each present talks that interest us, we will be looking for the common elements that create presentations that engage and educate. You will be expected to incorporate these elements into your final presentations. Two students will present their Ted Talk findings each week between now and when student presentations begin on November 15<sup>th</sup>.

Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.) (2015). Health behavior: Theory, research, and practice (5<sup>th</sup> Ed.) San Francisco: Jossey-Bass (Wiley). Chapters 6 & 7

### **10/17 Week 9: No Class – Fall Break**

### **10/24 Week 10: Widening the Lens: Step 1 Interpersonal Theories that Inform Well-Being**

Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.) (2015). Health behavior: Theory, research, and practice (5<sup>th</sup> Ed.) San Francisco: Jossey-Bass (Wiley). Chapters 8 & 9.

### **10/31 Week 11: Social Connections and their Influence on Health Behaviors**

Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.) (2015). Health behavior: Theory, research, and practice (5<sup>th</sup> Ed.) San Francisco: Jossey-Bass (Wiley). Chapters 10 & 11

### **11/7 Widening the Lens: Step 2 Understanding Community Impact**

#### **Guest Speaker: Kirsten Kainz**

Glanz, K., Rimer, B.K., & Viswanath, K. (Eds.) (2015). Health behavior: Theory, research, and practice (5<sup>th</sup> Ed.) San Francisco: Jossey-Bass (Wiley). Chapters 14 & 15

Chapman, M. V. (2005). Neighborhood quality and somatic complaints among American youth. *Journal of Adolescent Health, 36*(3), 244–252. [doi:10.1016/j.jadohealth.2004.02.029](https://doi.org/10.1016/j.jadohealth.2004.02.029)

**11/14 Student Presentations**

**11/28 Student Presentations**

Final Preparation Assignment

Please describe your understanding of and perspective toward conceptualizing social problems to inform interventions at the beginning of the semester. How, if at all, has your perspective been influenced by your readings and experiences this semester? Of all the theory and research that we have reviewed, what particular concepts, assumptions, and findings have most influenced your perspective? The same for people—what theorists and researchers have had a particular impact on your perspective? What readings do you consider as pivotal for your experience this semester? Please be prepared to discuss with another student, as well as share with the class.

