

## 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 and Year:** Fall 2020

**Time and Location:** Wednesdays 9:00AM - 11:50AM, ZOOM

**Instructor:** Cynthia Fraga Rizo (Cindy), PhD, MSW

**Phone:** 919-962-6512 (office); 305-244-7046 (mobile)

**Email Address:** cfraga@email.unc.edu

**Office Hours:** By appointment

*\*The instructor reserves the right to change this syllabus as necessary during the semester.*

#### **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**

At the conclusion of this course, students will be able to:

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 (5th Ed.) San Francisco: Jossey-Bass (Wiley). (ISBN 9781-11862898 hardback) (Online access available via UNC-Chapel Hill Libraries)

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). 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, 9, 10, and 11 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=COrXupi7stUCFdcDhgod0FcEGw&dclid=CKKtyZi7stUCFdgThwodPogDSg>

[https://store.wsj.com/shop/us/us/wsjstsprbr20/?intrackingCode=aaqsnbj6&icid=WSJ\\_ON\\_NA\\_ACQ\\_NA](https://store.wsj.com/shop/us/us/wsjstsprbr20/?intrackingCode=aaqsnbj6&icid=WSJ_ON_NA_ACQ_NA)

*\*Additional required articles and chapters will be available on the course's Sakai site.*

### **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 ([cfraga@email.unc.edu](mailto:cfraga@email.unc.edu); 305-244-7046). 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 (7th ed.). If you do not have a copy of this manual, I would suggest that you buy one. (see required texts above)

### **Assignment 1: Journal Review (Due 9/2)**

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**

*Health and Social Work (2019)*

*Journal of the Society for Social Work and Research (2019)*

*Research on Social Work Practice (2019)*

*Social Work (2019)*

*Social Work Research (2019)*

#### **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:

*American Journal of Community Psychology (2019)*

*American Journal of Public Health (2019)*

*Addiction (2019)*

*Child Welfare (2019)*

*Community Mental Health Journal (2019)*

*Family Relations (2019)*

*Journal of Criminal Justice (2019)*

*Journal of Family Violence (2019)*

*Journal of Interpersonal Violence (2019)*

*Psychiatric Services (2019)*

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

1. 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?
  
2. 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					

3. 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 2nd** (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 9/16)**

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 11/4 or 11/11)**

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 11/18 by 5pm)**

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. For example, this might include the development of an integrated theory (i.e., a theory that integrates elements of several theories). (3 page)
- f. *References*: Format all references using APA guidelines.

**Grading System**

The School of Social Work uses an evaluation system of High Pass, Pass, Low Pass, and Fail. For this class, corresponding numerical values include:

H	High Pass	100 – 94	Clearly Excellent
P	Pass	93 – 74	Entirely Satisfactory
L	Low Pass	73 – 70	Inadequate
F	Fail	69 or below	Unacceptable

A grade of P is considered entirely satisfactory. The grade of H signifies that the work is clearly excellent in all respects.

The final grading breakdown is:

1. Journal Review Presentation	10 points
2. Article Review & Presentation	20 points
3. Social Problem Paper Presentation	20 points
4. Social Problem Paper	25 points
5. Preparation Assignments/Class Participation	25 points

**Policy on Incompleteness 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.

### **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>).

### **Accessibility and Resources Services**

The School of Social Work aims to create an educational environment that supports the learning needs of all students. 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. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: [accessibility@unc.edu](mailto:accessibility@unc.edu) or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

### **Equal Opportunity and Compliance (EOC) Statement**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the [Director of Title IX Compliance, Report and Response Coordinators, Counseling & Psychological Services](#) (confidential), or the [Gender Violence Services Coordinators](#) (confidential) to discuss your specific needs. Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

**Community Standards in Our Course and Mask Use.** This fall semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community -- your classmates and me – as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>.



At-a-Glance

<b>Class</b>	<b>Date</b>	<b>Topic Area</b>	<b>Assignments Due/Speakers</b>
1	8/12	Welcome, Introductions, and Syllabus Review; Introduction to Theory	
2	8/19	What is Theory and Why Does It Matter?	
3	8/26	Doing Research that Makes a Difference: Connecting Your Interests to the Issues of Our Time	
4	9/2	Social Workers Make a Difference Every Day: What about Social Work Researchers?	Faculty Panel (Dr. Goode, Dr. Hall, Dr. Jensen, Dr. Van Deirse) & Journal Review Presentation
5	9/9	Theories are Not Neutral: Listening for Values in Our Work	
6	9/16	Theories that Address Behavior	Article Review Paper and Presentation
7	9/23	Writing Workshop	Guest Speaker: Jordan Wingate
8	9/30	Individuals and Behavior Choices	
9	10/7	Interpersonal Theories that Inform Well-Being	
10	10/14	Social Connections and their Influence on Health Behaviors	Guest Speaker: David Ansong
11	10/21	Communities and Organizations	Guest Speaker: Kirsten Kainz
12	10/28	Developing and Testing Theories / Integrated Theories	
13	11/4	Student Presentations	Social Problem Presentation
14	11/11	Student Presentations & Charting Your Next Steps	Social Problem Presentation & Student Panel (Hayden Dawes, Alex Forte, LB Klein, Anna Parisi,)
Social Problem Paper Due: 11/18 by 5pm			

## COURSE OUTLINE AND READINGS

**Wednesday, August 12**

### **Class 1: Welcome, Introductions, and Syllabus Review & Introduction to Theory**

**Class Discussion:** Please describe your perspective toward conceptualizing social problems to inform interventions. What particular theories, models, or empirical findings have most influenced your perspective? The same for people—what theorists, researchers, or practitioners have had a particular impact on your perspective? How do you present yourself and your scholarly work from a theoretical point of view? What assumptions and concepts anchor your perspective and provide coherence to your presentation of self and ideas in professional exchanges?

#### **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.

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2018). The nature of theories. In Contemporary human behavior theory: A critical perspective for social work (4<sup>th</sup> ed., pp. 1-25). New York: Person.

**Wednesday, August 19**

### **Class 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 (<https://www.samhsa.gov/ebp-resource-center>) OR the California Evidence-Based Clearinghouse (<https://www.cebc4cw.org>). **Please identify an evidence-based program/practice** for review in class (5-7 minutes). 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**?

#### **Required Readings:**

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

Higgins, P. A., & Moore, S. M. (2000). Levels of theoretical thinking in nursing. *Nursing Outlook*, 48, 179-183.

Knapp (2009). Critical theorizing: Enhancing theoretical rigor in family research. *Journal of Family Theory & Review*, 1, 133-145.

Marsh, J. C. (2004). Theory-driven versus theory-free research in empirical social work practice. In H. E. Briggs & T. L. Rzepnicki (Eds.), *Using evidence in social work practice: Behavioral perspectives* (pp. 20-35). Chicago: Lyceum Books, Inc.

**Recommended 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 18 & 19.

Michie, S. & Prestwich, A. (2010). Are interventions theory based? Development of a theory coding scheme. *Health Psychology, 29*, 1-8.

Thyer, B. (2008). The potentially harmful effects of theory in social work. In B. A. Thyer, K. M. Sowers, & C. N Dulmus (Eds.), *Comprehensive handbook of social work and social welfare: Human behavior in the social environment* (Vol 2, pp. 519-540). Hoboken, New Jersey: John Wiley & Sons, Inc.

**Wednesday, August 26**

**Class 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 <https://grandchallengesforsocialwork.org/>**. 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.

**Required Readings:**

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>.

### Wednesday, September 2

#### **Class 4: Social Workers make a difference every day: What about Social Work Researchers?**

**Panel Presentation:** Dr. Goode, Dr. Hall, Dr. Jensen, Dr. Van Deirse

**Assignment 1 Due:** Journal Comparison Presentations

**Preparation Assignment:** What do you consider to be a criteria for exemplar social work research?

#### **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.

Hicks, S. (2016). Theory and social work: A conceptual review of the literature. *International Journal of Social Welfare, 25*, 399-414.

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).

### Wednesday, September 9

#### **Class 5: Theories are not Neutral: Listening for Values in Our Work**

**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 papers you read including: (1) The theory represented, (2) How the authors related the theory to the analysis they actually did, and (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., Harrel, A. W., Brody, G. H., Chen Y-F., Simons, R. L., Black, A. R., Curtrona, C. E., & Givvons, F. X. (2001). Long-term effects of stressors on relationship well-being and parenting among rural African American women. *Family Relations*, 57, 117-127.
- O'Neal, C. W., Richardson, E. W., Mancini, J. A., & Grimsley, R. N. (2016). Parents' early life stressful experiences, their present well-being, and that of their children. *American Journal of Orthopsychiatry*, 86(4), 425-435. doi:10.1037/ort0000140
- 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.

**Required Readings:**

- Brooks, K.C. (2015). The silent curriculum. *Journal of the American Medical Association* 313, 19 1909 -1910.
- Daftary, A. H. (2018). Critical race theory: An effective framework for social work research. *Journal of Ethnic and Cultural Diversity in Social Work*, doi:10.1080/15313204.2018.1534223

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.

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2018). Theories of empowerment and social capital. In *Contemporary human behavior theory: A critical perspective for social work* (4<sup>th</sup> ed., pp. 90-120). New York: Person.

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2018). Feminist theory. In *Contemporary human behavior theory: A critical perspective for social work* (4<sup>th</sup> ed., pp. 123-148). New York: Person.

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

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

**Recommended Readings:**

Argüello, T. M. (2016). Fetishizing the health sciences: Queer theory as an intervention. *Journal of gay & lesbian social services*, 28(3), 231-244.

Mehrotra, G. (2010). Toward a continuum of intersectionality theorizing for feminist social work scholarship. *Affilia*, 25(4), 417-430.

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.

**Wednesday, September 16**

**Class 6: Theories that Address Behavior**

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

**Required Readings:**

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

**Wednesday, September 23**

**Class 7: Writing Workshop (Readings may be changed or added.)**

**Guest Speaker:** Jordan Wingate

**Preparation Assignment:** Pick one electronic database (e.g., PsychINFO, ERIC) that covers literature in your area. Do a search to identify the theories used to better understand your specific focus of interest (e.g., coping among intimate partner violence survivors). You may need to widen or narrow your parameters to ensure adequate yet feasible scope. [In addition, you might wish to have an informal conversation with your mentor to see what theories they tend to use or see commonly used in the field]. Be prepared to share your process and findings (e.g., what theories tend to be used?). This preparation assignment is meant to help you start identifying the theories you will discuss for your final paper/presentation.

**Required Readings:**

Bem, D. J. (2004). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), *The complete academic: A career guide* (pp. 185-219). Washington, DC, US: American Psychological Association

Gernsbacher, M. A. (2018). Writing empirical articles: Transparency, reproducibility, clarity, and memorability. *Advances in Methods and Practices in Psychological Science*, 1(3), 403-414. doi:10.1177/2515245918754485

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

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.

Gopen, G. D., & Swan, J. A. (1990). The science of scientific writing. *American Scientist*.

Lamott, A. (1995). Shitty first drafts. In *Bird by bird: Some instructions on writing and life* (pp. 21-27). New York: Anchor Books.

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.

**Wednesday, September 30**

**Class 8: Individuals and Behavior Choices**

**Class Discussion:** Present articles from the newspaper you've elected to track and discuss how the theories from this week relate to those articles.

**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 on Class 9 and 11.

**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 6 & 7

**Wednesday, October 7**

**Class 9: Interpersonal Theories that Inform Well-Being**

**Class Discussion:** Present articles from the newspaper you've elected to track and discuss how the theories from this week relate to those articles. Two students will present their Ted Talk findings this week.

**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 8 & 9.

Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2018). Behavioralism, social learning, and exchange theory. In Contemporary human behavior theory: A critical perspective for social work (4<sup>th</sup> ed., pp. 368-398). New York: Person.

**Wednesday, October 14**

**Class 10: Social Connections and their Influence on Health Behaviors**

**Guest Speaker:** David Ansong

**Class Discussion:** Present articles from the newspaper you've elected to track and discuss how the theories from this week relate to those articles.

**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 10, 11 & 12

Maxwell, S. P., & Carboni, J. L. (2014). Stakeholder communication in service implementation networks: Expanding relationship management theory to the nonprofit sector through organizational network analysis. *International Journal of Nonprofit and Voluntary sector Marketing*, 19, 301-313.



**Wednesday, October 21**

**Class 11: Communities and Organizations**

**Guest Speaker:** Kirsten Kainz

**Class Discussion:** Present articles from the newspaper you've elected to track and discuss how the theories from this week relate to those articles. Two students will present their Ted Talk findings this week.

**Required Readings:**

Allen, C. R., Angeler, D. G., Garmestani, A. S., Gunderson, L. H., & Holling, C. S. (2014). Panarchy: Theory and application. *Ecosystems*, 17(4), 578-589. doi:10.1007/s10021-013-9744-2

Burnard, K., & Bhamra, R. (2011). Organizational resilience: Development of a conceptual framework for organizational responses. *International Journal of Production Research*, 48(15), 5581-5599.

Foronda, C. (2020). A theory of cultural humility. *Journal of Transcultural Nursing*, 31(1), 7-12.

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 3

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

Kantur, D. & Iseri-Say, A. (2012). Organizational resilience: A conceptual integrative framework. *Journal of Management & Organization*, 18(6), 762-773.

**Recommended Readings:**

Duchek, S., Raetze, S., & Scheuch, I. (2019). The role of diversity in organizational resilience: A theoretical framework. *Business Research*. Advance online publication. <https://doi.org/10.1007/s40685-019-0084-8>

Rupp, L. A., Zimmerman, M. A., Sly, K. W., Reischl, T. M., Thulin, E. J., Wyatt, T. A., & Stock, J. (. P. (2019). Community-Engaged neighborhood revitalization and empowerment: Busy streets theory in action. *American Journal of Community Psychology*, doi:10.1002/ajcp.12358

**Wednesday, October 28**

**Class 12: Developing and Testing Theories / Integrated Theories**

**Class Discussion:** Identify an exemplar article presenting an integrated theory in your area of interest. Be prepared to informally present and discuss the article in class.

**Required Readings:**

- Elo, S., Kääriäinen, M., Isola, A., & Kyngäs, H. (2013). Developing and testing a middle-range theory of a well-being supportive physical environment of home-dwelling elderly. *The Scientific World Journal*.
- Montelongo Arana, M., & Wittek, R. P. M. (2016). Community resilience: Sustained cooperation and space usage in collective housing. *Building Research & Information*, 44(7), 764-774.
- Moore, G. F., & Evans, R. E. (2017). What theory, for whom and in which context? Reflections on the application of theory in the development and evaluation of complex population health interventions. *SSM – Population Health*, 3, 132-135.
- Robbins, S. P., Chatterjee, P., Canda, E. R., & Leibowitz, G. S. (2018). Application of theories. In Contemporary human behavior theory: A critical perspective for social work (4<sup>th</sup> ed., pp. 436-456). New York: Person.
- Shorey, R. C., Stuart, G. L., Brem, M., & Parrott, D. J. (2019). Advancing an integrated theory of sexual minority alcohol-related intimate partner violence perpetration. *Journal of Family Violence*, 34, 357-364.
- Sloman, L., & Taylor, P. (2016). Impact of child maltreatment on attachment and social rank systems: Introducing an integrated theory. *Trauma, Violence, & Abuse*, 17(2), 172-185.

**Wednesday, November 4**

**Class 13: Student Presentations**

**Assignment 3 Due:** Social Problem Presentation

**Wednesday, November 11**

**Class 14: Student Presentations**

**Panel:** Hayden Dawes, Alex Forte, LB Klein, Anna Parisi

**Assignment 3 Due:** Social Problem Presentation

**Final Preparation Assignment:** 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 we have reviewed, what particular concepts, assumptions, and findings have most influenced your perspective? What theorists and researchers have had a particular impact on your perspective? What readings do you consider as pivotal for your experience this semester?

**Wednesday, November 18 [NO CLASS]**

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**Assignment 4 Due by 5pm:** Social Problem Paper