

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
FALL, 2020

Course: **SOWO 913: Advanced Research Methods in Social Intervention / Dissertation Seminar**

Day, Time: **Wednesday, 9 -12 a.m.**

Professor: **Mimi Chapman, MSSW, Ph.D., LCSW.**
Frank A. Daniels Distinguished Professor,
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School of Social Work
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Office Hours: **By appointment**

Location: **Zoom Link – Sent by Calendar Invite to Participants**

COURSE DESCRIPTION. Students build advanced competence in research design, data collection, data analysis, and statistics by analyzing exemplary social work research and presenting independent learning projects within specialized areas of study.

Expanded Course Description. Students develop material for their comprehensive examination and dissertation proposal, completing independent learning projects that build substantive, theoretical, and methodological knowledge appropriate for their specialized area of study.

COURSE OBJECTIVES. Upon completion of this course, students will be able to:

1. Describe the stages of social research with particular emphasis on formulation of the research problem and an advanced research design.
2. Describe critically the major conceptual frameworks, substantive theories, and research designs that inform their specialized area of study.
3. Describe issues in study populations, sampling strategies, and generalizability of findings in research in their specialized area of study.
4. Identify ethical issues and dilemmas that pertain to conducting and reporting scholarly research in their specialized area of study, including human subjects' considerations.

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

- Learn the requirements for preparing for the comprehensive examination, dissertation proposal, and dissertation.
- Identify areas of scholarly pursuit not yet accomplished through previous coursework (e.g., methodological skills) and next steps to accomplish academic goals (e.g., skill building; networking; selecting book vs. manuscript-style dissertation).
- Critically review pivotal scholarly works, intervention research, and related material in a specialized area of study and synthesize this material in writing and verbally; this material will form the basis of the comprehensive examination and dissertation proposal.
- Receive feedback on written materials and presentation style from classmates, the professor, and discussants.
- Meet with the dissertation chair on a regular basis to review material related to the comprehensive examination and dissertation proposal.
- Develop strategies for forming and working with a dissertation committee.

- Develop a timeline to prepare for the comprehensive examination and dissertation proposal hearing, and to complete the dissertation.

PREREQUISITES

SOWO 900 Conceptualizing Social Problems to Inform Interventions
 SOWO 910 Research Methods in Social Intervention
 SOWO 911 Introduction to Social Statistics and Data Analysis, or equivalent
 SOWO 914 Measurement in Social Intervention Research
 SOWO 940 Development of Social Intervention Models

TEACHING METHODS AND ASSIGNMENTS. This course is a seminar that has been designed to move you toward preparation for your substantive examination, dissertation proposal, and dissertation. By starting with a pressing social problem that is of deep interest to you, you will build your knowledge of that problem area and narrow in on the part of the problem that you hope to address in your dissertation study. Through focused, reading, writing, re-writing, and presentation our goal is for you to leave the seminar being able to clearly articulate why what you propose to do matters, what is the knowledge base that you are building on, and what gaps remain both in knowledge, intervention development, and testing, and implementation. Through an interactive process of working collaboratively with your peers and your instructor presenting informally and presenting again formally, writing and re-writing, you will become more adept at communicating your ideas verbally and in writing. You will be grounded in the literature surrounding your topic and you will be critiquing what has come before and what needs to come next in your area of study.

Knowing that social science and social work research have been used to promote systemic racism and, indeed, often infused by inherently racist ideas, most class sessions will contain a discussion period devoted to a series of chapters that critique research through an anti-racist lens. In this way, as a group, we will begin to move toward a truly anti-racist paradigm for social work scholarship.

The course has been outlined into six topical areas each of which you will be reading, writing, and presenting to your classmates.

1. Problem statement in terms of the specific pressing need within a field of study (i.e., background and significance)
2. Related theories, disciplines, and conceptual models
3. Research designs and methods that have addressed it, as well as related interventions, other research, and evidence
4. Implementation challenges that complicate uptake
5. Ethical Considerations
6. Promising research questions, interventions, and related design (i.e., aims and methods of dissertation)

On the attached schedule you will see that areas 1, 2, and 3 each receive two days of focus. One in which students bring five key articles related to the question at hand and do a draft presentation to the class. Fellow students and the instructor will ask questions and contribute other ideas and perspectives. The next week, the student will make a formal presentation of the material incorporating the previous week's feedback. Students and the instructor will provide feedback on the student's presentation style and the content using a rubric to be provided.

Because we have three students this year, we will divide our class time into 4, 30 minute blocks with a ten minute break between each block. We will begin the first block with a discussion of a reading or other material and then we will move into individual student presentation and discussion.

For areas one, two, and three, two sessions are devoted to each topic and require two presentations from the student.

In the first of the two sessions, the student will identify and review at least five key articles relevant to the class topic in regard to the chosen specialized area of study, from which the student will begin to develop 3-5 pages of related text (with citations). The student will lead an informal discussion of this material, soliciting focused group feedback (20 minutes in total). Before the next session, the student is expected to consult with his/her dissertation chair on the topic.

The second of the two weeks will require the student to revise the material based on feedback and additional independent study. The student will then deliver a formal presentation of the material.

At the end of the semester, the student will submit a summative paper that integrates all written assignments and reflects the feedback received.

In addition to the methods and assignments noted above, the instructor and guest speakers will provide and discuss other relevant material throughout the course. Given the highly interactive nature of this course, students are expected to attend and prepare for all class sessions.

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/>.

GRADING SYSTEM AND POLICY ON INCOMPLETES AND LATE ASSIGNMENTS. The design of this course makes distinguishing entirely satisfactory performance (P) from clear excellence performance (H) difficult. Students who complete the work successfully will receive a P. Late assignments and/or incomplete grades will be considered with prior notice and in concert with university policy.

POLICY ON ACADEMIC DISHONESTY. Refer to the *APA Style Guide* for information on the attribution of quotes. Written assignments should contain a signed pledge stating, "I have not given nor received unauthorized aid in the preparation of this work." In accordance 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.

POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM. Electronic devices may be used, but is highly discouraged. Recent research has noted better student outcomes for hand-written notes. The use of these devices for non-class related activities is prohibited. Students are not to use their computers or other electronic devices to check e-mail or Facebook, or for any other non-course related reason, while class is in session.

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; the team can help strengthen students' writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering the APA writing style. Writing Support offers a learning opportunity for students and does not merely copyedit student papers. Writing support is available by phone, in-person, or by e-mail; e-mail a requested appointment day and time to 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 (UNC) 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, 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) or phone (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, also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

REQUIRED TEXTS

Throughout our class we will be discussing chapters contained in several books that highlight the ways in which social science research has perpetuated and been twisted by racism. Most will come from the book below which is available in digital form through the UNC libraries. Others will be provided on our sakai site.

Zuberi, T. and Bonilla-Silva, E. (Eds.) (2008). *White logic, white methods: Racism and methodology*. New York, New York: Rowman & Littlefield Publishers, Inc.

This book can be purchased on line or accessed through UNC's library at this link:

<https://catalog.lib.unc.edu/catalog/UNCb8891663>

Other Articles and Books of Interest

- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.
- Belcher, W.L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage.
- Bem, D.J. (2003). Writing the empirical journal article. In Darley, J. M., Zanna, M. P., & Roediger III, H. L. (Eds.) *The Complete Academic: A Practical Guide for the Beginning Social Scientist, 2nd Edition*. Washington, DC: American Psychological Association.
- Berkely Parents Network. Writing a Dissertation with a Baby. UCB parents Advice about Parenting, Families and the Community. University of California, Berkeley. (<http://parents.berkeley.edu/advice/allkinds/thesis.html>).
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155-159.
- Coley, S.M. & Scheinberg, C.A. (2008). *Proposal writing: Effective grantsmanship*. Thousand Oaks, California: Sage Publications, Inc.
- Day, R.A., & Sakaduski, N. (2011). *Scientific English: A guide for scientists and other professionals* (3rd ed.). Santa Barbara, California, Greenwood.
- Furman, R. (2007). *Practical tips for publishing scholarly articles: Writing and publishing in the helping professions*. New York: Lyceum.
- Glatthorn, A.A. & Joyner, R.L. (2005). *Writing the winning thesis or dissertation, a step-by-step guide*. Thousand Oaks, CA: Corwin Press.
- Gehlert, S. (2012). Shaping education and training to advance transdisciplinary health research. *Transdisciplinary Journal of Engineering & Science*, 3, 1-10.
- Graham, I.D., & Logan, J. (2004). Innovations in knowledge transfer and continuity of care. *Canadian Journal of Nursing Research*, 36(2), 89-103.
- Hasche, L.K., Perron, B.E., & Proctor, E.K. (2009). Making time for dissertation grants: Strategies for social work students and educators. *Research in Social Work Practice*, 19(3), 340-350.
- Helfrich, C.D., Weiner, B.J., McKinney, M.M., & Minasian, L. (2007). Determinants of implementation effectiveness: adapting a framework for complex innovations. *Medical Care Research and Review*, 64(3), 279-303.
- Hart, C. (2002). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, California: Sage Publications, Inc.
- Heppner, P.P., & Heppner, M.J. (2004). *Writing and publishing your thesis, dissertation, & research: A guide for students in the helping professions*. Belmont, California: Brooks/Cole-Thompson Learning.
- Hyland, K. (2004). Graduates' gratitude: the generic structure of dissertation acknowledgements. *English for Specific Purposes*, 23(3), 303-324.
- Kahn, J. H. (2005). Institutional research productivity, use of theory-driven research, and statistical application in counseling psychology: Examining the research base. *Counseling Psychologist*, 33(3), 340-348.
- Kellogg Foundation (2004). *Logic model development guide*.
<http://ww2.wkkf.org/default.aspx?tabid=101&CID=281&CatID=281&ItemID=2813669&NID=20&LanguageID=0>
- Krysic, J. (Ed) (2010). Special issue on social work research ethics, *Journal of Social Work Values and Ethics*, 7 (1), <http://www.socialworker.com/jswve/content/view/140/70/>.

- Locke, L. F., Spirduso, W. W., & Silverman, S. J. (2000). *Proposals that work: A guide for planning dissertations and grant proposals* (4th ed.). Thousand Oaks, CA: Sage Publications. (www.sagepub.com)
- Mauch, J.E., & Park, N. (2003). *Guide to the successful thesis and dissertation: A handbook for students and faculty*. New York, New York: Marcel Dekker, Inc.
- Miller, A.B. (2009). *Finish your dissertation once and for all!: How to overcome psychological barriers, get results, and move on with your life*. Washington, DC: American Psychological Association.
- Onken, L.S., Carroll, K.M., Shoham, V., Cuthbert, B.N., & Riddle, M. (2014). Reenvisioning clinical science: unifying the discipline to improve the public health. *Clinical Psychological Science*, 2(1), 22-34.
- Pan, M. Ling (2007). *Preparing Literature Reviews* (3rd ed.). Glendale, CA: Pyrczak.
- Penner, L. A., Dovidio, J. F., Piliavin, J. A., & Schroeder, D. A. (2005). Prosocial behavior: Multilevel perspectives. *Annual Review of Psychology*, 56, 365-392.
- Roberts, C.M. (2010). *The dissertation journey: A practical and comprehensive guide to planning, writing and defending your dissertation*. Thousand Oaks, CA: Corwin Press.
- Rubin, R. & Babbie, E.R. (2010). *Essential research methods for social work*. Belmont, CA: Brooks-Cole.
- Rudestam, K.E., & Newton, R.R. (2nd ed.). (2001). *Surviving your dissertation: A comprehensive guide to content and process*. Thousand Oaks, California: Sage Publications, Inc.
- School of Social Work, University of North Carolina, Doctoral Manual, Comprehensive Examination.
- School of Social Work, University of North Carolina at Chapel Hill, Doctoral Manual, Doctoral Dissertation.
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. Boston, Houghton Mifflin Co.
- Thabane, L., Thomas, T., Ye, C., & Paul, J. (2009). Posing the research question: not so simple. *Canadian Journal of Anesthesia*, 56, 71-79.
- Uehara, E., Flynn, M., Fong, R., Brekke, J., Barth, R.P., Coulton, C., ... Walters, K. (2013). Grand challenges for social work. *Journal of the Science for Social Work and Research*, 4(3), 165-170.
- Weiner, B.J. (2009). A theory of organizational readiness for change. *Implementation Science*, 4, 67. doi: 10.1186/1748-5908-4-67.

SOWO 913

ADVANCED RESEARCH METHODS IN SOCIAL INTERVENTION / DISSERTATION SEMINAR

Summative Course Assignment: Critical Analysis of a Social Problem/Issue

The written assignment is a critical examination of a social problem/issue about which the student intends to develop expertise and focus his/her dissertation work. It follows a sequence of steps that require a careful review and analysis of the problem/issue, including issues related to race, justice, and equity; the theoretical frameworks that explain it, and other disciplines that address its etiology and/or solution; the related conceptual model; previous research that has studied it; relevant implementation challenges; and necessary next steps. As students complete the assignment, it is expected that they will acquire mastery of the literature in their chosen field of study.

Through the course of the semester, and in regular consultation with their dissertation chair, students will write a critical analysis (approximately 35 pages in length) that fully addresses the following topics.

- (1) The social research problem/issue and its background and significance (i.e., pressing need), being attentive to issues related to race, justice, and equity
- (2) Integrated theoretical frameworks/perspectives for understanding the pressing need, and other disciplines that address the same need, weaving the other disciplinary perspectives into the text
- (3) Related conceptual models (e.g., risk/protective factors, mediators/moderators, short/long-term outcomes)
- (4) Previous research that has addressed the pressing need, including:
 - Research designs and methods, considering issues inherent to the problem/issue (e.g., ethics)
 - Interventions and other research (e.g., epidemiological or policy studies, case reports, evaluations)
 - Related evidence (if not addressed earlier)
- (5) Implementation challenges that complicate uptake of promising interventions
- (6) Important Ethical Considerations in Conducting Research in this Area
- (6) Conclusions and implications/next steps (i.e., significant, innovative, transformative research questions and related research designs)

Tables and figures (i.e., the conceptual model and others as appropriate) and citations are in addition to the 30 (or more) pages, and the material is to be written in accordance with the guidelines of the *Publication Manual of the American Psychological Association*.

Date	Topic	Reading /Viewing	Written Assignment Due Dates
Week 1: Aug 12	<p>Course orientation (including syllabus and regular meeting with chair)</p> <p><i>Discussion topics: Where you've been, where you are.</i> <i>Strengths/weaknesses/where you want to be at the end of the class.</i></p>	<p>www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action</p>	
Week 2: Aug 19	<p>Problem statement/pressing need Why is this important? What difference will it make if this problem is solved? To do this, you will have to describe incidence, prevalence, outcomes, risk and modifiable factors. Base your presentation on ≥ five key articles. Remember, you are essentially writing a mini-background and significance section of a manuscript or grant proposal.</p>	<p>Chapter 8: Anything but Racism: How sociologists limit the significance of racism. (Bonilla-Silva & Baiocchi)</p> <p>Zuberi, T. and Bonilla-Silva, E. (Eds.) (2008). <i>White logic, white methods: Racism and methodology</i>. New York, New York: Rowman & Littlefield Publishers, Inc.</p>	
Week 3: Aug 26	<p>Problem statement/pressing need - Formal</p>	<p>On Sakai Chapter 2: Research as an Act of Betrayal</p> <p>Twine, F.W. & Warren, J.W. (Eds.) (2000). <i>Racing Research/Researching Race: Methodological dilemmas in critical race studies</i>. New York: New York University Press.</p>	
Week 4: Sept 2	<p>1. Related theories (three or more), disciplines, and conceptual models based on ≥ five key articles <i>Additional discussion topics (instructor): Selecting committee members, other</i></p>		
Week 5: Sept 9	<p>2. Related theories and disciplines and conceptual models (e.g., definition of variables, independent and dependent variables) based on ≥ five key articles - Formal <i>Additional discussion topics (instructor)</i></p>	<p>Chapter 5: Causation and Race (Holland)</p> <p>Zuberi, T. and Bonilla-Silva, E. (Eds.) (2008). <i>White logic, white methods: Racism and methodology</i>. New York, New York: Rowman & Littlefield Publishers, Inc.</p>	
Week 6: Sept 16	<p>Jordan Wingate: Organizing Large Writing Projects</p>		<p>Written 1: 1. Problem Statement and 2. Related Theories/disciplines/conceptual models</p>
Week: 7 Sept. 23	<p>Ethics in Research: Human Subjects Concerns & Working with an IRB Guest Speaker: Professor Gary Cuddeback</p>		
Week 8: Sept. 30	<p>3. Critical review of previous research/literature (designs, methods, interventions, other research, related evidence), based on ≥ five key articles</p>	<p>Chapter 14: Critical Demography & the Measurement of Racism (Horton & Sykes)</p> <p>Zuberi, T. and Bonilla-Silva, E. (Eds.) (2008). <i>White logic, white methods: Racism and methodology</i>. New York, New York: Rowman & Littlefield Publishers, Inc.</p>	
Week 9: Oct 7	<p>3. Critical review of previous research/literature (designs, methods, interventions, other research, related evidence), based on ≥ five key articles Formal Presentation</p>		
Week 10: Oct 14	<p>Promising research questions, designs, and interventions: Presentations based on ≥ five key articles and workshop conversation - Informal</p>	<p>Chapter 9: Experiments in Black and White (Goar)</p> <p>Zuberi, T. and Bonilla-Silva, E. (Eds.) (2008). <i>White logic, white methods: Racism and methodology</i>. New York, New York: Rowman & Littlefield Publishers, Inc.</p>	<p>Written: Revision of Part 1 and 2. Add in 3. Critical Review</p>

Week 11: Oct 21	Break for Integration		
Week 12: Oct 28	Implementation Science: What is it? How do you do it? And why it is important to Social Work Research. Guest Speaker: Allison Metz, Ph.D.		
Week 13: Nov 4	5. Implementation challenges that complicate intervention uptake related to your problem area (and how to overcome them) based on \geq five key articles Informal		Written due: Revision of Parts 1,2 3 and add in Promising research questions/designs/interventions & Implementation Challenges
Week 14: Nov 11	Student Presentations 1 and 2		
Week 15: Nov 18	Student Presentation 3 & Class Wrap Up		Integrated paper due November 20th to instructor. Revision of All Sections – Add in Ethics