

**The University of Texas at Arlington  
School of Social Work**

**SOCW 6373  
Theory and Model Building in Social Work Research  
Fall 2017**

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**Office Hours:** Tuesdays, 12:00-2:00 pm,

**Course Number, Section Number, and Course Title:** SOCW 6373 001 Theory and Model Building in Social Work Research

**Time and Place of Class Meetings:** Tuesdays, 2-4:50 pm, PH 302.

**COURSE DESCRIPTION:** This is a core doctoral-level course on theory and model building in social work which supports other courses in the core curriculum including those on quantitative and qualitative research methods, the research practicum and dissertation seminars. Philosophical, theoretical, and empirical underpinnings of different social work practice theories will be studied with an emphasis on understanding and critically analyzing the philosophical assumptions and scientific basis of understanding behavioral and social science theories. Students will become familiar with the historical context of different theories covered and research on their effectiveness within social work. A selection of theories from different perspectives have been chosen based on their importance to social work practice. Students will also be provided opportunities to learn about theories unique to their interest areas.

**Student Learning Outcomes:**

1. Critically analyze social work practice theories based on their philosophical and epistemological orientation.
2. Understand the reciprocal and dynamic links among theory, research, and practice.
3. Understand how theory is used in social work practice and research and be able to relate that knowledge to a research interest.
4. Critically analyze the scientific merit and the professional utility of different social work theories, including an analysis of studies on their efficacy and effectiveness.
5. Understand the standpoint and application of theories in the context of power, gender, ethnicity, race, age, ability, socioeconomic status, spatiality, culture, and history.
6. Understand the moral and ethical premises inherent in different theories, including how various premises may relate to social justice and the values of the social work profession.
7. Acquire knowledge and skills in the relevant and appropriate use of theory to prepare

and defend a dissertation proposal and dissertation.

**Expanded Description:**

This course instructs students in the critical analysis and application of behavioral and social science theories for understanding variations in the incidence and prevalence of social problems. It is designed to be highly pragmatic; it is not designed to provide a forum to debate the merits of different approaches to science or epistemologies. Positivist, postpositivist, and postmodern views are embraced. *The aim is to gain experience in identifying critical explanatory factors associated with the occurrence of social problems—factors that function as leverage points (central mediators) in the design of social interventions.*

Primary attention is directed to two levels of theory: conceptual frameworks and substantive models (causal models, middle-range theories, formal propositional theories, analytical typologies). In the context of HBSE preparation in the MSW curriculum, limited focus is directed to grand or universal theories of development, such as Freud's theory of psychosexual development or Piaget's stage-developmental theory of cognitive theory (See Newman & Newman, 2015). In addition, the course addresses explanatory theory rather than practice theory (solution-focused therapy, narrative theory, motivational interviewing). Practice theories provide perspectives on the implementation of strategies to promote change and development (Walsh, 2006).

A conceptual framework is defined as a set of concepts, most often with interrelated assumptions (declarative propositions), that provide "perspectives" or "orientations" to understanding behavioral and social phenomena, including human development (e.g., systems theory, exchange theory, symbolic interactionism, life course theory). As compared to substantive models, conceptual frameworks are more abstract and broader in scope. Substantive models are conceptually similar to what Jeanne Marsh (2004) calls "theories of the problem" (p. 27), although, where possible, we reframe social problems from a strengths perspective (e.g., school success versus school failure). According to Marsh, "*Problem theories are concerned with typography or characteristics of problems, the factors and conditions that shape and constrain them, and the ways that they change in response to those factors and conditions*" (p. 29). Marsh distinguishes "theories of the problem" from "theories of the treatment or service" and "theories of problem-service matching," which are not the focus of this class. In most cases, substantive models are logically deducted from larger conceptual frameworks (or grand theories of development), which may be more or less explicit in the specification of the substantive model. At times, we may be tempted to overstate this linkage for purposes of our learning.

The conceptualization of social problems is a necessary first step in developing logic or program models that inform the design, implementation, and evaluation of social interventions. As stated by Marsh (2004), "*Problem theory is relevant to designing interventions in that it puts a problem in context and identifies specific aspects or dimensions of the problem that might be amendable to change or intervention*" (p. 27-28). This course addresses this first step—conceptualizing social problems.

At the beginning of the course, students will be introduced to concepts related to the process of theorizing, including a discussion of evidence-based practice in social work.

## **Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149).

.....the integration of the best research evidence with our clinical expertise and our patient's unique values and circumstances (Strauss, et al. (2005).

Students will also review examples of theory driven research and perform a content analysis of selected social work journals and journals from areas related to social work to identify recent examples of theory-informed research. Students will subsequently review examples in the use of conceptual frameworks and substantive models for understanding social problems, which reflect “storylines of research,” from a broad range of interdisciplinary research (Greenhalgh et al., 2005). It is important to underscore that these topics were selected as examples; many other topics lend themselves to the same type of review and discussion. In addition, it is usually possible to identify multiple “storylines of research” in any topical area. Our focus is on the process of conceptualizing rather than on the content *per se*. Yet, it is hoped that students will gain valuable insights from a review of this research—insights that can be applied to thinking about their own specialized area of study. And, who knows, one of these topics may fuel the fires of future scientific inquiry for a class member.

In this class, we will work inductively; we will first define the social problem, including a discussion of its incidence and prevalence and its significance (its epidemiology). We will subsequently identify a substantive model from the literature that provides a “perspective” or “lens” to view this problem. In most cases, this is one of several substantive models that could be reviewed and discussed. Next, we will review the results from theory-driven research that has examined hypotheses or expectations from this model. Finally, we will consider the conceptual frameworks from which this substantive model was derived. For example, students will review how ecological theory (conceptual framework of Bronfenbrenner), and general systems theory (conceptual framework of von Bertalanffy) frame the study of school success (social problem) via a risk and resilience perspective on educational persistence (substantive model). In this context, students will review theory-driven research that examines research questions from the substantive model. From each social problem review, students will identify research questions to advance knowledge of the issue, problem, or phenomenon and to inform the design of social interventions. Special attention will be given to the deductive and inductive cycle of theory building and empirical research, as well as to quantitative and qualitative research and evaluation strategies.

After gaining an appreciation for the use of theory to conceptualize social problems, students will have the opportunity to identify a particular social problem for advanced study, including a review of its incidence and prevalence, its significance, and its relevance/implications for social welfare and social intervention. To develop a broad understanding of this problem, students will be introduced to the method of meta-narrative review, and they will identify and apply theories or conceptual perspectives (grand theories, conceptual frameworks, or substantive models) to the study of the social problem. Students will conclude their review by noting limitations in the application of theory in the content area and offering suggestions for better use of theory.

### **Required Textbooks:**

#### **Main Texts:**

Jaccard, J. & Jacobi, J. (2014). *Theory construction and model-building skills: A practical guide for social scientists*. New York: Guilford.

Lemert, Charles, Editor (2016). *Social Theory: The multicultural and classic readings* (6th ed.). Boulder: Westview Press

Robbins, S.P., Chatterjee, P., & Canda, E.R. (2012). *Contemporary human behavior theory: A critical perspective for social work*(3<sup>rd</sup> ed.). Boston: Allyn and Bacon.

Smith, S. R. & Hamon, R. R. (2012). *Exploring family theories* (3<sup>rd</sup> Ed.). New York: Oxford University Press. (ISBN 978-0-19-986001-2).

#### **Textbooks, Suggested:**

Fine, M. A. & Fincham, F. D. (Eds.). (2013). *Handbook of family theories: A content-based approach*. New York: Routledge (Taylor & Francis). (ISBN 978-0-415-65722-8, Paperback).

Newman, B. M., & Newman, P.R. (2016). *Theories of human development* (2nd Ed.). London: Lawrence Erlbaum

Ritzer, G. & Stepnisky, J. (2013). *Sociological Theory* (9<sup>th</sup> ed.). New York: McGraw-Hill.

Smith, S. R. & Hamon, R. R. (2012). *Exploring family theories* (3<sup>rd</sup> Ed.). New York: Oxford University Press. (ISBN 978-0-19-986001-2) (softcover=\$57.95).

#### **Required Readings:**

Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little, Brown and Company. (ISBN 0-316-17232-4, Paperback).

### **TEACHING METHODS:**

This course has been designed as a doctoral seminar course. Accordingly, student involvement is critical. The course will be facilitated using a transformative and team-based

learning model. From this model, students work with the instructor and one another as full partners in assuming responsibility for the success of the course. Students are expected to attend class on a regular basis and be prepared to engage in dialogue with the class. It requires students to be prepared to individually present information on readings and their prospective practice theory(s). *This means that students must complete readings and background research on their topic so that they will be prepared to discuss practice theories.* Respect and professional behavior toward other students and the professor is expected.

## COURSE REQUIREMENTS

There are **five** assignments for this course. All written assignments should follow the APA 6th edition manual and be carefully edited for appropriate grammar and writing technique. If you need help with your writing projects, there is a writing consultant available on campus and in the School of Social Work.

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

### Assignment 1 : Chapter Review (Due: September 19)

In consultation with the Professor, each student will select **a chapter** from Robbins, S.P., Chatterjee, P., & Canda, E.R. (2011). Each chapter demonstrates the use of theory in *Contemporary human behavior* area. Students are asked to prepare a class presentation (10 minutes) about the success of the assigned chapter in responding to three core objectives:

- (a) To identify and describe theories that have been used to study the content area;
- (b) To highlight limitations of how theory has been used in the content area;
- (c) To make suggestions for better use of theory in the content area;

Please provide a PowerPoint presentation that identifies and describes the theories that have been used to study the context area (see core objectives above), including key assumptions and concepts from each theory (8-10 PowerPoint slides, although the exact number of slides will vary by the particular chapter). In some cases, chapters include a number of theories—please limit your focus/presentation to two to three theories. Students should begin with an introduction to the topic addressed by the chapter. What is the social problem or issue that is being addressed, and how does this topic relate to social work practice?

No additional references or resources are needed to complete this assignment.

Send the PowerPoint to the professor as an email attachment the **Monday before class by 10:00 am on September 18th**. 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.

Please browse the selected chapters before coming to class. **Also read the assigned readings of the day as per the syllabus.**

### Assignment 2: Article Review (Due: September 26)

In consultation with this Professor, each student will select an article that represents an exemplary example of theory-driven research (see articles below). All articles 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 12-to-15 slide PowerPoint presentation, including the following:

- (a) Statement and significance of the problem, including a statement of the central research question (2 slides),
- (b) Theoretical perspective(s), including major assumptions and concepts (2-3 slides), Substantive/theoretical model derived for testing in the form of a figure (1 slide),
- (c) Definitions of key variables in the substantive/theoretical model (2 slides), Summary results or discussion (2 slides),
- (d) Discussion of results in the context of theoretical perspectives(s) (1 slide), and
- (e) Implications for informing social interventions (1 slide).

The required number of slides may vary depending on the particular article. Each student will have **10 minutes** for presentation and 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.

Send the PowerPoint to the professor as an email attachment in advance of class (**the Monday before class by 10:00 am on September 25th**). 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.

Please browse the selected articles before coming to class

### Theory-driven Research: Exemplary Examples

#### Required Readings

Bowen, G. L., & Jensen, T. M. (2015). Late-life divorce and postdivorce adult subjective well-being. *Journal of Family Issue*, 38(10), 1363-1388 .

Cast, A. D. (2004). Role-taking and interaction. *Social Psychology Quarterly*, 67, 296-309.

Cantillon, D. (2006). Community social organization, parents, and peers as mediators of perceived neighborhood block characteristics on delinquent and prosocial activities. *American Journal of Community Psychology*, 37, 111-127.

Foran, H. M., Heyman, R. E., Smith Slep, A. M. et al. (2011). Hazardous drinking and military community functioning: Identifying mediating risk factors. *Journal of Consulting and Clinical Psychology*, 79, 521-532.

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. (Note: 2010 Reubin Hill Award)

- Han, C-K., & Sherraden, M. (2009). Do institutions really matter for savings among low-income households? A comparative approach. *The Journal of Socio-Economics*, 38, 475- 483.
- Lee, J-S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Education Research Journal*, 43, 193-218.
- 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.
- Murry, V. M., et al. (2008). Long-term effects of stressors on relationship well-being and parenting among rural African American women. *Family Relations*, 57, 117-127.
- 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
- Ross, C. E., & Mirowsky, J. (2006). Sex differences in the effect of education on depression: Resource multiplication or resource substitution? *Social Science & Medicine*, 63, 1400-1413.
- Sampson, R. J., & Groves, W. B. (1989). Community structure and crime: Testing social-disorganization theory. *American Journal of Sociology*, 94, 774-802.
- Umberson, D., Williams, K., Powers, D. A., Chen, M. D., & Campbell, A. M. (2005). As good as it gets? A life course perspective on marital quality. *Social Forces*, 84, 493-511.
- Van Dorn, R. A., Bowen, G. L., & Blau, J. R. (2006). The impact of community diversity and consolidated inequality on dropping out of high school. *Family Relations*, 55, 105- 118.
- Yoshihama, M., Hammock, A. C., & Horrocks, J. (2006). Intimate partner violence, welfare receipt, and health status of low-income African American women: A life course analysis. *American Journal of Community Psychology*, 37, 95- 109.

### Assignment 3: Journal Review (Due: October 3)

#### *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 journal for review. Four social work journals have been

selected for purposes of this exercise:

*Research on Social Work Practice* (review one year: 2016)

*Journal of the Society for Social Work and Research* (randomly select 4 issues: 2016)

*Social Work Research* (review two years: 2015, 2016)

*Children and Schools* (review two years: 2015, 2016)

Please note that the number of volumes to cover varies by the journal assigned. Two of the journals, *Research on Social Work Practice* and *Journal of the Society for Social Work and Research*, includes more articles per issue than the other two.

First, count the number of empirical articles in the journal for the reference year(s)—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 (middle-range theory, formal propositional theory, analytical typology, or conceptual framework) 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.

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.

Fourth, Identify what you consider to be an “exemplary theory-based empirical research article” from your journal review. We are particularly interested in empirical investigations examining hypotheses from two or more competing theoretical perspectives.

Please prepare a report of no more than 5-7 pages that summarizes your findings. Include the following subheadings: 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, and implications for further review. (See Taylor & Bagd, 2005, for a model, see reference below.) Please send me an electronic copy of your report **the Monday, October 2nd before class by 10:00 am**. Also, please bring a hard copy of the report to class for the Professor and a copy of the summary table for class participants. Be prepared to present your report to the class on October 3 (approximately 10 minutes).

This assignment is modeled after a similar review of theory in family research. See Taylor, A. C., & Bagd, A. (2005). The lack of explicit theory in family research: A case analysis of the *Journal of Marriage and the Family* 1990-1999. In V. L.



Bengtson et al. (Eds), *Sourcebook of family theory & research* (pp. 22- 25). Thousand Oaks, CA: Sage Publications.

Preparation Assignment: What do you consider to be criteria for exemplary social work research?

These could be helpful read:

Craig, C. D., Cook, P. G., & Fraser, M. W. (2004). Research awards in the Society for Social Work and Research, 1996-2000. *Research on Social Work Practice*, 14, 51-56.

Hodge, D. R., Lacasse, J. R., & Benson, O. (2011). Influential publications in social work discourse: The 100 most highly cited articles in disciplinary journals: 2000-09. *British Journal of Social Work* (Advance Access).

Maynard, B. R., Vaugh, M. G., Sarteschi, C. M., & Berglund, A. H. (2014). Social work dissertation research: Contributing to the scholarly discourse or the file drawer. *British Journal of Social Work*, 44, 1045-1062.

Walsh, B. A., Burnham, M. M., Pasley, C., & Maitoza, R. B. (2014). Explicit reference to theory: A content analysis of two prominent human development journals. *Family Science Review*, 19, 105-119.

#### Assignment 4: Conceptual Framework Presentation (October 10, October 17)

Working individually, students will provide an overview of six family theories (conceptual frameworks) from the main text by Smith and Hamon. Please discuss the history and development of the conceptual framework, including its principal founders/developers, basic assumptions, core concepts, and sub theories. What is the interface between the assigned family theory and family stress theory (**Chapter 4**). In what areas of scholarship has this conceptual framework most often been applied? Please apply the conceptual framework as a “lens” to understanding and examining teenage pregnancy/parenthood. In relationship to teenage pregnancy/parenthood, what becomes the central focus of your attention from the perspective of the conceptual framework?

Please develop a 12-15 PowerPoint slide presentation for class. Please develop questions to stimulate class discussion and integration. Send the PowerPoint to the professor as an email attachment in advance of class (**the Monday of class week by 10:00 am**). Also, please bring a hard copy of the PowerPoint to class for the Professor and for class participants (six slides per page). 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. You have approximately 20 minutes for presentation.

All students will need to carefully review the assigned readings before class.

#### Assignment 5: Social Problem Paper (Due: Exam Date, December 5)

The major deliverable 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. Beginning in mid-October, time will be set aside at the end of classes to discuss progress on this assignment. 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/implication does the social problem have for social welfare and social intervention. (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. Then do the following

I. Formulate a specific theoretically oriented question on your topic. For example, what is the evidence for one or more different theories that are being used to explain adolescent conduct behavior;

II. Develop a specific set of inclusion criteria for the investigation of the literature that includes clear definitions for what you are looking to find. Also, any clear exclusion considerations.

III. Identify your key search strategy including terms and planned electronic data searches that you will use to initially search.

IV. It is recommended that you consult with a librarian to improve search terms and strategy.

V. Using your planned search strategy look for relevant articles, that have been published over the past ten years, screen them, and select the relevant ones for review.

VI. Identify additional sources of information from current articles (e.g. references) and other sources (e.g. websites, reports and other grey literature).

VII. Identify and interview one or two experts on your topic area and ask them about your question and also see if they can identify any additional studies that you did not discover in your literature search.

VIII. Document your complete search process in a diagram. You should make use of the PRISMA flow diagram.

<http://prisma-statement.org/2.1.4%20-%20PRISMA%20Flow%202009%20Diagram.pdf>

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 pages)

f. *References.* Format all references using APA guidelines.

Good template to use (not for theory search as such but as an example for a procedure of looking for intervention , in this case gender based interventions):

Small, E., Nikolova, S.P. Narendorf, S.C. (2013). Synthesizing gender based HIV interventions in Sub-Sahara Africa: a systematic review of the evidence. *AIDS Behavior*, 19(9), 2831-44

## GRADING SYSTEM:

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

1. Chapter Review	10.0%
2. Article Review	10.0%
3. Journal Review	15.0%
4. Conceptual Framework Presentation	20.0%
6. Social Problem Paper	30.0%
7. Preparation Assignments/Class Participation	15.0%

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

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F= 59% and below

## Evaluation Criteria for Class Presentations

	<b>1</b> Poor	<b>2</b> Fair	<b>3</b> Good	<b>4</b> Very Good	<b>5</b> Clearly exceptional
1) Did the presentation demonstrate understanding of assumptions/concepts/findings from the assigned readings/reference materials					
2) Did the presenter effectively communicate ideas/findings-free from ambiguity					
3) Did they integrate readings/reference materials in the context of other topics, e.g what substantive model should look like					
4) How informative was the presentation/did it stimulate class discussion and integration					
Recommended Grade (Circle one column)	Poor D- to D+	Fair C- to C+	Good B- to B+	Excellent A - to A+	Exceptional A+
	2 3	4 5	6 7 8	9 10	11

### Course Outline/Topics and Readings.

Week 1: August 29

### Introductions and Syllabus Review

Getting Started. What will I learn in this class? How to Approach and Get Started with Assignments.

Please describe your perspective toward conceptualizing social problems to inform interventions. What particular theories, models, empirical findings, and personal experiences have most influenced your perspective? The same for people—what theorists, researchers, practitioners, or significant others have had a particular impact on your perspective? What assumptions and concepts anchor your perspective and provide coherence to your presentation of self and ideas in professional exchanges?

Required Reading: Syllabus

## Week 2: September 5

### Social Work Knowledge and the Philosophy of Science: Frameworks for Theory Analysis

- Jaccard & Jacoby: Basic Concepts: Introduction, The Nature of Understanding, Science as an Approach to Understanding [**Part 1**].
- Robbins, S.P., Chatterjee, P., & Canda, E.R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.) Boston: Allyn and Bacon [**Chapters 1 and 14**]
- Smith, S. R. & Hamon, R. R. (2012). *Exploring family theories* (3rd Ed.). New York: Oxford University Press. **Introduction**

#### *Read the following articles:*

- Brekke, J. S. (2012). Shaping a science of social work. *Research on Social Work Practice*, 22(5), 455-464.
- Briar-Lawson, K. (2012). Response: Critical realism response to Longhofer and Floersch. *Research on Social Work Practice*, 22(5), 523-528.
- Depanfilis, D. (2014). Back to the Future: Using social work research to improve social work practice. *Journal of Society for Social Work Research*, 5, 1-21.
- Longhofer, J., & Floersch, J. (2012). The coming crisis in social work: Some thoughts on social work and science. *Research on Social Work Practice*, 22(5), 499-519.
- Wells, R.I. (1984). The nature of knowledge in social work. *Social Work*, 29, 1, 41-45.

## Week 3: September 12

### Introduction to Theory

#### Importance of Conceptual Frameworks and Theory Systems and Conflict Theories: A study in contrasts

#### Required Readings

- Jaccard & Jacoby: Basic Concepts: Introduction, The Nature of Understanding, Science as an Approach to Understanding [4-5].
- Lemert, Charles, Editor (2016). *Social Theory: The multicultural and classic readings* (6th ed.). Boulder: Westview Press  
[**Part 1**-Marx, Engels, Addams, Durkheim, Weber, Parts 2-3, Parsons and Meton]
- Robbins, S.P., Chatterjee, P., & Canda, E.R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon [Chapters 2-4].

#### *Read the following articles*

- Bowen, G. L., & Martin, J. A. (2011). The resiliency model of role performance for service members, veterans, and their families: A focus on social connections and individual assets. *Journal of Human Behavior in the Social Environment*, 21, 162-178. **This is Example of an integrated perspective to inform social work interventions**
- Fraser, M. W., & Galinsky, M. J. (2010). Steps in intervention research: Designing

- and developing social programs. *Research on Social Work Practice*, 20, 459-466.
- Neppl, T. K., Senia, J. M., & Donnellan, M. B. (2016). Effects of economic hardship: Testing the family stress model over time. *Journal of Family Psychology*, 30(1), 12-21.

## Week 4: September 19

### **How Theories and Epistemologies Guide Practice and Research Methods Systems and Conflict Theories, continued**

- Lemert, Charles, Editor (2016). *Social Theory: The multicultural and classic readings* (6th ed.). Boulder: Westview Press  
[Parts 1-5]-DuBois, Gilman, Cooper, Simmel, Woolf, Perkins Gilman, Gandhi, Mao, de Beauvoir, MLK, SDS, Friedan, Habermas, Smith, Chodorow, Foucault, James, Hartsock, Collins, Anzaldua, Butler, Allen
- Jaccard & Jacoby: Basic Concepts: Introduction, The Nature of Understanding, Science as an Approach to Understanding [Chapter 10].

#### ***Read the following articles***

- Anastas, J. W. (2012). From scientism to science: How contemporary epistemology can inform practice research. *Clinical Social Work Journal*, 40(2), 157-165.
- Read a debate about the use of theory in Social Work:**
- Gomory, T. (2001). Critical rationalism (Gomory's blurry theory) or positivism (Thyer's theoretical myopia): Which is the prescription for social work research. *Journal of Social Work Education*, 37, 67-78.
- Thyer, B. A. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education*, 37, 9-25
- Thyer, B. A. (2001). Research on social work practice does not benefit from blurry theory: A response to Tomi Gomory. *Journal of Social Work Education*, 37, 51-66.

## Week 5: September 26

### **What Conceptual Frameworks and Theories Are Used in Social Work**

- Jaccard & Jacoby: Basic Concepts: Introduction, The Nature of Understanding, Science as an Approach to Understanding [Chapter 11].
- Lemert, Charles, Editor (2016). *Social Theory: The multicultural and classic readings* (6th ed.). Boulder: Westview Press.  
[Parts 2, 4, 5]-Mead, Althusser, Horkheimer & Adorno, Riesman, Cesaire, Fanon, Wallerstein, Goulder, Garfinkle, Asante, West, Gates, Minh-ha.

#### ***Read the following articles***

- Dore, M. M. (1990). Functional theory: Its history and influence on contemporary social work practice. *Social Service Review*, 64, 358-374.
- Healy K. (2005). Dominant discourses in health and welfare: Biomedicine, economics and law.

Social work theories in context. UK: Palgrave.  
Healy K. (2005). Service Discourses: Psy and sociological ideas in social work. Social work theories in context. UK: Palgrave.  
Healy K. (2005). Alternative Services discourses: Social work theories in context. UK: Palgrave

## Week 6: October 3

### **Causal Models and Why They are Important in Social Work Research**

#### **Positivism and Constructivism with Implications for Qualitative, Quantitative, and Mixed Methods Research in Social Work**

Lemert, Charles, Editor (2016). *Social Theory: The multicultural and classic readings* (6th ed.). Boulder: Westview Press  
[Parts 1-5]-Cooley, Goffman, Lacan, Berger & Luckmann, Baudrillard, Alexander, Jaccard & Jacoby: Basic Concepts: Introduction, The Nature of Understanding, Science as an Approach to Understanding [Chapter 7 and 8].

*Read the following articles.*

Brekke, J. S. (2012). Shaping a science of social work. *Research on Social Work Practice*, 22(5), 455-464.  
Briar-Lawson, K. (2012). Response: Critical realism response to Longhofer and Floersch. *Research on Social Work Practice*, 22(5), 523-528.  
Depanfilis, D. (2014). Back to the Future: Using social work research to improve social work practice. *Journal of Society for Social Work Research*, 5, 1-21.  
Longhofer, J., & Floersch, J. (2012). The coming crisis in social work: Some thoughts on social work and science. *Research on Social Work Practice*, 22(5), 499-519.  
Wells, R. I. (1984). The nature of knowledge in social work. *Social Work*, 29, 1, 41-45.

## Week 7: October 10

### **Ecological and Family Systems Theories**

Smith, S. R. & Hamon, R. R. (2012). *Exploring family theories* (3rd Ed.). New York: Oxford University Press. [Chapters 4-6]

*Read the following articles*

Allen-Meares, P., & Lane, B. (1987). Grounding social work practice in theory: Ecosystems. *Social Casework*, 68 (November), 515-21.  
Friedman, B. D., & Allen, K. N. (2011). Systems theory. In J. R. Brandell (Ed). *Practice in Clinical Social Work*. Thousand Oaks, CA: Sage Publications  
Sutphin, S. T., McDonough, S., & Schrenkel, A. (2013). The role of family theory in social work research: Formalizing family systems theory. *Advances in Social Work*, 14(2), 501-517.  
Tudge, J. R., Mokrova, I., Hatfield, B. E., & Karnik, R. B. (2009). Uses and misuses of Bronfenbrenner's Bioecological Theory of Human Development. *Journal of Family Theory & Review*, 1, 198-210.

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

**Read a debate about the use of Ecological Systems theory in social work**

Gitterman, A. (1996). Ecological perspective: Response to Professor Jerry Wakefield. *Social Service Review*, 70(3), 472-476.

Wakefield, J. (1996). Does social work need the eco-systems perspective? Part 1. Is the perspective clinically useful? *Social Service Review*, 70, 1-32.

Wakefield, J. (1996). Does social work need the eco-systems perspective? Part 2. Does the perspective save social work from incoherence? *Social Service Review*, 70, 183-13.

**Week 8: October 17**

**Change Process Research and Theories of Change: Comparative Theoretical Perspectives**

**Stage Theories**

**Psychodynamic theory and practice models**

**Transtheoretical Model and Motivational Interviewing**

**Macro Change Process practice theories**

Jaccard & Jacoby: Basic Concepts: Introduction, The Nature of Understanding, Science as an Approach to Understanding [**Chapter 9**].

Lemert, Charles, Editor (2016). *Social Theory: The multicultural and classic readings* (6th ed.). Boulder: Westview Press  
[**Parts 1-3**]-Freud, Fromm, Erikson

Robbins, S.P., Chatterjee, P., & Canda, E.R. (2011). *Contemporary human behavior theory: A critical perspective for social work*(3<sup>rd</sup>ed.). Boston: Allyn and Bacon [**Chapters 2-4**]  
[**Chapters 7-9**]

**Week 9: October 24**

**[South Korea] online class (Discussion Board).  
Strengths, Solution-focused and Narrative Theories**

Chang, J., & Nylund, D. (2013). Narrative and solution-focused therapies: A twenty-year retrospective. *Journal of Systemic Therapies*: Vol. 32, No. 2, pp. 72-88.

Gray, M. (2011). Back to the basics: A critique of the strengths perspective in social work. *Families in Society*, 92 (1) 5-11.

Franklin, C. (2015). An Update on Strengths-Based, Solution-Focused Brief Therapy  
Health Social Work doi:10.1093/hsw/hlv022

Gingerich, W. J., & Peterson, L. (2013). Solution-focused brief therapy: A systematic qualitative review of controlled outcome studies. *Research on Social Work Practice* 23(3) 266-283.

Kim, J. S., & Franklin, C. (2009). Solution-focused brief therapy in schools. A review of outcome literature. *Children & Youth Services Review*, 31(4): 464-470.

Rapp, C., Saleebey, D., & Sullivan, W. P. (2005). The future of strengths based social work. *Advances in Social Work*, 6 1, 79-90.



## Week 10: October 31

### Intervention Research Transpersonal Theory

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 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?

From an earlier website (CSAP's Western Center for the Application of Prevention Technologies), the following statement was made:

*"Published literature on the program should provide a description of its theoretical underpinnings; if not, an inquiry to the program developer may yield this information. This may or may not include a logic model that describes in linear fashion how the program works. The theory and logic model are not in themselves core components of a program, but they can help identify what the core components are and how to measure them. This step also identifies core values or assumptions about the program that can be used to help persuade community stakeholders of the program's fit and importance for their environment."*

In the context of the program/practice that you selected above, how explicit is this underlying theory 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.

#### **Required Reading:**

Robbins, S.P., Chatterjee, P., & Canda, E.R. (2011). *Contemporary human behavior theory: A critical perspective for social work* (3<sup>rd</sup> ed.). Boston: Allyn and Bacon [Chapters 2-4]  
[Chapters 13]

## Week 11: November 07

### Conceptualizing Social Problems to Inform Interventions

#### **Application of Conceptual Frameworks**

Smith, S. R. & Hamon, R. R. (2012). *Exploring family theories* (3<sup>rd</sup> Ed.). New York: Oxford University Press.

Chapter 1: Symbolic Interactionism Theory

Chapter 3: Family Development Theory

Chapter 7: Conflict Theory

Read the articles:

Forte, J. A. (2004a). Symbolic interactionism and social work: A forgotten legacy, part 1. *Families in Society*, 85, 391-400.

Forte, J. A. (2004b). Symbolic interactionism and social work: A forgotten legacy, part 2. *Families in Society*, 85, 521-531.

Take any of these three theories and apply to the understanding of some aspect of teenage parenthood.

Focus attention on The Ecological Perspective and Dynamic Systems Theory.

Provide major focus of Deep Ecology and Ecofeminism.

Recommended

Lippper, J. (2003). *Growing up fast*. New York: Picador. (ISBN 0-312-42223-9). [Paperback]

## Week 12: November 14

### **Continued Discussion from October 31**

#### Applications of Family Theories

Smith, S. R. & Hamon, R. R. (2012). *Exploring family theories* (3<sup>rd</sup> Ed.). New York: Oxford University Press.

Chapter 6: Social Exchange Theory

Chapter 9: Feminist Family Theory

Chapter 10: Biosocial Theory

## Week 13: November 21

### **Critical Race or Feminist Theories**

Abrams, L. S., & Moio, J. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2), 245-261.

Gulbus, L. (2012). Race, Rhinoplasty and self-esteem in Venezuela. *Qualitative Health Research*, 23(3), 326-335.

Kemp, S., & Brandwein, R. (2010). Feminisms and social work in the United States: An intertwined history. *Affilia*, 25(4), 341-364

## Week 14: November 28

### **Assignment 5: Social Problem Paper.**

A final paper will be assigned a primary reviewer. This primary reviewer and professor will give the owner extensive feedback to make the paper better. The primary reviewer will present his/her critique in a NIH like grant review setting and give the owner constructive feedback.

## Week 15: December 5

### **Assignment 5: Social Problem Paper-continuation.**

A final paper will be assigned a primary reviewer. This primary reviewer and professor will give the owner extensive feedback to make the paper better. The primary reviewer will present his/her critique in a NIH like grant review setting and give the owner constructive feedback.

### **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. Students will receive 0 credit for assignments submitted past the due date unless approved for late delivery in advance of the due date.

### **RULES OF ENGAGEMENT:**

#### Class Attendance

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 (esmall@uta.edu or leave a message for the instructor at the School of Social Work at 817-272-318). 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).

### **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 UT System Regents' Rule 50101, §2.2. 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 UT Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

The SafeAssign function in BlackBoard will automatically screen submitted assignments for possible plagiarism. When submitting your assignments, you should monitor the Safe Assign result and arrange with the instructor to delete and resubmit a revised assignment before the due date if your score is over 15%. Be aware that this problem may indicate a need to strengthen critical thinking and writing skills, so consider getting help from the Central Library Writing Center and or the School of Social Work Writing Specialist. Here is the guideline on SafeAssign from the university:

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will

have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Librarian to Contact:** John Dillard, 817-272-7518, Building A-111.

Library Home Page .....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides .....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians .....	<a href="http://www.uta.edu/library/help/subject-librarians.php">http://www.uta.edu/library/help/subject-librarians.php</a>
Database List.....	<a href="http://www.uta.edu/library/databases/index.php">http://www.uta.edu/library/databases/index.php</a>
Course Reserves.....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Catalog .....	<a href="http://discover.uta.edu/">http://discover.uta.edu/</a>
E-Journals .....	<a href="http://liblink.uta.edu/UTALink/az">http://liblink.uta.edu/UTALink/az</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus .....	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian .....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in

selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Grade Grievance Policy:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. For graduate courses, see [http://grad.pci.uta.edu/about/catalog/current/general/regulations/#grade\\_grievances](http://grad.pci.uta.edu/about/catalog/current/general/regulations/#grade_grievances).

## Resources

Borrowed from: Dr. Gary L. Bowen, PhD, School of Social Work, The University of North Carolina at Chapel Hill, School of Social Work

## Theory Reviews

### *Family Development Theory*

Aldous, J. (1990). Family development and the life course: Two perspectives on family change. *Journal of Marriage and the Family*, 52, 571-583.

### *Life Course Theory*

Elder, G. H., Jr. (1998). Life course theory and human development. *Sociological Analysis*, 1(2), 1-12.

Elder, G. H., Jr. (1998). The life course as developmental theory. *Child Development*, 69, 1-12.

Elder, G. H., Jr. (1994). Time, human agency, and social change: Perspectives on the life course. *Social Psychology Quarterly*, 57, 4-15.

Elder, G. H., Jr., Johnson, M. K., & Crosnoe, R. (2003). The emergence and development of Life Course Theory. In J. Mortimer & M. Shanahan (Eds.), *Handbook of the Life Course* (pp. 3-19). New York: Plenum. (see principles of Life Course Theory, pp. 1-14)

Shanahan, M. J. (2000). Pathways to adulthood in changing societies: Variability and mechanisms in the life course theory. *Annual Review of Sociology*, 26, 667-692.

### *Substantive Models: Classics*

Constantine, L. L. (1986). *Family paradigms: The practice of theory in family theory*. New York: Guilford Press. (out of print)

Olson, D. H., & McCubbin, H. I. (1983). *Families: What makes them work*. Beverly Hills, CA: Sage. (Circumplex Model of Marital and Family Systems)

### *Qualifying Paper Examples from the Published Literature*

Hoffman, K. L., & Edwards, J. N. (2004). An integrated theoretical model of sibling violence and abuse. *Journal of Family Violence*, 19, 185-200.

Townsend, A. L., Biegel, D. E., Ishler, K. J., Wieder, B., & Rini, A. (2006). Families of persons with substance use and mental disorders: A literature review and

conceptual framework. *Family Relations*, 55, 473-486.

### *Examples of Theoretically-informed Literature Reviews*

Arditti, J. (2005). Families and incarceration: An ecological approach. *Families in Society: The Journal of Contemporary Social Services*, 86, 251-260.

Fraser, M. W., Richman, J. M., & Galinsky, M. J. (1999). Risk, protection, and resilience: Toward a conceptual framework for social work practice. *Social Work Research*, 23, 131- 144.

Heatherington, L., & Lavner, J. A. (2008). Coming to terms with coming out: Review and recommendations for family systems-focused research. *Journal of Family Psychology*, 22, 329-343.

Jozefowicz-Simbeni, D. M. H. (2008). An ecological and development perspective on dropout risk factors in early adolescence: Role of school workers in dropout prevention efforts. *Children & Schools*, 30, 49-62.

### *Role of Theory in Social Work Research: Debates*

Gomory, T. (2001). A fallibilistic response to Thyer's theory of theory-free empirical research in social work practice. *Journal of Social Work Education*, 37(1), 26-50.

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). Chicago: Lyceum Books.

Munro, E. (2002). The role of theory in social work research: A further contribution to the debate. *Journal of Social Work Education*, 38(3), 461-470.

Thyer, B. A. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education*, 37(1), 9-25.

### *Examples of Theoretically-informed Published Empirical Articles in Social Work Journals*

#### *Acculturation Theory*

Smokowski, P. R., Rose, R. A., & Bacallai, M. (2009). Acculturation and aggression in Latino adolescents: Modeling longitudinal trajectories from the Latino Acculturation and Health project. *Child Psychiatry Human Development*, 39, (add pages)

#### *Contact Theory*

Zippay, A., Lee, S. K. (2008). Neighbors' perceptions of community-based psychiatric housing. *Social Service Review*, 82(3), 392-417.

#### *Ecological Theory*

Powers, J. D., Bowen, G. L., & Rose, R. A. (2005). Using social environment assets to identify intervention strategies for promoting school success. *Children & Schools*, 27, 177–185.

Voisin, D. R., DiClemente, R. J., Salazar, L. F., Crosby, R. A., & Yarber, W. L. (2006). Ecological factors associated with STD risk behavior among detained female adolescents. *Social Work*, 51, 71-79.

#### *Democratic Responsiveness Theory*

Ng, G. T. (2006). Child care in the United States: Who shapes state policies for children? *Social Work Research*, 30, 71-81.

#### *Situated Cognition*

Oyserman, D., Sorensen, N., Reber, R., Chen, S. X. (2009). Connecting and separating mind-sets: Culture as situated cognition. *Journal of Personality and Social Psychology*, 97, 217-235.

#### Examples of Theoretically-informed Published Empirical Articles in Other Journals

#### *Developmental Theory*

Huston, A. C., & Aronson, S. R. (2005). Mothers' time with infant and time in employment as predictors of mother-child relationships and children's early development. *Child Development*, 76, 467-482. (Note: Reubin Hill Award Winner for 2005)

#### *Ecological Theory*

Crosnoe, R. (2004). Social capital and the interplay of families and schools. *Journal of Marriage and Family*, 66, 267-280.

Fagan, J., & Press, J. (2008). Father influences on employed mothers' work-family balance. *Journal of Family Issues*, 29, 1136-1160.

Gutman, L. M., McLoyd, V. C. & Tokoyawa, T. (2005). Financial strain, neighborhood stress, parenting behaviors, and adolescent adjustment in urban African American families. *Journal of Research on Adolescence*, 15, 425-449.

Jackson, A. P., Choi, J-K., & Bentler, P. M. (2009). Parenting efficacy and the early school adjustment of poor and near-poor black children. *Journal of Family Issues*, 30, 1339-1355.

Levendosky, A. A., & Graham-Bermann, S. A. (2001). Parenting in battered women: The effects of domestic violence on women and their children. *Journal of Family Violence*, 16, 171-192.

Volling, B. L. (2005). The transition to siblinghood: A developmental ecological systems perspective and directions for future research. *Journal of Family Psychology*, 19,

Woolley, M. E., & Grogan-Kaylor, A. (2006). Protective family factors in the context of neighborhood: Promoting positive school outcomes. *Family Relations*, 55, 93-104.

Schubert, E. E., Protinsky, H. O., & Viers, D. (2002). Levels of differentiation and marital egalitarianism in men who batter. *Journal of Family Theory*, 14, 1-19.

#### *Human Capital Theory*

Ross, C. E., & Mirowsky, J. (2006). Sex differences in the effect of education on depression: Resource multiplication or resource substitution? *Social Science & Medicine*, 63, 1400-1413.

#### *Social Capital Theory*

Rose, R. A., Woolley, M. E., & Bowen, G. L. (2013). Social Capital as a Portfolio of Resources Across Multiple Microsystems: Implications for Middle-School Students. *Family Relations*, 62(4), 545-558.

#### *Institutional Perspective*

Han, C-K., & Sherraden, M. (2009). Do institutions really matter for savings among low-income households? A comparative approach. *The Journal of Socio-Economics*, 38, 475-483. (Comparison of three perspectives: individual, social stratification, and institutional)

#### *Possible Selves Theory*

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

#### *Social Exchange Theory*

Van de Rijt, A., & Mucy, M. W. (2006). Power and dependence in intimate exchange. *Social Forces*, 84, 1455-1470.

#### *Life Course Theory*

Amato, P. R., & Sobolewski, J. N. (2001). The effects of divorce and marital discord on adult children's psychological well being. *American Sociological Review*, 66, 900-921.

Amato, P. R., & Cheadle, J. (2005). The long reach of divorce: Divorce and child well-being across three generations. *Journal of Marriage and Family*, 67, 191-206.

Crosnoe, R., & Elder, G. H., Jr. (2004). From childhood to the later years: Pathways of human development. *Research on Aging*, 26, 623-654.



- Dennissen, J. J. A., Asendorpf, J. B., & van Aken, M. A. G. (2007). Childhood personality predicts long-term trajectories of shyness and aggressiveness in the context of demographic transitions of emerging adulthood. *Journal of Personality*, 76, 67-100.
- Umberson, D., Williams, K., Powers, D. A., Chen, M. D., & Campbell, A. M. (2005). As good as it gets? A life course perspective on marital quality. *Social Forces*, 84, 493-511.
- Wickrama, K. A. S., Conger, R. D., Wallace, L. E., & Elder, G. H., Jr. (2003). Linking early social risks to impaired physical health during the transition to adulthood. *Journal of Health and Social Behavior*, 44, 61-74.

#### *Social and Cultural Capital Theories*

- Henly, J. R., Danziger, S. K., & Offer, S. (2005). The contribution of social support to the material well-being of low-income families. *Journal of Marriage and Family*, 67, 122-140. (SSWR Award Winner for 2006)
- Lee, J-S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Education Research Journal*, 43, 193-218.

#### *Structural Effects (Radical Structuralist Paradigm)*

- Van Dorn, R. A., Bowen, G. L., & Blau, J. R. (2006). The impact of community diversity and consolidated inequality on dropping out of high school. *Family Relations*, 55, 105- 118.

#### *Symbolic Interactionism*

- Cast, A. D. (2004). Role-taking and interaction. *Social Psychology Quarterly*, 67, 296-309.
- Cook, W. L., & Douglas, E. M. (1998). The looking-glass self in family context: A social relations analysis. *Journal of Family Psychology*, 12, 299-309.
- Edwards, M. L. K. (2004). We're decent people: Constructing and managing family identity in rural working-class communities. *Journal of Marriage and Family*, 66, 515-529. [Winner of 2004 Anselm Strauss Award]

- Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist*, 41, 954-969.

#### Examples of Theoretically-informed Social Intervention Models

#### *Communities that Care*

- Hawkins, J. D. (1999). Preventing crime and violence through communities that care. *European Journal on Criminal Policy and Research*, 7, 443-458. *Making Choices*
- Fraser, M. W., Nash, J. K., Galinsky, M. J., & Darwin, K. M. (2000). *Making choices:*

*Social problem-solving skills for children*. Washington, DC: NASW Press.

Fraser, M. W., Galinsky, M. J., Smokowski, P. R., Day, S. H., Terzian, M. A., Rose, R. A., & Guo, S. (2005). Social information-processing skills training to promote social competence and prevent aggressive behavior in the third grade. *Journal of Consulting and Clinical Psychology*, 73, 1045-1055.

Lemerise, E., & Arsenio, W. (2000). An integrated model of emotion processes and cognition in social information processing. *Child Development*, 71, 107-118.

#### *Career Start*

Woolley, M. E., Rose, R. A., Orthner, D. K., Akos, P. T., & Jones-Sanpei, H. (2013). Advancing academic achievement through career relevance in the middle grades: A longitudinal evaluation of CareerStart. *American Education Research Journal*, 50, 1309- 1335.

#### *MAP: A Corporate Support Program for Couples*

Bowen, G. L. (1991). *Navigating the marital journey. MAP: A corporate support program for couples*. New York: Praeger.

#### *Taking Charge*

Harris, M. B., & Franklin, C. (2007). *Taking charge: A school-based, life skills group curriculum for adolescent mothers*. New York: Oxford press.

#### *Suicide Prevention*

Knox, K. L., Litts, D. A., Talcott, G. W., Feig, J. C., & Caine, E. D. (2003). Risk of suicide and related adverse outcomes after exposure to a suicide prevention programme in the US Air Force: Cohort study. *British Medical Journal*, 327 (December), 1-5.

#### *Special Issues of Journals: Methodology*

Snyder, D. K., & Kazak, A. E. (2005). Methodology in family science: Introduction to the special issue. *Journal of Family Psychology*, 19, 3-5.

Walker, A. (2005). Theoretical and methodological issues in studying families: An introduction. *Journal of Marriage and Family*, 67, 789-790.

#### *Special Issues in Journals: Contextual Effects*

Clampet-Lundquist, S., & Massey, D. S. (2008). Neighborhood effects on economic self-sufficiency: A reconsideration of the Moving to Opportunity experiment. *American Journal of Sociology*, 114, 107-43

Ludwig, J., Liebman, J. B., Kling, J. R., Duncan, G. J., Latz, L. F., Kessler, R. C., & Sanbonmatsu, L. (2008). What can we learn about neighborhood effects from the Moving to Opportunity experiment? *American Journal of Sociology*, 114,(1), 144-188.

Sampson, R. J. (2008). Moving to inequality: Neighborhood effects and experiments meet social structure. *American Journal of Sociology*, 114, 189-231.

### *Websites: Award Winning Empirical Articles*

#### *Research on Social Work Practice Research Awards*

<http://www.sswr.org/awards.php> (1996-2014)

Craig, C. D., Cook, P. G., & Fraser, M. W. (2004). Research awards in the Society for Social Work and Research, 1996-2000. *Research on Social Work Practice*, 14, 51-56.

#### *Reuben Hill Award Winners: National Council on Family Relations*

[http://www.ncfr.org/sites/default/files/downloads/news/past\\_reuben\\_hill\\_award\\_w  
inners. pdf](http://www.ncfr.org/sites/default/files/downloads/news/past_reuben_hill_award_winners.pdf)

#### *The Rosabeth Moss Kanter Award for Excellence in Work-Family Research*

<http://www.cfs.purdue.edu/cff/pages/kanter/index.html>

“The Kanter award is given to the authors of the best piece of work-family research published during a calendar year (note that "family" is defined broadly). No external nominations are accepted for the award. Instead, every article published in a large number of scientific journals is scrutinized by a large committee of esteemed scholars who generate a list of candidates for the award.” (Description from website)

### *Evidence-Based Practice*

#### *Critical Thinking*

Gambrill, E. (2004). Contributions of critical thinking and evidence-based practice to the fulfillment of the ethical obligations of professionals. In H. E. Briggs & T. L. Rzepnicki (Eds.), *Using evidence in social work practice: Behavioral perspectives* (pp. 3-19). Chicago: Lyceum Books, Inc.

Paul, R. W., & Heaslip, P. (1995). Critical thinking and intuitive nursing practice. *Journal of Advanced Nursing*, 22, 40-47. *Science and Social Work Practice*

Rzepnicki, T. L., & Briggs, H. E. (2004). Introduction: Using evidence in your practice. In H. E. Briggs & T. L. Rzepnicki (Eds.), *Using evidence in social work practice: Behavioral perspectives* (pp. ix-xxiii). Chicago: Lyceum.

Thyer, B. A. (2004). Science and evidence-based social work practice. In H. E. Briggs & T. L. Rzepnicki (Eds.), *Using evidence in social work practice: Behavioral perspectives* (pp. 74-89). Chicago: Lyceum Books, Inc.

#### *Evidence-Based Practice Readings*

Gambrill, E. (2006). Evidence-based practice and policy: Choices ahead. *Research on Social Work Practice*, 6, 338-357.

- Gibbs, L., & Gambrill, E. (2002). Evidence-based practice: Counterarguments to objections. *Research on Social Work Practice, 12*, 452-476.
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- Howard, M. O., McMillen, C. J., & Pollio, D. E. (2003). Teaching evidence-based practice: Toward a new paradigm for social work education. *Research on Social Work Practice, 13*, 234-259.
- McNeill, T. (2006). Evidence-based practice in an age of relativism: Toward a model for practice. *Social Work, 51*, 147-156.
- McNeece, C. A., & Thyer, B. A. (2004). Evidence-based practice and social work. *Journal of Evidence-Based Social Work, 1*(1), 7-25.
- Mullen, E. J., & Streiner, D. L. (2004). The evidence for and against evidence-based practice. *Brief Treatment and Crisis Intervention, 4*, 111-121.

#### *Action-Oriented Research*

- Small, S. A., & Uttal, L. (2005). Action-oriented research: Strategies for engaged scholarship. *Journal of Marriage and Family, 67*, 936-948.

#### Evidence-Based Research Web Sites

##### Evidence Based Practice Annotated Bibliography and Resource Guide

See [http://www.columbia.edu/cu/musher/EBP%20Resource%20Guide%205\\_28\\_04.doc](http://www.columbia.edu/cu/musher/EBP%20Resource%20Guide%205_28_04.doc) from which the descriptions below of the Campbell Collaboration were copied.

\**Campbell Collaboration (C2): The Campbell Collaboration Library and Database*  
Philadelphia, USA <http://www.campbellcollaboration.org/>

“The C2 website posts a searchable database of randomized controlled clinical trials and systematic reviews of social, psychological, education, and criminological research. All research presented on the website has met rigorous methodological standards and are designed to provide researchers, policy makers, and practitioners with critical reviews of current research. Currently twenty one full reviews are available to download from the website and several more are currently in progress.”

*Substance Abuse and Mental Health Services Administration (SAMHSA) and Center for Substance Abuse Prevention (CSAP): Model Programs and National Registry of Effective Programs.* Maryland, USA.

<http://modelprograms.samhsa.gov/template.cfm?page=default>

“The website provides information about substance abuse and mental health programs tested in communities, schools, social service organizations, and workplaces in the United States. Nominated programs are reviewed by research teams who rate the programs primarily on methodological quality, but also consider other factors such as theoretical development and community involvement. Programs are rated in increasing order of quality as either: promising, effective, or model. Information briefs are provided regarding each of the programs including an overview description, estimated costs, background, target areas, references, and creator or developer contact information. The website also includes information about funding, helpful topic-specific links, and technical assistance information. Also available for download from this site is the “Comparison Matrix for Science Based Prevention Programs,” an outline of research-based programs and their comparative ratings by five different U.S. federal agencies as well as their rating standards.”

*The Cochrane Collaboration*

<http://www.cochrane.org/>

“The Cochrane Collaboration is an international non-profit and independent organisation, dedicated to making up-to-date, accurate information about the effects of healthcare readily available worldwide. It produces and disseminates systematic reviews of healthcare interventions and promotes the search for evidence in the form of clinical trials and other studies of interventions. The Cochrane Collaboration was founded in 1993 and named for the British epidemiologist, Archie Cochrane.” (This description was copied from the web site.)

#### Resource Websites

*Sloan Work and Family Research Network (Boston College)*

<http://wfnetwork.bc.edu/>

“The Sloan Work and Family Research Network maintains an online database which contains the citations and annotations of work-family research publications.” (This description was copied from the web site.)

#### Example Descriptions of Post-Doctoral Experiences that align with SOWO 900 Social

##### Science in Practice

As part of a new initiative that will affect how social science is taught and practiced at UCLA, the Dean of the Division of Social Sciences has created a postdoctoral fellowship program. The ideal postdoctoral candidates will be scholars who have demonstrated through their research that they can draw on social science theory and methods to examine the origins and effects of societal problems and to search for their solutions.

Postdoctoral fellows will work closely with faculty and students who bridge fields and transform disciplinary boundaries to address an important societal problem (e.g., poverty, discrimination, racism, gender inequity, corruption, lack of access to education and health care, and environmental injustice). The Dean will offer up to six, two-year postdoctoral fellowships. Candidates must have completed all requirements for their doctoral degree before the program begins, July 1, 2010, and must have received their doctoral degree no earlier than November 1, 2007.

Successful candidates will be selected on the basis of their academic achievements and demonstrated involvement in problem-driven research grounded in one or more of the social sciences, broadly defined. See complete list of the departments and programs < <http://ssip-postdoc.sscnet.ucla.edu/departments-and-programs.aspx> > in the division of the social sciences at UCLA.

To apply, candidates must submit (a) a two to three page research proposal, (b) the names of two UCLA faculty sponsors/mentors at least one of whom is in the division of social sciences, (c) a CV, (d) a writing sample such as an article or thesis chapter and (e) three letters of recommendation by February 19, 2010.

In addition to pursuing their own research, Fellows will be required to teach two courses per year: one from among the existing courses in one of the departments in the division of social sciences and one of their own design. During the fellowship period, Fellows are expected to be in residence during the academic year of the fellowship and will be expected to participate actively in the running of a new Workshop on Social Science in Practice and collectively plan a conference in collaboration with a senior member of the faculty.

The SSIP Fellowship provides a stipend of up to \$55,000, standard fringe benefits, a modest research budget, office space, and library privileges. The application is available at:

<http://ssip-postdoc.sscnet.ucla.edu/>

UCLA is an Affirmative Action/Equal Opportunity Employer. Women and Minorities are especially encouraged to apply.