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. We will examine the naturalist and anti-naturalist views of ontology, epistemology, theory, and method and deconstruct a third tradition based on “critical realist” of “historical” approaches to studying theory. Students will become familiar with the historical context of different theories covered and research on their effectiveness within the social work field. 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 strength’s 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 amenable 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:**


**Textbooks, Suggested:**


**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 constructive intellectual dialogue. 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 are 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 any aspects of writing, I strongly encourage you to consider utilizing the school of Social Work Writing Resources Office, which provides superlative writing-related assistance at: https://www.uta.edu/ssw/student-resources/writing-resources/index.php


Assignments:

**Assignment 1: Chapter Review** (Due Week 3: September 11) [15%].

In consultation with the Professor, two student will select two chapters from Robbins, S.P., Chatterjee, P., & Canda, E.R. (2011). The chapters demonstrate the use of theory in *Contemporary human behavior* area. Students are asked to prepare a class presentation (15 minutes) about the success of the assigned chapters 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 (About 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 research? 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 10th. 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.

For the rest of class, please read the assigned readings of the day as per the syllabus to simulate intelligent class discussions.

**Assignment 2: Article Review** (Due: September 18) [15%]

In consultation with this Professor, two students 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. Students will have **15 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 17th**). 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**


**Assignment 3: Journal Review (Due: October 2) [20%]**

**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: 2017)


**Social Work Research** (review two years: 2016, 2017)

**Children and Schools** (review two years: 2016, 2017)
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, include more articles per issue than the other two.

Two individuals will partner to do the assignment. 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 Walsh, et al. 2014, for a model, see 
reference below.) Please submit an electronic copy of your report the Monday, October 1st 
before class by 10:00 am in SafeAssign. 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 Walsh, 
A content analysis of two prominent human development journals. Family Science Review, 
19, 105-119.

Please review Walsh, et al. (2014) article and model this assignment exactly in the same 
manner the authors have approached their reporting.


Assignment 4: Conceptual Framework Presentation (October 16) [20%]

Working in pairs, 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, October 15th, 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 Systematic Review Paper [30%]

Due: to Peer November 20th
Return to owner and subsequent NIH style review feedback report November 27th
Final Paper due in SafeAssign: December 4

Instructions for the Final Paper

The major deliverable for the course is the preparation of a theory-based systematic review to answer a specific research question in your specific area of interest. The Cochrane Collaboration defines a systematic review as a comprehensive high-level summary of primary research on a specific research question that attempts to identify, select, synthesize, and appraise all high-quality evidence relevant to that question to answer it. Two students will work on this paper during the course of the semester. The paper will be approximately 20 double-spaced pages, excluding references, diagrams, and appendices. Beginning in mid-October, time will be set aside at the end of classes to discuss progress on this assignment. The essence of a systematic review lies in being systematic. A
systematic review involves detailed scrutiny and analysis of a huge mass of literature. To ensure that your work is efficient and effective, you should follow a clear process:

**Title:** The title should accurately reflect the topic under review. Typically, the words “a systematic review” are a part of the title to make the nature of the study clear.

**Abstract:** A systematic review usually has a structured Abstract, with a short paragraph devoted to each of the following: background, methods, results, and conclusion.

**Introduction.** The Introduction summarizes the topic and explains why the systematic review was conducted. There might have been gaps in the existing knowledge or a disagreement in the literature that necessitated a review. The introduction should also state the purpose and aims of the review.

**Methods:** The Methods section is the most crucial part of a systematic review article. The methodology followed should be explained clearly and logically. The following components should be discussed in detail:

I. **Develop a research question.** For example, is there the use of theory in intervention studies addressing intimate partner violence? What three theories are predominantly used in this area? What is the evidence of rigor in the use of theory?

II. Define inclusion and exclusion criteria.

III. Locate studies by Identifying your key search strategy including terms and planned electronic data searches that you will use to initially search (I recommended that you consult with a librarian to improve search terms and strategy).

IV. Select Studies.

V. Assess study quality

VI. Extract data.

VII. Analyze and present results

VIII. Interpret results

**Results:** The Results section should also be explained logically. You can begin by describing the search results, and then move on to the study range and characteristics, study quality, and finally discuss the effect of the intervention on the outcome.

**Discussion:** The Discussion should summarize the main findings from the review and then move on to discuss the limitations of the study and the reliability of the results. Finally, the strengths and weaknesses of the review should be discussed, and implications for current practice suggested.

**References:** The References section of a systematic review article usually contains an extensive number of references. You have to be very careful and ensure that you do not miss out on a single one. You can consider using reference management software to help you tackle the references effectively. Format all references using APA guidelines.

See example:

**GRADING SYSTEM:**

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

1. Chapter Review 15.0%
2. Article Review 15.0%
3. Journal Review 20.0%
4. Conceptual Framework Presentation 20.0%
6. Systematic Review Paper 30.0%

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

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<tr>
<th></th>
<th>1 Poor</th>
<th>2 Fair</th>
<th>3 Good</th>
<th>4 Very Good</th>
<th>5 Clearly exceptional</th>
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<td>1) Did the presentation demonstrate understanding of assumptions/concepts/findings from the assigned readings/reference materials</td>
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<td>2) Did the presenter effectively communicate ideas/findings-free from ambiguity</td>
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<td>3) Did they integrate readings/reference materials in the context of other topics, e.g. what substantive model should look like</td>
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<td>4) How informative was the presentation/did it stimulate class discussion and integration</td>
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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 28

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 4

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


Read the following articles:


Week 3: September 11 Assignment 1 due

Introduction to Theory

Importance of Conceptual Frameworks and Theory

Systems and Conflict Theories: A study in contrasts

Required Readings


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

**Week 4: September 18** [Assignment 2]

### How Theories and Epistemologies Guide Practice and Research Methods

**Systems and Conflict Theories, continued**


**Read the following articles**


**Read a debate about the use of theory in Social Work:**


**Week 5: September 25**

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


**Read the following articles**


Social work theories in context. UK: Palgrave.

**Week 6: October 2 [Assignment 3 due]**

**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**


*Read the following articles.*


**Week 7: October 9**

**Ecological and Family Systems Theories**


*Read the following articles*

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

<table>
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<th>Week 8: October 16</th>
<th>Assignment 4</th>
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<td><strong>Change Process Research and Theories of Change: Comparative Theoretical Perspectives</strong></td>
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<td><strong>Stage Theories</strong></td>
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<td>Psychodynamic theory and practice models</td>
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<td>Transtheoretical Model and Motivational Interviewing</td>
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<td>Macro Change Process practice theories</td>
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[FParts 1-3]-Freud, Fromm, Erikson


[Chapters 7-9]

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<td><strong>Strengths, Solution-focused and Narrative Theories</strong></td>
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**Week 10: October 30**

**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:**

[Chapters 2-4]  
[Chapters 13]

**Week 11: November 6**

**Conceptualizing Social Problems to Inform Interventions**

**Application of Conceptual Frameworks**

Chapter 1: Symbolic InteractionismTheory  
Chapter 3: Family Development Theory  
Chapter 7: Conflict Theory

Read the articles:

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

[Paperback]

**Week 12: November 13**

*Continued Discussion from October 31*

Applications of Family Theories

Chapter 6: Social Exchange Theory
Chapter 9: Feminist Family Theory
Chapter 10: Biosocial Theory

**Week 13: November 20** Problem Paper due to peer reviewer here

**Critical Race or Feminist Theories**


**Week 14: November 27** Peer Reviewer return paper and presents oral critique, NIH style

**Systematic Review.**

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 4** Final Paer due in SafeAssign.

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 SafeAssign 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.

**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 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, or view the information at www.uta.edu/resources.

Librarian to Contact: John Dillard, 817-272-7518, Building A-111.
Library Home Page ....................... http://www.uta.edu/library
Subject Guides ......................... http://libguides.uta.edu
Subject Librarians ..................... http://www.uta.edu/library/help/subject-librarians.php
Database List .......................... http://www.uta.edu/library/databases/index.php
Course Reserves ......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog ....................... http://discover.uta.edu/
E-Journals ............................... http://liblink.uta.edu/UTAlink/az
Connecting from Off-Campus ....... http://libguides.uta.edu/offcampus
Ask A Librarian ....................... http://ask.uta.edu

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/#gradegrievances.
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

Life Course Theory


Substantive Models: Classics


Qualifying Paper Examples from the Published Literature


Examples of Theoretically-informed Literature Reviews


Role of Theory in Social Work Research: Debates


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

Acculturation Theory


Contact Theory


Ecological Theory


Democratic Responsiveness Theory

Situated Cognition


Examples of Theoretically-informed Published Empirical Articles in Other Journals

Developmental Theory


Ecological Theory


Feminist Theory

Schubert, E. E., Protinsky, H. O., & Viers, D. (2002). Levels of differentiation and

**Human Capital Theory**


**Social Capital Theory**


**Institutional Perspective**


**Possible Selves Theory**


**Social Exchange Theory**


**Life Course Theory**


**Social and Cultural Capital Theories**


**Structural Effects (Radical Structuralist Paradigm)**


**Symbolic Interactionism**


**Communities that Care**


**Career Start**


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


**Taking Charge**


**Suicide Prevention**


**Special Issues of Journals: Methodology**


**Special Issues in Journals: Contextual Effects**


**Websites: Award Winning Empirical Articles**

*Research on Social Work Practice Research Awards*


Reuben Hill Award Winners: National Council on Family Relations

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


Evidence-Based Practice Readings


*Action-Oriented Research*


**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*  

“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.  
“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.