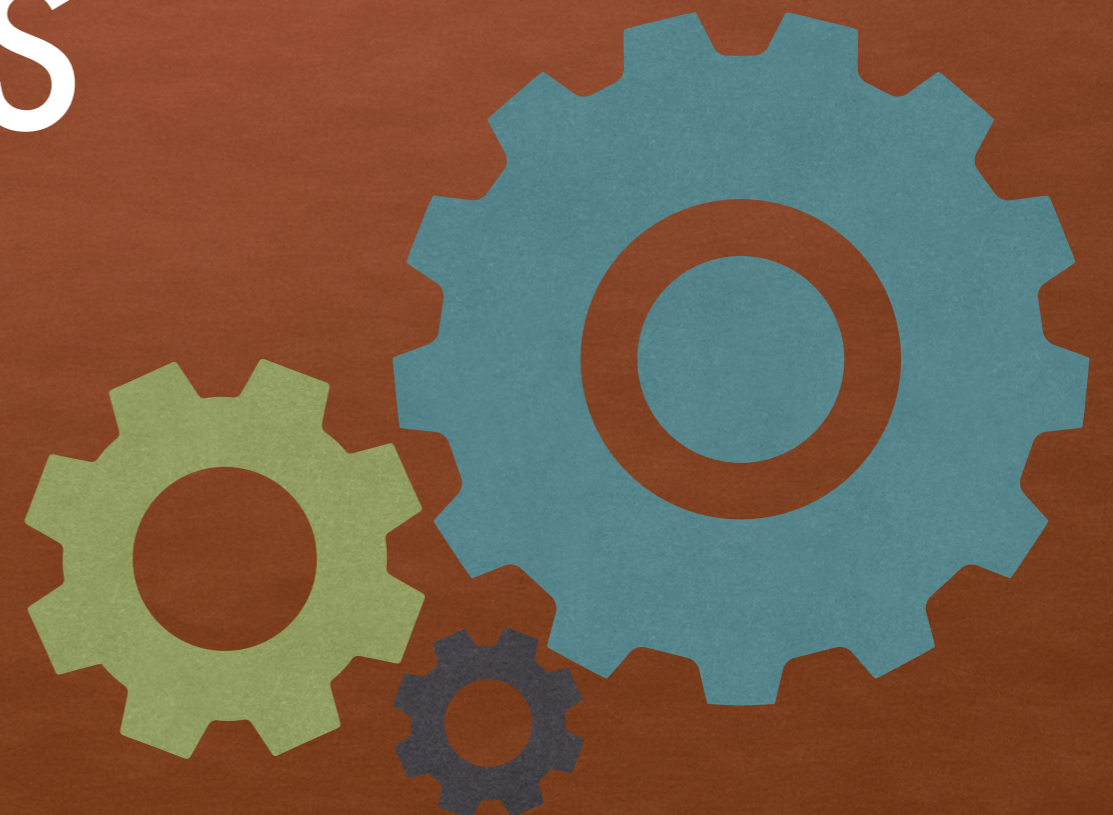


WHAT IS BEHIND THE
RESEARCH THAT WE COMPLETE

THEORETICAL FRAMEWORKS

Jacob Campbell, LICSW
Heritage University

SOWK 459
Fall 2019



WHY IS THIS THE
CASE?

“

MOST STUDENTS WHO
BEGIN THEIR FRESHMAN
YEAR AT HERITAGE
DON'T EARN A DEGREE.

— *Research from Julie Schillreff*

”



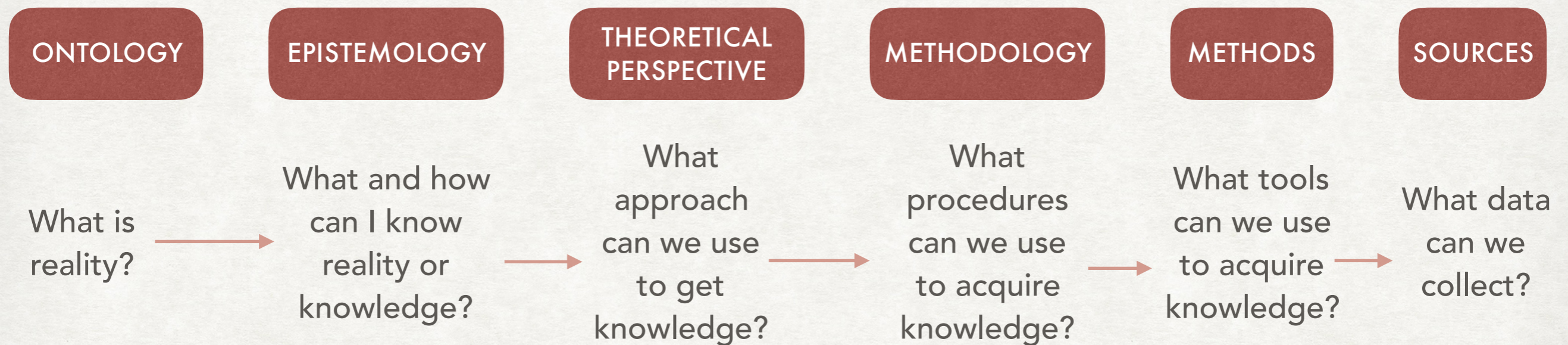
AGENDA

- Perspectives and theories
- Writing your theoretical framework
- Styles of reasoning for research



RESEARCH AND THEORY

FROM ONTOLOGY TO SOURCES



(DeCarlo, 2018)





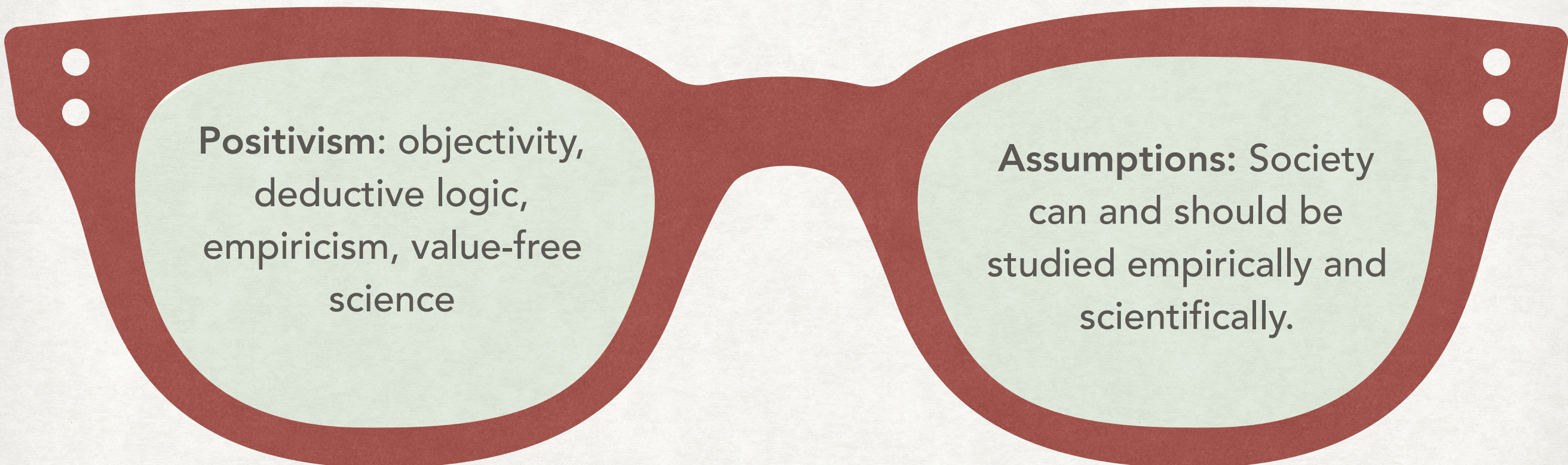
PARADIGMS

SET OF
ASSUMPTIONS
THAT HELP YOU
UNDERSTAND
AND VIEW THE
WORLD



PARADIGMS

SET OF ASSUMPTIONS THAT HELP YOU UNDERSTAND AND VIEW THE WORLD



Positivism: objectivity,
deductive logic,
empiricism, value-free
science

Assumptions: Society
can and should be
studied empirically and
scientifically.



SUBSTANCE ABUSE EXAMPLE

POSITIVISM PARADIGM

An inquiry would look at "precisely measuring substance abuse and finding out the key causes of substance abuse during adolescence. Forgoing the objectivity of precisely measuring substance abuse"

(DeCarlo, 2018)



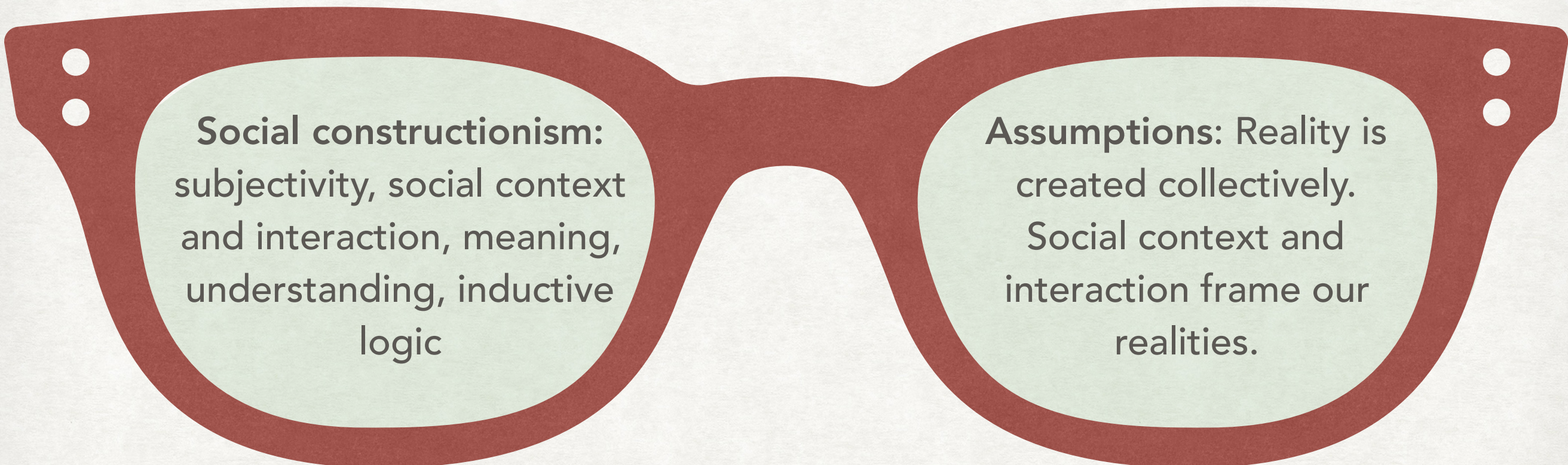
Photo Credit: Matthew T Rader

<https://unsplash.com/photos/Y6MzYPOLkXI>



PARADIGMS

SET OF ASSUMPTIONS THAT HELP YOU UNDERSTAND AND VIEW THE WORLD



Social constructionism:
subjectivity, social context
and interaction, meaning,
understanding, inductive
logic

Assumptions: Reality is
created collectively.
Social context and
interaction frame our
realities.



SUBSTANCE ABUSE EXAMPLE

SOCIAL CONSTRUCTIONISM PARADIGM

"Focus on how people who abuse substances understand their lives and relationships with various drugs of abuse. In so doing, it seeks out the subjective truth of each participant in the study"

(DeCarlo, 2018)




Photo Credit: Matthew T Rader

<https://unsplash.com/photos/Y6MzYPOLkXI>



PARADIGMS

SET OF ASSUMPTIONS THAT HELP YOU UNDERSTAND AND VIEW THE WORLD



Critical: Power, inequality, social change. Values-based, social justice and oppression

Assumptions: Social science can never be truly value-free and should be conducted with the express goal of social change in mind.



SUBSTANCE ABUSE EXAMPLE

CRITICAL PARADIGM

"Investigate how people who have substance abuse problems are an oppressed group in society and seek to liberate them from external sources of oppression, like punitive drug laws, and internal sources of oppression, like internalized fear and shame"

(DeCarlo, 2018)

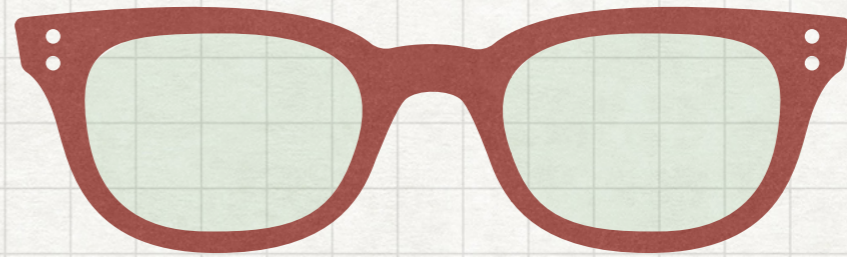



Photo Credit: Matthew T Rader

<https://unsplash.com/photos/Y6MzYPOLkXI>



PARADIGMS

SET OF ASSUMPTIONS THAT HELP YOU UNDERSTAND AND VIEW THE WORLD



Postmodern: No truth. Skepticism towards large, sweeping theories

Assumptions: Social science can never be truly value-free and should be conducted with the express goal of social change in mind.



SUBSTANCE ABUSE EXAMPLE

POSTMODERN PARADIGM

"Study one person's self-reported journey into substance abuse and changes that occurred in their self-perception that accompanied their transition from recreational to problematic drug use"

(DeCarlo, 2018)



Photo Credit: Matthew T Rader

<https://unsplash.com/photos/Y6MzYPOLkXI>



PARADIGMS



SET OF ASSUMPTIONS THAT
HELP YOU UNDERSTAND
AND VIEW THE WORLD

"WHEN A SCIENTIST
OBSERVES THE WORLD, HE
DOES SO OBJECTIVELY."

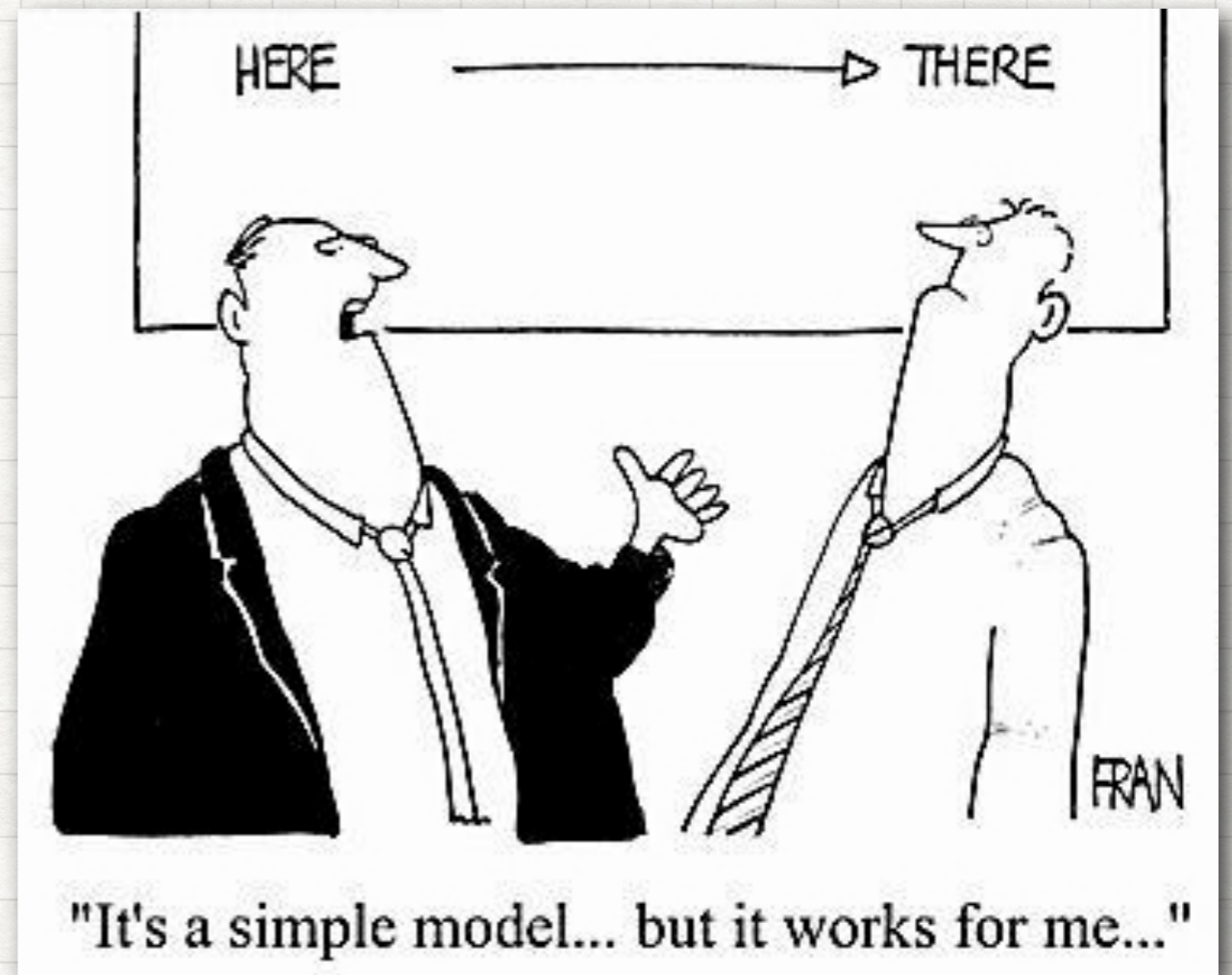
WHAT'S WRONG WITH THIS STATEMENT?



THEORY

AN OVERALL EXPLANATION OF WHY SOMETHING OCCURS

A logically interrelated set of propositions that helps us explain, predict, and understand why things happen



WHY THEORY?



Theory helps us understand why and how things occur.

Theory helps us predict what may occur.

Theory guides our research and literature review.

Theory helps us understand where the most effective intervention should take place.



SOCIAL WORK THEORIES

DISCUSSED IN DECARLO (2018)

Theory	Focuses on
Systems Theory	Interrelations between parts of society; how parts work together
Conflict theory	Who wins and who loses based on the way that society is organized
Symbolic interactionism	How meaning is created and negotiated through interactions
Social Exchange	How behavior is influenced by costs and rewards

(DeCarlo, 2018)



SUBSTANCE ABUSE EXAMPLE

SYSTEMS THEORY

"How a lack of employment opportunities might impact rates of substance abuse in an area"



Photo Credit: Matthew T Rader

<https://unsplash.com/photos/Y6MzYPOLkXI>

(DeCarlo, 2018)



SUBSTANCE ABUSE EXAMPLE

CONFLICT THEORY

"How the War on Drugs has impacted minority communities"



Photo Credit: Matthew T Rader

<https://unsplash.com/photos/Y6MzYPOLkXI>

(DeCarlo, 2018)



SUBSTANCE ABUSE EXAMPLE

SYMBOLIC INTERACTIONISM

"How people's self-definitions as 'addicts' helps or hurts their ability to remain sober"



Photo Credit: Matthew T Rader

<https://unsplash.com/photos/Y6MzYPOLkXI>

(DeCarlo, 2018)



SUBSTANCE ABUSE EXAMPLE

SOCIAL EXCHANGE

"Whether increased distribution of anti-overdose medications makes overdose more or less likely"

(DeCarlo, 2018)



Photo Credit: Matthew T Rader

<https://unsplash.com/photos/Y6MzYPOLkXI>



THEORIES IN SOCIAL WORK

SELECTION OF SOME OF THE MAJOR THEORIES

Systems Theory

Social Exchange Theory

Behaviorism & Social Learning Theory

Social Constructionism

Psychodynamic Theory

Symbolic Interactionism

Psychosocial Developmental Theory

Conflict Theory

Transpersonal Theory

Contingency Theory



SYSTEMS THEORY

Includes: Ecological systems theory

PERSPECTIVE
FALLS UNDER

[SYSTEMS PERSPECTIVE]

FOCUS OF THE THEORY



How persons interact with their environment



MAIN
COMPONENTS
IN HUMAN
BEHAVIOR

- Person are in continual transaction with their environment
- Systems are interrelated parts of subsystems consisting an ordered whole
- Each subsystem impacts all other parts and whole system
- systems can have closed or open boundaries
- Systems tend towards equilibrium



SOME
THEORISTS

Parsons, Merton,
Germain,
Gitterman



SYSTEMS THEORY

Includes: Ecological systems theory

PERSPECTIVE
FALLS UNDER

[SYSTEMS PERSPECTIVE]



SOME PRACTICE
INTERVENTIONS

- Strengthen one part of the system or subsystem to impact the whole system
- Eco-maps and genograms for understanding system dynamics
- Networking and referrals to facilitate change

SOME
PRACTICE
APPLICATIONS

- Useful for developing holistic view of persons in environment
- Enhanced understanding between interactions between micro-mezzo levels of organization
- Enriches contextual understanding of behavior



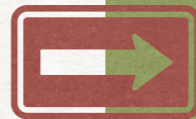
SYSTEMS THEORY

Includes: Family Systems

PERSPECTIVE
FALLS UNDER

[SYSTEMS PERSPECTIVE]

FOCUS OF THE THEORY



How the family system affects the individual and family functioning across the life-span



MAIN
COMPONENTS
IN HUMAN
BEHAVIOR

- Individual functioning shapes family functioning and family systems can create pathology within the individual
- Boundaries, roles, communication, family structure influence family functioning



SOME
THEORISTS

Bowen, Satir,
Minuchin, Carter,
McGoldrick



SYSTEMS THEORY

[SYSTEMS PERSPECTIVE]

Includes: Family
Systems

PERSPECTIVE
FALLS UNDER



SOME PRACTICE INTERVENTIONS

- Assessment of family development and life-cycle transitions
- Use of multi-generational genograms
- Use of family and parent coaching

A teal-colored clipboard icon with a white sheet of paper in the center. The paper contains the text 'SOME PRACTICE APPLICATIONS'.

SOME PRACTICE APPLICATIONS

- Useful for understanding family systems and life cycles over multiple generations



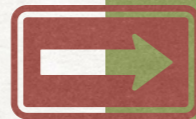
BEHAVIORISM & SOCIAL LEARNING THEORY

Includes: Cognitive theory, behavioral theory, social learning theory

PERSPECTIVE FALLS UNDER

[SOCIAL BEHAVIORAL PERSPECTIVE]

FOCUS OF THE THEORY



How individuals develop cognitive functioning and learn through acting on their environment



MAIN COMPONENTS IN HUMAN BEHAVIOR

- Imitation & reaction to stimulation shape behavioral learning
- Knowledge is constructed through children physically and mentally acting on objects
- Intelligence is an evolutionary, biological adaptation to environment
- Cognitive structures enable adaptation & organization



SOME THEORISTS

Pavlov, Skinner, Watson, Piaget, Bandura, Beck



BEHAVIORISM & SOCIAL LEARNING THEORY

[SOCIAL BEHAVIORAL PERSPECTIVE]

Includes: Cognitive theory, behavioral theory, social learning theory

PERSPECTIVE FALLS UNDER



SOME PRACTICE INTERVENTIONS

- Behavioral interventions such as classical or operant conditioning, positive or negative reinforcement
- Time-limited, problem-focused interventions
- Cognitive reframing of automatic thoughts about presenting problems to facilitate change

SOME PRACTICE APPLICATIONS

- Useful for enabling behavioral & symptomatic change
- Useful for assessing individual cognitive functioning, group & family interactions



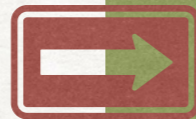
PSYCHODYNAMIC THEORY

Includes: Classical psycho-dynamic theory, ego-psychology, object-relations theory, self-psychology

PERSPECTIVE FALLS UNDER

[PSYCHODYNAMIC PERSPECTIVE]

FOCUS OF THE THEORY



How inner energies and external forces interact to impact emotional development



MAIN COMPONENTS IN HUMAN BEHAVIOR

- Unconscious and conscious mental activity motivate human behavior
- Ego functions mediate between individual and environment
- Ego defense mechanisms protect individuals from becoming overwhelmed by unacceptable impulses and threats
- Internalized experiences shape personality development and functioning
- Healing occurs through attention to transferences and the treatment relationship

(Setterlund, 2013)



SOME THEORISTS

S. Freud, Adler, Jung, Horney, A. Freud, Kernberg, Kohut, Klein, Mahler, Bowlby



PSYCHODYNAMIC THEORY

PERSPECTIVE
FALLS UNDER

[PSYCHODYNAMIC PERSPECTIVE]

Includes: Classical psycho-dynamic theory, ego-psychology, object-relations theory, self-psychology



SOME PRACTICE
INTERVENTIONS

- Ego supportive treatment:
- Clarification, education, & support of adaptive functioning
- Empathy & attention to affects and emotions
- Understanding of ego defense mechanisms & underscoring of ego strengths
- Establishing, building, & using the treatment relationship to facilitate change

SOME
PRACTICE
APPLICATIONS

- Useful for understanding inner meanings & intrapsychic processes
- Useful for understanding motivation, adaptation, & interpersonal relationships
- Useful for assessing strengths & ego functioning



PSYCHOSOCIAL DEVELOPMENTAL THEORY [DEVELOPMENTAL PERSPECTIVE]

Includes: Erikson's
theory of
development

PERSPECTIVE
FALLS UNDER

FOCUS OF THE THEORY



How internal & external forces shape life
development, generally by life stages



MAIN
COMPONENTS
IN HUMAN
BEHAVIOR

- Human development occurs in defined & qualitatively different stages that are sequential & may be universal
- Individual stages of development include specific tasks to be completed & crises to be managed
- Time & social context shape & individualize the meaning of life stages



SOME
THEORISTS

Erikson



PSYCHOSOCIAL DEVELOPMENTAL THEORY [DEVELOPMENTAL PERSPECTIVE]

PERSPECTIVE
FALLS UNDER

Includes: Erikson's
theory of
development



SOME PRACTICE
INTERVENTIONS

- General assessment of developmental functioning that can be compared with chronological age of the client

SOME
PRACTICE
APPLICATIONS

- Useful for understanding individual growth & development across life cycle
- Beneficial for assessing individual strengths & deficits

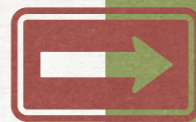


TRANSPERSONAL THEORY

PERSPECTIVE
FALLS UNDER

[DEVELOPMENTAL PERSPECTIVE; BUILT
UPON HUMANISTIC PERSPECTIVE]

FOCUS OF THE THEORY



How the spiritual and religious aspects of human existence can be understood

How spiritual development builds upon and goes beyond biopsychosocial development



MAIN
COMPONENTS
IN HUMAN
BEHAVIOR

- Focuses on meaning, connection, and purpose
- Some people achieve developmental level beyond the personal (ego-based) level into transpersonal (beyond self or ego) levels of consciousness and functioning.
- There is an inherent tendency to express innate potentials for love, creativity, and spirituality
- There is a difference between psychopathological phenomena and spiritual growth experiences



SOME
THEORISTS

Maslow, Jung,
Fowler, Wilber,
Washburn

(Setterlund, 2013)

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TRANSPERSONAL THEORY

PERSPECTIVE
FALLS UNDER

[DEVELOPMENTAL PERSPECTIVE; BUILT
UPON HUMANISTIC PERSPECTIVE]



SOME PRACTICE
INTERVENTIONS

- Assess and understand client's spiritual & faith development
- Ethically and appropriately utilize spiritually-derived interventions
- Understand and support clients' spiritual and religious beliefs, practices, and support systems

SOME
PRACTICE
APPLICATIONS

- Provides nonsectarian frame for understanding spiritual aspects of human experience
- Describes developmental process beyond self actualization
- Provides guidelines for clinical discussions of spiritual or transcendent experiences
- Stresses the importance of spiritual and religious support systems for life meaning and well-being

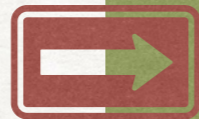


SOCIAL EXCHANGE THEORY

PERSPECTIVE
FALLS UNDER

[RATIONAL CHOICE PERSPECTIVE]

FOCUS OF THE THEORY



How persons minimize costs and maximize rewards through social exchange



MAIN
COMPONENTS
IN HUMAN
BEHAVIOR

- Antecedents, consequences, personal expectations, and interpretation shape and maintain behavior in the present
- Self-interest determines social exchange
- Unequal resources determine power inequities and reciprocity is essential
- Six propositions:
 1. Success proposition
 2. Stimulus proposition
 3. Value proposition
 4. Deprivation-satiation to proposition
 5. Aggression-approval proposition
 6. Rationality proposition



SOME
THEORISTS

Homan, Thibault,
Kelley, Blau

(Setterlund, 2013)

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SOCIAL EXCHANGE THEORY

PERSPECTIVE
FALLS UNDER

[RATIONAL CHOICE PERSPECTIVE]



SOME PRACTICE
INTERVENTIONS

- Assess resources and power inequities at the mezzo-macro level
- Facilitate group and community interaction
- Maximize costs, minimize rewards in the macro environment

SOME
PRACTICE
APPLICATIONS

- Useful for assessing and understanding power inequities and distributed justice
- Basis for cost-benefit analysis



SOCIAL CONSTRUCTIONISM

[SOCIAL CONSTRUCTIONIST PERSPECTIVE]

PERSPECTIVE
FALLS UNDER

FOCUS OF THE THEORY



How sociocultural and historical contexts shape individuals and the creation of knowledge

How individuals create themselves



MAIN
COMPONENTS
IN HUMAN
BEHAVIOR

- All experience is subjective and human beings recreate themselves through an on-going, never static process
- Knowledge is created through an interplay of multiple social and historical forces
- Social interaction is grounded in language, customs, cultural and historical contexts
- All phenomenon, including the sciences, must be approached with doubt in order to understand how people construct reality
- Humans are self-interpreting beings



SOME
THEORISTS

Foucault, Berger,
Luckmann,
Gergen

(Setterlund, 2013)

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SOCIAL CONSTRUCTIONISM

[SOCIAL CONSTRUCTIONIST PERSPECTIVE]

PERSPECTIVE
FALLS UNDER



SOME PRACTICE INTERVENTIONS

- Listen for cultured narratives
- Approach practice with a stance of "not knowing"
- View practice as "mutual interchange" because relationships have "mutual influence"
- Recognize how individuals and groups construct their identities through an ongoing, fluid process



SOME PRACTICE APPLICATIONS

- Enhances understanding of individual and cultural connection
- Useful for understanding non-dominant and oppressed groups in a non-marginalized manner

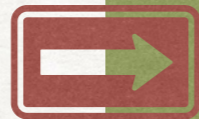


SYMBOLIC INTERACTIONISM

PERSPECTIVE
FALLS UNDER

[SOCIAL CONSTRUCTIONIST PERSPECTIVE]

FOCUS OF THE THEORY



How the "self" is influenced and shaped by social processes and the capacity to symbolize



MAIN
COMPONENTS
IN HUMAN
BEHAVIOR

- Human action is caused by complex interaction between and within individuals
- Dynamic social activities take place among persons and we act according to how we define our situation
- We act in the present, not the past
- Individuals are actors on the stage and take on roles, interacting with the environment



SOME
THEORISTS

Charon, Mead,
Goffman



SYMBOLIC INTERACTIONISM

PERSPECTIVE
FALLS UNDER

[SOCIAL CONSTRUCTIONIST PERSPECTIVE]



SOME PRACTICE INTERVENTIONS

- Formulate assessment and intervene through understanding roles assumed by individuals and groups through individual and society interaction
- Focus on diminishment of the sense of stigma for individuals, families, groups, and communities



SOME PRACTICE APPLICATIONS

- Enhances understanding of the relationship between the individual and society and the "self" as a social process
- Provides framework for individual, group, and societal assessment
- Provides alternative view of deviance and psychopathology



CONFLICT THEORY

PERSPECTIVE
FALLS UNDER

[CONFLICT PERSPECTIVE]

FOCUS OF THE THEORY



How power structures & power disparities
impact people's lives



MAIN
COMPONENTS
IN HUMAN
BEHAVIOR

- All societies perpetuate some forms of oppression & injustice and structural inequity
- Power is unequally divided & some groups dominate others
- Social order is based on manipulation and control by dominant groups
- Social change is driven by conflict, with periods of change interrupting periods of stability
- Life is characterized by conflict not consensus



SOME
THEORISTS

Marx, Marcuse,
Habermas

Feminist theorists,
LGBTQ theorists



CONFLICT THEORY

PERSPECTIVE
FALLS UNDER

[CONFLICT PERSPECTIVE]



SOME PRACTICE
INTERVENTIONS

- Listen for evidence of oppression within individuals, groups, and communities
- Pay attention to the role of conflict leading to client vulnerability
- Organize to alter power relationships
- Recognize that dominant and subordinate group compete for resources

SOME
PRACTICE
APPLICATIONS

- Informs policy and may guide macro-level practice
- Useful in formulating assessments involving oppression and client vulnerability
- Enhances understanding of conflict between persons, ideas, groups, classes, & larger social structures



CONTINGENCY THEORY

PERSPECTIVE
FALLS UNDER

[SYSTEMS PERSPECTIVE]

FOCUS OF THE THEORY



How individuals & groups gain power, access to resources, & control over their lives, often through collective action



MAIN
COMPONENTS
IN HUMAN
BEHAVIOR

- Groups are open, dynamic systems with both change and conflict present
- Groups are stratified, with different and unequal levels of power and control
- High discrimination and low privilege equals low opportunity
- Oppression occurs when upward mobility is systematically denied
- The social context must be critiqued and deconstructed
- Assumptions for analyzing organizations:

- there is no best way to manage organizations
- there must be a match between the environment and internal resources
- the design of the organization must fit with the environment



SOME
THEORISTS

Weber,
Lawrence,
Lorsch, March

(Setterlund, 2013)

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CONTINGENCY THEORY

PERSPECTIVE
FALLS UNDER

[SYSTEMS PERSPECTIVE]



SOME PRACTICE
INTERVENTIONS

- Explain & map the direction & role of collective action
- Assess power blocks
- Build individual & community strengths
- Support upward mobility of oppressed groups
- Empower oppressed & vulnerable populations through collective action
- Assess internal and external resources to make structural and process decisions within a organization

SOME
PRACTICE
APPLICATIONS

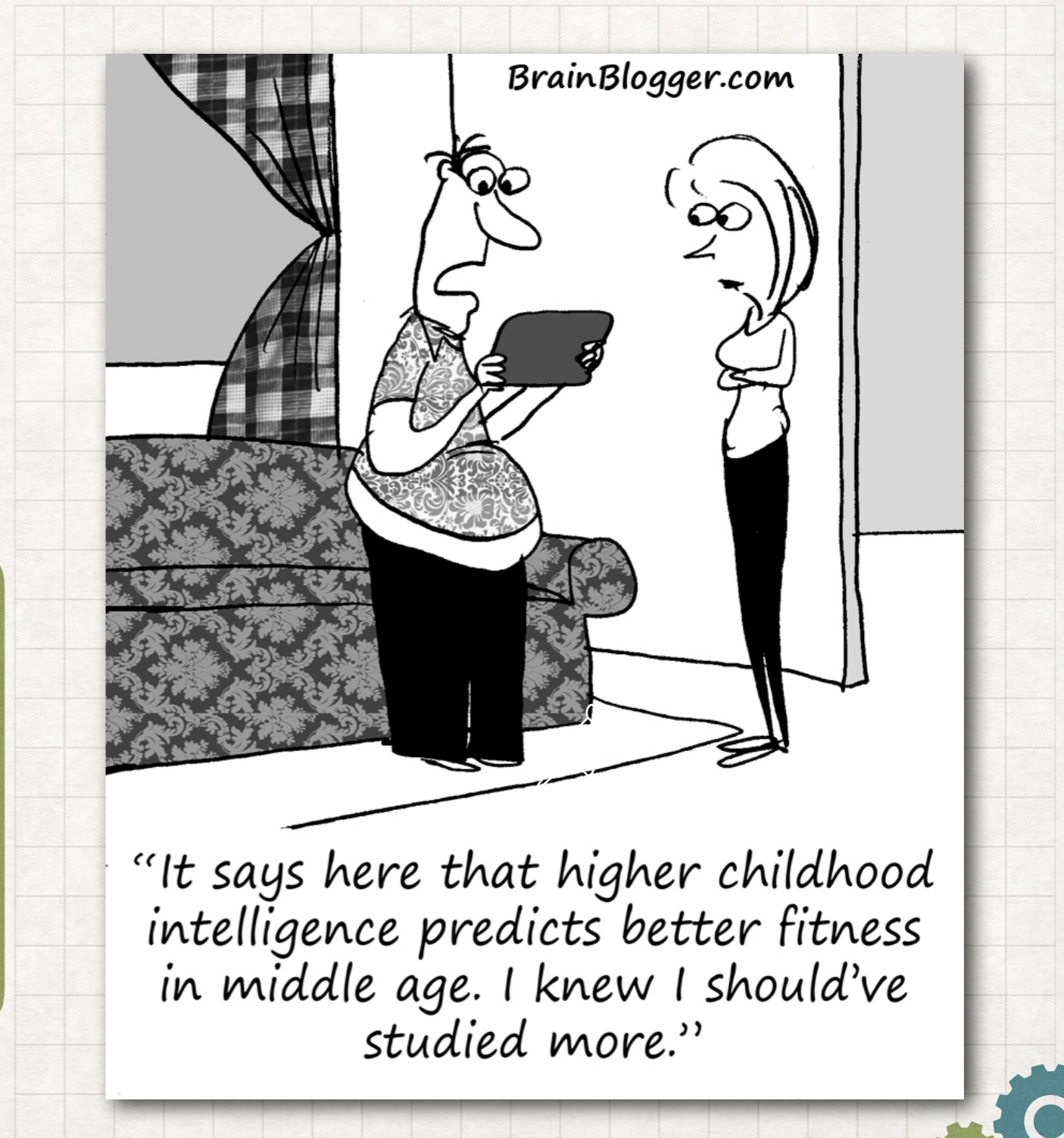
- Useful in macro practice through providing framework for community work on behalf of the powerless and stigmatized
- Provides assessment for identifying power blocks contributing to powerlessness
- Provides understanding of the objective & subjective dimensions of empowerment
- Useful in administering programs by requiring a review of the organizational-environmental fit



CONCEPTS

A concept is a **mental image** or perception of a thing that **varies** from individual to individual and therefore must be **defined**

Examples: effectiveness, satisfaction, intelligence, fitness, culture, power, rich, poor, chronic absenteeism



KARL POPPER'S FALSIFICATION

CLASH OF PARADIGMS

BBC
RADIO

4

How Can I Know Anything at All?

Karl Popper's Falsification

Narrated by



Aidan Turner

The Open
University



WRITING YOUR THEORETICAL FRAMEWORK



STEP 1

EXPLAIN WHY YOU'RE INCLUDING A THEORETICAL FRAMEWORK

Rational for why including a theoretical framework

Example:

Scholarly work requires evaluating the underlying reasons and methods to the research being completed.

Example from Julie Schillreff



STEP 2

INTRODUCE THE THEORY

Perhaps the theory that best explains (study topic) is (name of theory).

Example:

Perhaps the best theory that explains Native American student retention at Heritage University is Tribal Critical Race Theory.



STEP 3

CLEARLY AND COMPLETELY EXPLAIN THE THEORY, WITH CITATIONS

According to (name of theory),...

Example:

According to Tribal Critical Race Theory (TCRT), colonization is endemic to society and evidenced in the dominance of European thought, knowledge, and power structures as well as in continued efforts to change Indians to be more like White people (Brayboy, 2005). Essentially, TCRT places racism and colonialism at the center of explorations of Native American educational experiences and outcomes while contextualizing research within the on-going legacies of colonialism and racism (Abercrombie-Donahue, 2017).

Example from Julie Schillreff



SEARCHING ONLINE DEMO
GOOGLE SCHOLAR, EAGLE SEARCH

Google Scholar



STEP 4

CLEARLY CONNECT THE THEORY TO YOUR PARTICULAR TOPIC

Within the framework of (name of theory), (name of topic) occurs because...

Example:

Within the framework of Tribal Critical Race Theory, we shift our focus away from individual deficit models towards a structural perspective that frames the retention of Native American students in higher education within the contexts of racism and colonialism. Specifically, TCRT pushes us to look at the way traditional practices in higher education may be functioning to perpetuate the dominant culture while alienating our Native American students. If we want to increase the retention of Native students, we need to address those colonizing practices.

Example from Julie Schillreff



STEP 5

TIE IT ALL TOGETHER

Perhaps the best theory that explains Native American student retention at Heritage University is Tribal Critical Race Theory. According to Tribal Critical Race Theory (TCRT), colonization is endemic to society and evidenced in the dominance of European thought, knowledge, and power structures as well as in continued efforts to change Indians to be more like White people (Brayboy, 2005). Essentially, TCRT places racism and colonialism at the center of explorations of Native American educational experiences and outcomes while contextualizing research within the on-going legacies of colonialism and racism (Abercrombie-Donahue, 2017). Within the framework of Tribal Critical Race Theory, we shift our focus away from individual deficit models towards a structural perspective that frames the retention of Native American students in higher education within the contexts of racism and colonialism. Specifically, TCRT pushes us to look at the way traditional practices in higher education may be functioning to perpetuate the dominant culture while alienating our Native American students. If we want to increase the retention of Native students, we need to address those colonizing practices.

Example from Julie Schillreff



INTRODUCING THE RUBRIC



THEORETICAL FRAMEWORK RUBRIC

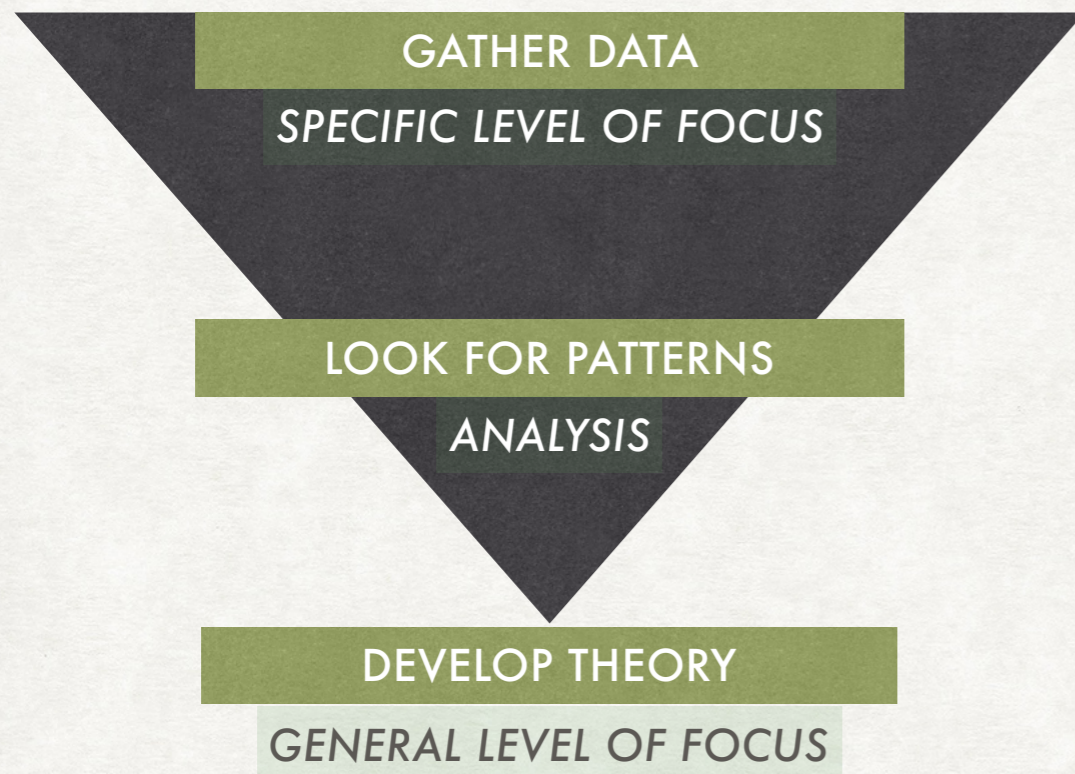
Initial	Emerging	Developing	Highly Developed
No theoretical framework is presented	At least one theoretical framework is weakly presented	At least one theory/theoretical framework is adequately presented with a basic understanding of that framework demonstrated	At least one theory/theoretical framework is clearly presented with an in-depth understanding of that framework demonstrated
No attempt to relate theoretical framework to the topic is present	Theoretical framework is weakly related to topic	Theoretical framework is adequately related to topic	Theoretical framework is clearly related to topic



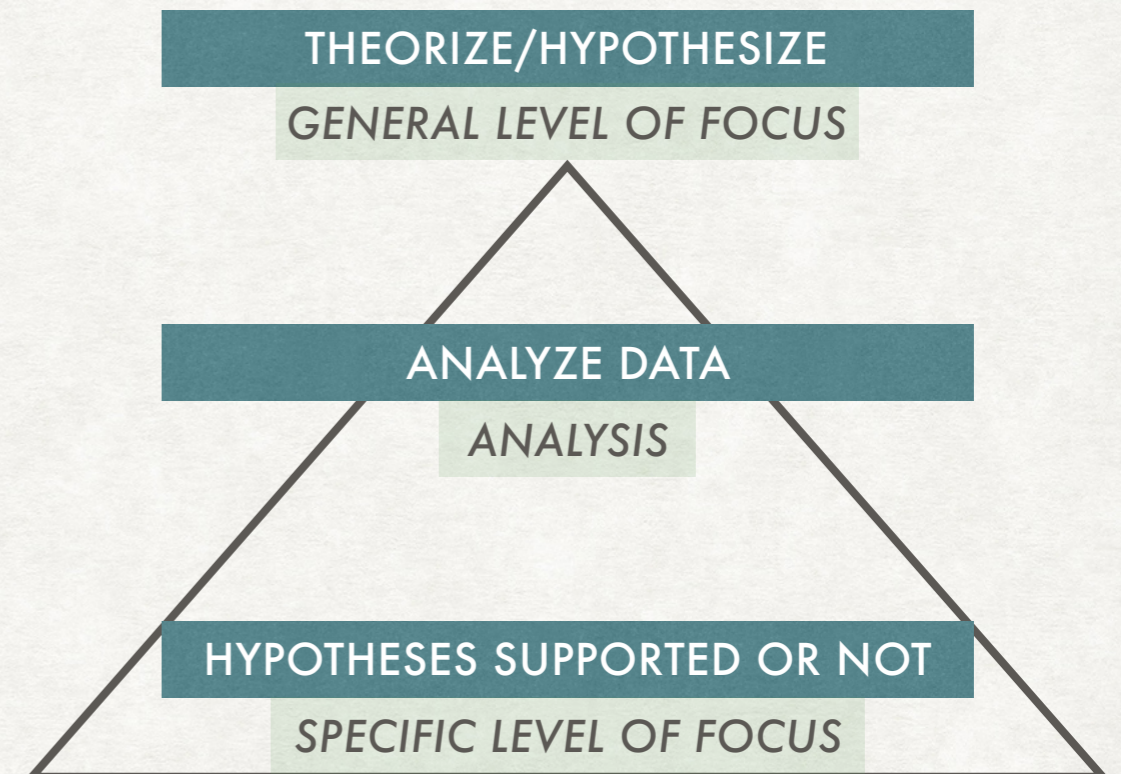
STYLES OF REASONING

THE WAY WE GO ABOUT SOLVING A PROBLEM

Inductive Reasoning



Deductive Reasoning



INDUCTIVE VERSES
DEDUCTIVE REASONING
DIFFERENT
FORMS OF
REASONING

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News Opinion Sport Culture Lifestyle

Careers in public services social care network: international social work hub

Why I became a social worker

To mark world social work day, six social workers from around the world share their stories of what attracted them to the profession

- The social worker who changed my life



▲ 'Good social workers can help silenced children be heard for the first time.' Photograph: Mito Images/REX Shutterstock

Ruth Hardy
@ruthhardy22
Mon 14 Mar 2016 22:00 EDT

<https://www.theguardian.com/social-care-network/2016/mar/15/why-i-became-a-social-worker>

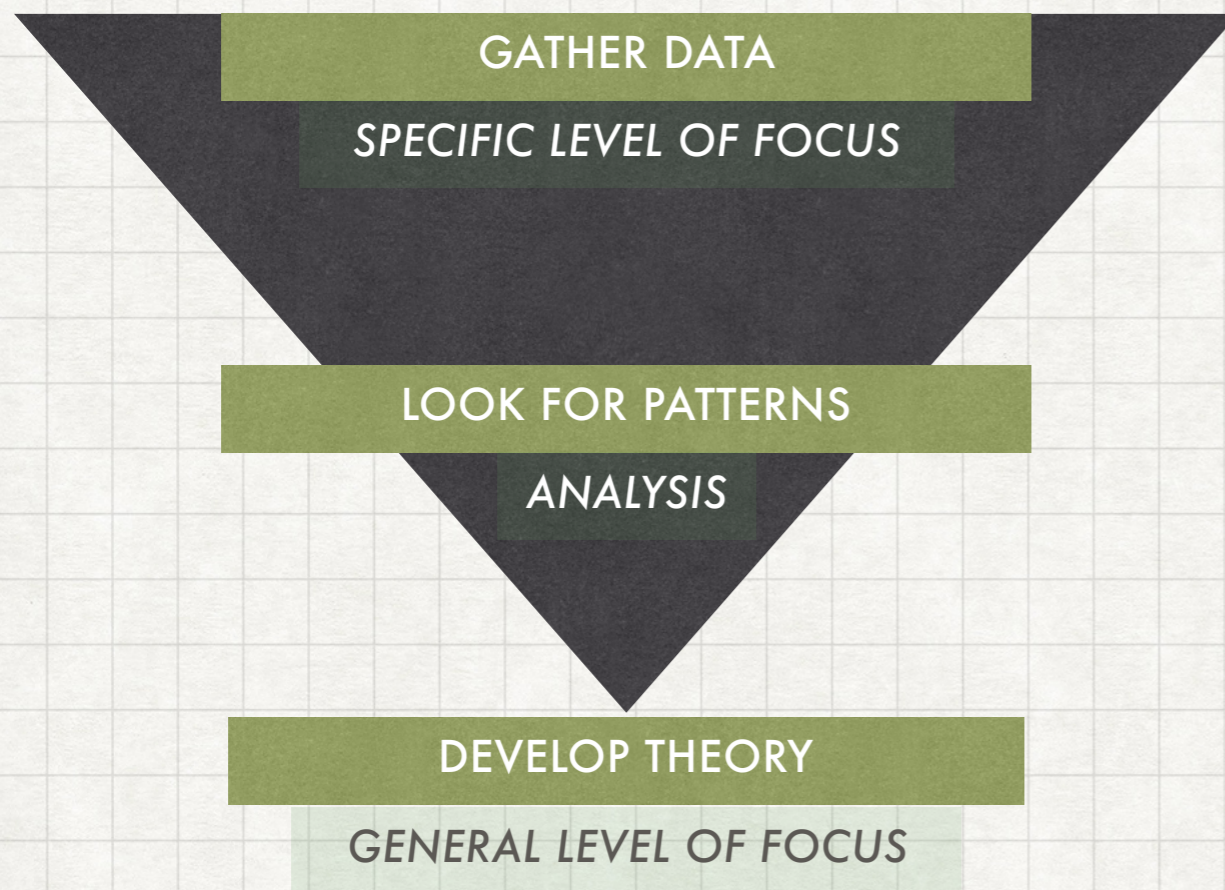
(DeCarlo, 2018)

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STYLES OF REASONING

INDUCTIVE REASONING



Why do undergraduate students choose social work?

- What should we do first?
- What should we do next?
- Where do we end up?

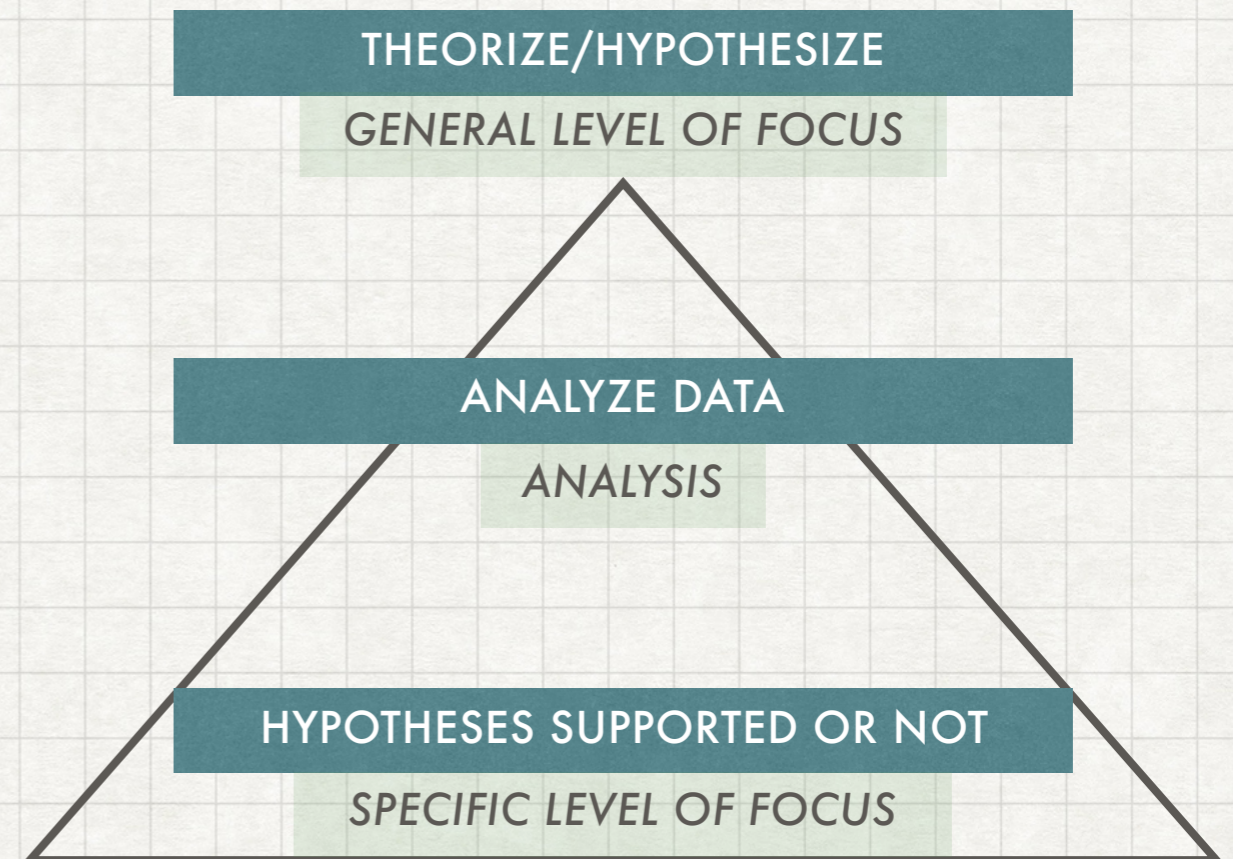


STYLES OF REASONING

Why do undergraduate students choose social work?

- What should we do first?
(*Hypothesis?*)
- What should we do next?
(*Survey?*)
- Where do we end up?

DEDUCTIVE REASONING



(DeCarlo, 2018)

SOWK 459 Fall 2019



CAUSALITY, REASONING, AND PARADIGM

INDUCTIVE REASONING & SOCIAL CONSTRUCTIONISM

IDIOGRAPHIC CAUSALITY

Deep understanding of subjective experiences and context

Stories and narratives from an individual's or group's perspective

Many truths depending on situation, but with common themes

DEDUCTIVE REASONING & POSITIVISM

NOMOTHETIC CAUSALITY

Predicting the future, generalizing from a small sample to large populations

Numerical data from objective scales and measures

One truth, applicable in all situations



NOMOTHETIC CAUSAL EXPLANATIONS

Independent
Variable

Dependent
Variable



- Hypothesis & direction
- Covariation, plausibility, temporality, nonspuriousness
- Control variables



IDIOGRAPHIC CAUSAL EXPLANATIONS

- Are...messy
- Start in one place...end up in another
- Multiple causes, each of which interact with each other
- Steeped in context and history
- Subjective, story-driven
- Start with some tentative hypotheses
- Get one story, get more, have them interact
- Create a theory



TWO BUCKETS

DESCRIPTIVE VS. EXPLORATORY VS. EXPLANATORY

Idiographic Casual Explanations

Social Constructionist Paradigm
Descriptive or Explorative Research
Qualitative Methods Inductive Reasoning

Nomothetic Casual Explanations

Positive Paradigm
Explanatory Research
Quantitative Methods
Deductive Reasoning

Can mix these together in the same project

Sequence and emphasis
Triangulation, complementarity, following up
Conceptualization is more time-consuming

(DeCarlo, 2018)

UNITS OF ANALYSIS AND OBSERVATION

Unit of analysis: who do you want to study?

Unit of observation: who are you gathering data from?

When might these be the same? Different?

Individuals, groups, organizations...

Ecological fallacy: what's true for the group isn't necessarily true for the individual

Reductionism: what's true for individuals isn't necessarily true for the group

