# SWK 531 (01W): Research for Practice
## COURSE SYLLABUS: Fall 2014

*According to State of Texas HB 2504,this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus at any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students are given ample notification.*

| | |
|---|---|
| **Instructor** | Rebecca G. Judd, Ph.D., LMSW-IPR |
| **Office Location** | Henderson 311 |
| **Office Hours** | Monday 9:00 a.m. - 9:45 a.m. |
| | Tuesday 10:00 am. - 3:30 p.m. |
| | Thursday 11:00 a.m. - 5:00 p.m. |
| | Friday 9:00 a.m. - 5:00 p.m. |
| **Virtual Office Hours** | Any questions entered into the virtual office on e-College will be answered by 5:00 p.m. the day following your initial post. Questions posted on Friday will be answered by 5:00 p.m. the following Monday. Virtual office is the preferred method of contact regarding questions related to class. If you have a personal issue, please email me and I will respond directly to you. |
| **Office Phone** | 903-468-8190 |
| **University Email Address** | Rebecca.Judd@tamuc.edu |

**COURSE INFORMATION**

**Course Description**

The scientific method in social work practice is presented. The methods of empirical research for knowledge building, the role of research in theory construction, research designs and data analysis, and methods of practice and program evaluation are introduced. Students learn to apply qualitative and quantitative research methods to the problems of social work practice. Prerequisites students must have been admitted to the MSW program and be in good standing in the MSW program.

**PROGRAM GOALS & COMPETENCIES:**

***1.*** **Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions**

*With successful completion of foundation courses students will be able to:*
 F2.1.1   Identify as a professional social worker and conduct oneself accordingly

 F2.1.6   Demonstrate skills in research-informed practice and practice - informed research

 F2.1.3   Apply critical thinking to inform and communicate professional judgments

***2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change***

*With successful completion of foundation courses students will be able to:*
F2.1.2       Demonstrate knowledge of professional social work and ethical values & principles to guide practice

F1.1.6       Engage in research-informed practice and practice-informed research
***3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.***

*With successful completion of foundation courses students will be able to:*
 F 2.1.10a   Engage, assess, intervene, and evaluate individuals, families, groups, organizations and communities

**Relationship To Other Courses:**

This course stresses the importance of evidence based theory and practice methods.  Consequently, it supports the practice courses that emphasize the importance of demonstrating effectiveness in professional interventions.  This

course draws on materials from practice and HBSE to illustrate social work research principles, and it develops a professional model that utilizes practice evaluation to formulate a continuous improvement cycle in professional practice.

## Textbook(s) Required

Grinnell, R.M; Williams, M. & Unrau, Y.A. (2014). *Research methods for social workers: An introduction*.10th edition. Kalamazoo Michigan: Pair Bond Publicatons

*Publication manual of the American Psychological Association* (2009). 6th ed. Washington, DC: American Psychological Association

## ADDITIONAL READINGS
## RECOMMENDED

Salkind, N.J. (2007). *Statistics for people who think they hate statistics. Excel edition*. CA: Sage.

*You will be expected to start to develop your own resource list in your research area. You should also include articles and resources that include ethical issues concerning research with your population/question under study. The reference list at the end of this syllabus may also provide some resources for your study*.


## Student Learning Outcomes

This course is designed to equip students to meet the increasing demands for practice accountability. The course prepares students to identify access and understand empirical studies that inform evidence based practice. Students will gain knowledge in program and practice evaluative methods; the process for developing an evidence-based evaluative project and basic statistical analysis for data.

### *Upon completion of the course, students will*:

1.  Have sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

2.  Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate or create or enhance privilege and power

3.  Be skilled at applying theories and knowledge about biological social, cultural, psychological variables and spiritual development

4.  Comprehend quantitative research

5.  Comprehend qualitative research

6. Understand scientific and ethical approaches to building knowledge

7. Apply critical thinking to inform and communicate professional judgments

8. Be knowledgeable about the principles of logic and scientific inquiry

9. Demonstrate professional demeanour in professional communication

10. Have a commitment to conducting himself/herself as a professional social worker

11. Attend well to professional roles and boundaries

12. Be skilled at evaluating the effectiveness of her or his practice

13. Be skilled at evaluating program outcomes

14. Be skilled at identifying, analyzing and implementing evidence-based interventions designed to achieve client goals

15. Be skilled at using research and technological advances

## COURSE REQUIREMENTS

### Overview of Assignments

Ethics Reaction Paper (core assignment) each *student will watch the movie: The Pregnancy Project and write a reaction paper using an outline provided by the instructor (50 pts)*

Unit Worksheets *provided throughout the semester, students will complete statistics worksheets that introduce them to research terms, concepts and the basics of descriptive and inferential statistics (10 pts each)*

Article Analysis (core assignment) *each student will complete an analysis of a quantitative, qualitative and single-system design empirical study. Instructions and outline can be found on eCollege. (3 article analysis @ 25 pts each = 75 pts)*

Mid-Term Exam *will cover the concepts and information presented in units I-IV (75 pts)*

Comprehensive Final Exam *will cover concepts and information presented across all units in the semester. (150 pts)*

Discussion and/or group assignments *will be included for each unit. Grading rubric for these assignments can be found at the beginning of each unit in e College. (PTS TBD)*

**GRADING**

You can access your grades in eCollege to see your grade (keep in mind that the grade only reflects work I have graded). Primarily evaluated through written assignments, there will be a lag time between when the assignment is posted and I grade it. You will receive an email from me each time the grade book has been update to reflect the most recent status.

**GRADING SCALE**

Worksheets = 15 % of grade

Mid-Term and Final Exam = 25% of  grade

Discussion/Group Assignments = 10% of grade

Core Assignments = 50 % of grade

- 90 - 100% = A

- 80 - 89 %  = B

- 70 - 79 %  =C

- 60 - 69 % = D

- Less than 60 % = F

**PRACTICE BEHAVIORS (STUDENT LEARNING OUTCOMES) METRIC**

| ASSIGNMENT: Ethics Reaction Paper | | | |
|---|---|---|---|
| **COMPETENCY F 2.1.2** Demonstrate knowledge of professional social work and ethical values & principles to guide practice | | **COMPETENCY F 2.1.4** Demonstrate knowledge reflective of diversity in practice | |
| PRACTICE BEHAVIOR(S) | | PRACTICE BEHAVIOR (S) | |
| 4.4 | Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | 4.3 | Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power |
| ASSIGNMENT : Unit Worksheets | | | |
| **COMPETENCY 2.1.7** Apply knowledge of human behavior and the social environment | | **COMPETENCY 2.1.6** Engage in research-informed practice and practice-informed research | |
| PRACTICE BEHAVIOR(S) | | PRACTICE BEHAVIOR(S) | |
| 7.4 | Is skilled at applying theories and knowledge about biological, social, cultural, psychological variables and spiritual development | 6.5 6.6 6.7 | Comprehends quantitative research Comprehends qualitative research Understands scientific and ethical approaches to building knowledge |

| ASSIGNMENT: Article Analysis | | | |
|---|---|---|---|
| COMPETENCY F2.1.3<br>Apply critical thinking to inform and communicate professional judgments | | COMPETENCY 2.1.6<br>Demonstrate skills in research-informed practice and practice-informed research | |
| PRACTICE BEHAVIOR(S) | | PRACTICE BEHAVIOR (S) | |
| 3.1 | Is knowledgeable about the principles of logic and scientific inquiry | 3.8 | Is skilled at using critical thinking augmented by creativity and curiosity |
| ASSIGNMENT : Mid-Term Exam and Comprehensive Exam | | | |
| COMPETENCY 2.1.3<br>Apply critical thinking to inform and communicate professional judgments | | COMPETENCY 2.1.6<br>Engage in research-informed practice and practice-informed research | |
| PRACTICE BEHAVIOR(S) | | PRACTICE BEHAVIOR(S) | |
| 3.1 | Is knowledgeable about the principles of logic and scientific inquiry | 6.2<br>6.3 | Comprehends quantitative research<br>Comprehends qualitative research |
| 3.8 | Is skilled at analyzing models of assessment, prevention, intervention, and evaluation | 6.7 | Understands scientific and ethical approaches to building knowledge |
| ASSIGNMENT: Discussion/Group Participation Activities | | | |
| COMPETENCY 2.1.1<br>Identify as a professional social worker and conduct oneself accordingly | | | |
| PRACTICE BEHAVIOR(S) | | PRACTICE BEHAVIOR (S) | |
| 2.4 | Demonstrates professional demeanor in professional communication | 1.3 | Has a commitment to conducting himself/herself as a professional social worker |
| | | 1.7 | Attends well to professional roles and boundaries |

| ASSIGNMENT : Unit Worksheets | | | |
|---|---|---|---|
| **COMPETENCY 2.1.6** Engage in research-informed practice and practice-informed research | | **COMPETENCY 2.1.10a** Engages, assesses, intervenes, and evaluates individuals, families, groups, organizations and communities | |
| PRACTICE BEHAVIOR(S) | | PRACTICE BEHAVIOR(S) | |
| 10.4 | Is skilled at evaluating the effectiveness of her or his practice | 10.1 | Is skilled at identifying, analyzing and implementing evidence-based interventions designed to achieve client goals |
| 10.3 | Is skilled at evaluating program outcomes | 10.2 | Is skilled at using research and technological advances |

**POLICY ON DUE DATES**

**(1) NO** assignments will be accepted past the due date. If an assignment is not submitted by the specified due data and time, a 0 will be awarded. In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, a arrangement between the instructor and student will be made for submission of assignments.

**(2) NO** unit quiz can be made up. In the event the student misses taking the online unit quiz, a zero will be given.

**(3).** ALL written assignments will be submitted in the correct drop box, online in eCollege by the due date and time.  **DO NOT** email an assignment to me. In the hordes of email I receive daily, many get lost.  It is your responsibility to know how and if your computer software is compatible with eCollege for uploading assignments.

**CLASS ATTENDANCE AND PARATICIPATION**
- The expectation is that students will attend class, reflecting responsibility, which is inherent in the development as a social work professional.  Roll is taken regularly.  Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting.

- Classroom exercises, discussions, role plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as a .5 absence (2 tardies/early departures = 1 absence).

- A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

➢ The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

| | | | | |
|---|---|---|---|---|
| **Weekly (class meets 1X week)** | **Up to 2 absences: No Penalty** | **3 absences: 1 letter grade drop** | **4 absences: Class grade of "F"** | |
| **Bi-Weekly (class meets 2X week)** | **Up to 3 absences: No Penalty** | **4 absences: 1 Letter grade drop** | **5 absences: 1 Letter grade drop** | **6 absences: Class grade of "F"** |
| **Summer 10-week** | **Up to 1 absence: No Penalty** | **2 Absences: 1 Letter grade drop** | **3 absences: Class grade of "F"** | |

**ONLINE OR WEB-ENHANCED CLASSES**: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

**FINAL EVALUATION AND GRADES DEPEND ON BOTH PRESENCE AND PARTICIPATION.** Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, expectation is that students will spend time reading and studying class materials.

## ACCESS AND NAVIGATION

Pearson Learning Studio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo.     http://www.tamuc.edu/myleo.aspx

**You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.**

It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the "My Courses" tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site   http://247support.custhelp.com/

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on *'Live Support'* on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.


**ACCESSING HELP FROM WITHIN YOUR COURSE:** Click on the *'Tech Support'* icon on the upper left side of the screen inside the course.  You then will be able to get assistance via online chat, email or by phone.

**NOTE:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**myLeo Support**
Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo.  https://leo.tamuc.edu

**Learner Support**
Go to the following link One Stop Shop- created to serve you by attempting to provide as many resources as possible in one location.
http://www.tamuc.edu/admissions/onestopshop/

Go to the following link Academic Success Center- focused on providing academic

resources to help you achieve academic success.
http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

**FREE MobilE APPS**

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device.  Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

| PEARSON COURScES | App Title: | iPhone – Pearson LearningStudio Courses for iPhone<br>Android – LearningStudio Courses - Phone |
|---|---|---|
| | Operating System: | iPhone - OS 6 and above<br>Android – Jelly Bean, Kitkat, and Lollipop OS |
| | iPhone App URL: | https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8 |
| | Android App URL: | https://play.google.com/store/apps/details?id=com.pearson.ls phone |

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list.  Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses
• Grade to Date
• View Events (assignments) and Calendar in individual Courses
• View Activity Feed for all courses
• View course filters on activities
• View link to Privacy Policy

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

### ACCEPTABLE CLASSROOM BEHAVIOR:

"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth
process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

**CODE OF CONDUCT FOR SOCIAL WORK STUDENTS:**
The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct.  Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

**UNIVERSITY SPECIFIC PROCEDURES**

**Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.  If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.  (See *Code of Student Conduct from Student Guide Handbook).*

## COURSE SCHEDULE

| DATE | TOPIC | READINGS | ASSIGNMENT |
|---|---|---|---|
| <td colspan="4" style="background-color:yellow">**INTRODUCTION TO SOCIAL WORK RESEARCH**</td> |
| August 31st - Sept 6th | Course Introduction<br>Review Syllabus/Expectations | | Complete scavenger hunt: due 09/06 |
| Sept 7th - 13th | Unit I: The Place of Research in Social Work | Chapter 1 in Text<br>Review online Lecture | • Online lecture<br>• Unit worksheet due 09/13 @ 11:59 p.m.<br>• Online discussion |
| <td colspan="4">WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:<br>➢ Name and describe the research related roles of social workers<br>➢ List and explain the 3 accountability questions for the social work profession<br>➢ Define basic statistical terms</td> |
| Sept 14th - 20th | Unit II: Research Ethics & Cultural competence<br>Movie: The Pregnancy Project | Chapter 3 & 4 in Text<br>Review online Lecture<br>Watch the Video In Class | • Reaction Paper due 09/20 @ 11:59 p.m.<br>• Unit Worksheet due 09/20 2 11:59 p.m.<br>• Online discussion |
| <td colspan="4">WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:<br>➢ Apply ethical concepts to the process of designing a research study<br>➢ Discuss the importance of ethics in social work and how ethical considerations affect social work research<br>➢ Articulate necessary components of an informed consent<br>➢ Identify and describe guidelines for culturally competent researchers<br>➢ Complete basic problems of descriptive statistics</td> |

| Sept 21 - 27th | Unit III: The Quantitative Research Approach | Chapter 5 in Text | • Quantitative Article Analysis due by 09/27 @ 11:59 p.m.<br>• Unit worksheet due 09/27/ @ 11:59 p.m.<br>• Discussion Posting |
|---|---|---|---|

WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:
  ➢ Explain the Positivist Way of Thinking
  ➢ Name and describe the steps within the quantitative approach to research
  ➢ Differentiate between descriptive and inferential statistics

| Sept 28th - Oct 4th | Unit IV: The Qualitative Research Approach | Chapter 6 in Text | • Qualitative Article Analysis due by 10/04 @ 11:59 p.m.<br>• Unit worksheet due 10/04 @ 11:59 p.m.<br>• Discussion Posting |
|---|---|---|---|

WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:
  ➢ Explain the interpretative way of thinking
  ➢ Describe the phases within the qualitative approach
  ➢ Complete and interpret statistics that determine associations

| Oct 5th - 11th | Review of Weeks 2-4 | | • Review test<br>• Discussion Posting |
|---|---|---|---|

WITH SUCCESSFUL COMPLETION OF REVIEW ACTIVITIES, STUDENTS WILL BE ABLE TO:
  ➢ Name and describe the research related roles of social workers
  ➢ List and explain the 3 accountability questions for the social work profession
  ➢ Define basic statistical terms
  ➢ Apply ethical concepts to the process of designing a research study
  ➢ Discuss the importance of ethics in social work and how ethical considerations affect social work research
  ➢ Articulate necessary components of an informed consent
  ➢ Identify and describe guidelines for culturally competent researchers

| THE RESEARCH PROCESS | | | |
|---|---|---|---|
| Oct 12th - 18th | Unit V: Formulating Research Questions | Chapter 2 in Text | • Developing research question exercise due 10/18th @ 11:59 p.m.<br>• Unit worksheet due 10/18 2 11:59 p.m.<br>• Online discussion |
| WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:<br>➢ Define and give examples of the Knowledge-level continuum<br>➢ List the classification of research questions<br>➢ Write a research question for each classification that meets the criteria for good questions.<br>➢ Complete and interpret statistics that determine differences | | | |
| Oct 19th - 25th | Unit VI: Sampling Designs: Selecting Participants | Chapter 9 in Text | • Online Lecture<br>• Online sampling activity (due 10/25 @ 11:59 p.m.)<br>• Unit worksheet due 10/25 @ 11:59 p.m.<br>• Online discussion |
| WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:<br>➢ Discuss the difference between probability and non-probability sampling<br>➢ List and briefly discuss the types of non-probability sampling<br>➢ List and briefly discuss the types of probability sampling<br>➢ Discuss the issue of generalizability in social work research | | | |

| Oct 26th - Nov 1st | Unit VII: Research Designs<br>Single –subject Designs<br>Group Designs | Chapter 10 & Chapter 11<br>in Text | • Online lecture<br>• Single System Design Article Analysis due 11/01 2 11:59 p.m.<br>• Unit worksheet due 11/01 @ 11:59 p.m.<br>• Online discussion |
|---|---|---|---|
| WITH SUCCESSFUL COMPLETION OF THIS UNIT,STUDENTS WILL BE ABLE TO:<br>➢ Define and list requirements for a single subject design study<br>➢ Identify and explain Exploratory Designs<br>➢ Identify and explain Descriptive Designs<br>➢ Identify and explain Explanatory Designs<br>➢ Differentiate between characteristics of ideal experiments, one-group designs and two-group designs<br>➢ List and define threats to internal and external validity | | | |
| Nov 2nd - 8th | Unit VIII: Measurement | Chapter 7 & 8 in Text | • Online lecture<br>• Locating a Measurement exercise" due 11/09 @ 11:59 p.m.<br>• Online discussion |
| WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:<br>➢ Identify and give examples of nominal, ordinal, interval and ratio levels of measurement<br>➢ Outline the criteria for selecting an instrument<br>➢ Discuss the difference between standardized and non-standardized measurements | | | |
| Nov 9th - 15th | Unit IX: Selecting a Data Collection Method | Chapter 14 in Text | • Online Lecture<br>• Unit worksheet due 11/15 @ 11:59 p.m. |
| WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:<br>➢ Use research criteria for selecting an appropriate data collection method<br>➢ Create a plan for implementing and evaluating a data collection method | | | |

| Nov 16th - 22nd | Unit X: Proposals and Reports | Chapter 17 & 18 in Text | • Online lecture<br>• Unit worksheet due 11/22  2 11:59 p.m.<br>• Online discussion |
|---|---|---|---|
| WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:<br>  ➢ Present the rationale for writing a research proposal<br>  ➢ Identify all elements in organizing a research proposal<br>  ➢ Differentiate between research proposals and reports | | | |
| Nov 23rd - 29th | Unit XI: Program Evaluation and Review of The context of Social Work Research | Chapter 19 in Text | • Online Lecture<br>• Unit worksheet due 11/29 @ 11:59 p.m.<br>• Online discussion |
| WITH SUCCESSFUL COMPLETION OF THIS UNIT, STUDENTS WILL BE ABLE TO:<br>  ➢ Link the context, concepts and practices of conducting social work research with  developing and implementing program evaluations | | | |
| Nov 30th - Dec 6th | Comprehensive Final Exam | Due December 7th: to be mailed or turned in on campus. | |