



School of Social Work

SWK 590: RESEARCH METHODS IN ADVANCE SOCIAL WORK PRACTICE

MESQUITE METROPLEX

TUESDAY 6:00-9:00 P.M.

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 as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Office Location: Henderson 311

Office Hours Tuesday 1:00-4:00 p.m. Thursday 1:00-4:00 p.m. Friday by appt.

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eCollege 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.*

Overview of Course

COURSE DESCRIPTION:

This course provides students with information on advanced techniques of practice and program assessment. Both qualitative and quantitative research designs are taught. Evaluation research design, instrument selection and development and techniques of data analysis are addressed. Ethical and behavioral issues in evaluation research are presented. Prerequisite: SWK 531 or admission to the Advanced Standing Program.

COURSE OBJECTIVE(S):

This course prepares students with knowledge, skills and abilities to evaluate research studies, apply research findings to practice and evaluate their own practice interventions by employing research methods.

The course prepares students to plan interventions with measurable goals and outcomes, select appropriate measures and prepare to conduct appropriate analytical and statistical methods in the evaluation process.

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 builds on research knowledge and skills learned in prior research methods courses taken in a student's BSW coursework or in the Foundation sequence. 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. The course prepares students to develop an advanced generalist model that is ultimately autonomous and self-correcting.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and
create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and

Communicate judgments and reasoning through decision-
making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual
engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address
discrimination, reduce disparities, and promote social and
economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to
assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape
changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that
involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11: Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

Competency AGP 2.1.12: Demonstrate innovative problem-solving in social and organizational systems

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one for more competencies. Content and assessment reflect the following practice behaviors:

AGP 1.6a Uses research and evaluation to assess intervention, efficacy and effectiveness

AGP 1.6b Develops and shares data to enhance best practices and professional knowledge

AGP1.6c Uses evidence-based research findings to improve practice

AGP 1.10j. Assesses, intervenes, and evaluates complex problems with all systems.

Course Structure

Texts and Associated Materials

Required Texts:

Kyrsik, J.L. & Finn, J. (2013). *Research for Effective Social Work Practice*. 3rd ed. New York, NY: Routledge

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

Additional Readings Suggested:

Galvin, J.L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences*. 4th ed. Pyczak Publishing

Grinnell, R.M. Jr. & Unrau, Y.A. (n.d.). *Social Work: Research Proposals: A workbook*. Pairbond Publications.

RECOMMENDED!

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.

Overview of Course Assignments

Core Assignments (50% of Grade - total possible points = 365)

- 1. Truth in Advertising:** *Based on a 2 page paper describing evaluation processes at the student's field agency (15 pts) **detailed instructions in eCollege under Doc Sharing Folder: Core Assignments***
- 2. Practice Writing Exercise** (25 pts) ***detailed instructions in eCollege under Doc Sharing Folder: Core Assignments***
- 3. Online Survey Group Project** (50 pts) ***detailed instructions in eCollege under Doc Sharing Folder: Core Assignments***
- 4. Literature Review** (75 pts) Each student will complete a full review of the literature on a selected topic related to the proposed research study
- 5. Single Subject Design Project** (50 pts)
- 6. Research Proposal** (150 pts)
 - a. Students will complete a full research proposal for submission to the Institutional Review Board for approval. Upon approval from the IRB, students will begin data collection and complete the final manuscript in SWK 595 (in the semester immediately following this course). Formatting for the Research Proposal is located in Appendix A

2. Comprehensive Examination 100 pts (25% of grade)

A comprehensive final reflecting content from the entire course is due during finals week. The comprehensive examination will be a take home test consisting of core concepts and application questions. Students will have up to 3 weeks prior to the end of the semester to complete the comprehensive exam. The exam will be hand written, legible, and grammatically correct and have the same level of quality as an assignment created using word processor. *It is a requirement this assignment be hand written. Evolving research indicates there is a direct correlation between memory, problem solving and comprehension and handwriting. These correlations are not present when creating work on a computer. Therefore, to facilitate students' learning I require this assignment be handwritten.*

3. Unit Worksheets up to 150 points possible (25% of grade)

Worksheets will be utilized to aggregate material from the assigned text readings, power point lectures, & supplemental readings. This helps keep us all up to date with the content, something easily postponed during a busy semester. The concepts and exercises on these worksheets will provide a review basis for the comprehensive final exam. *It is a requirement these assignment be hand written. Evolving research indicates there is a direct correlation between memory, problem solving and comprehension and handwriting. These correlations are not present when creating work on a computer. Therefore, to facilitate students' learning I require this assignment be handwritten.*

Grading Scale

90-100% of points = A

80-89% of points = B

70-79% of points = C

60-69% of points = D

Less than 60% of points = F

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

(2). **NO** activity awarded points and carried out in the face to face meeting can be made up. In the event the student misses the face to face class; a zero will be awarded in the place of points. In the event of extenuating circumstances (ie medical issues) and proper documentation is provided, an alternative assignment will be given to allow the student to earn points.

(3). For assignments to be submitted into eCollege: Submit ALL assignments 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 and those assignments attach and are available for instructor access.

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

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 Lbaray - Room 132
 Phone (903)886-5150 or (903) 886-5853
 Fax 9903) 468-8148
StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one 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:

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

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation
Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

Approved statement for inclusion in university publications (i.e. Syllabi, Faculty Handbook, Undergraduate and Graduate Catalog, Student Guidebook ...)

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty.*

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>) Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing. This course uses the eCollege LMS to deliver content through as an enhanced course. Below is information and resources of eCollege:

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
- 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be

downloaded at: JAVA web site <http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check
http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader <https://get.adobe.com/reader/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <http://www.apple.com/quicktime/download/>

At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: System Requirements for LearningStudio
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (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 and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: 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 for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 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 in the following ways:

- 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. Then you will be able to get assistance via online chat or by phone.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for

students who may require some extra assistance in navigating the Pearson LearningStudio platform.

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

The One Stop Shop was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


The Academic Success Center provides 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.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above 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.lsphone

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
- Ability to Sign out
- Send Feedback

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.

590: RESEARCH METHODS IN ADVANCED SOCIAL WORK PRACTICE

COURSE SCHEDULE FALL 2016

Week	Date	UNIT	TOPIC	READINGS	ASSIGNMENTS
1	08/30	I	CLASS INTRODUCTION SYLLABUS REVIEW QUESTION & ANSWER SESSION	<ul style="list-style-type: none"> Chapter 1 in text: The Context of Social Work Research <i>Supplemental readings may be provided</i>	<ul style="list-style-type: none"> PRETEST Scavenger Hunt for online to be completed by 09/04 @ 11:59 p.m.
			THE CONTEXT OF SOCIAL WORK RESEARCH INTRODUCTION TO STATISTICAL CONCEPTS		<ul style="list-style-type: none"> Worksheet : Due in Class 09/05 Definitions and Concepts

WITH SUCCESSFUL COMPLETION OF UNIT I STUDENTS WILL BE ABLE TO:

- Articulate the role of research in social work
- Describe the concept of evidence-based practice
- Explain how research can be used to empower both social workers and clients
- Discuss what is meant by ethics and ethical conduct in research; and implications of historically marginalized groups

2	09/06	II	<p>THE POLITICS & ETHICS OF SOCIAL WORK RESEARCH</p>	<ul style="list-style-type: none"> Chapter 2 in Text: The Politics and Ethics of Social Work Practice <i>Supplemental readings may be provided</i> 	<ul style="list-style-type: none"> TRUTH IN ADVERTISING GAME The context of social work research paper due 09/12 @ 11:59 p.m. – be prepared to discuss in class on 09/13
<p>WITH SUCCESSFUL COMPLETION OF UNIT II STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> Discuss what is mean by ethics and ethical conduct in research; and implications of historically marginalized groups Identify areas of potential bias in designing research studies, program evaluations and reporting of findings 					
3	09/13	III	<p>RESEARCH PROBLEMS AND QUESTIONS</p>	<ul style="list-style-type: none"> Chapter 3 in Text: Research Problems and Research Questions Chapter 13: A researcher's writing and presentation tools pp 412 - 416 <i>Supplemental readings may be provided</i> 	<ul style="list-style-type: none"> Identify a topic of interest for Research Project. Submit in eCollege by 09/12@ 11:59. Be prepared to discuss in class on 09/13 In class Group activity creating research questions
<p>WITH SUCCESSFUL COMPLETION OF UNIT III STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> List and briefly describe the first two steps in the social work research process: Identifying the problem area and formulating a research question or hypothesis Apply criteria to critically evaluate a research problem and question in a published research study Describe the reason for conducting a literature review Demonstrate skills in finding relevant literature for the problem area and to inform the research question 					

4	09/20	IV	RESEARCH DESIGNS : <i>Single Subject Designs</i>	<ul style="list-style-type: none"> Chapter 4 in text: Single Subject Research <i>Supplemental Readings May be Provided</i> 	<ul style="list-style-type: none"> Practice Writing Exercise Due 09/19 @ 11:59 p.m. (I return by 09/25 and be ready to discuss in class on 09/27)
<p>WITH SUCCESSFUL COMPLETION OF UNIT IV STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> Describe the difference between SSR and case study research Clearly define and operationalize variables to be used in a SSR design in measurable terms List and describe the steps in carrying out SSR Gather Data and Report results of a SSR study 					
5	09/27	V	RESEARCH DESIGNS : Group Designs; Survey Research	<ul style="list-style-type: none"> Chapter 7 in text : Group Research Design <i>Supplemental Readings May be provided</i> 	<ul style="list-style-type: none"> Outline for Literature Review to be submitted by 09/24 @ 11:59 p.m. (returned by 09/26 with comments)
<p>WITH SUCCESSFUL COMPLETION OF UNIT V STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> Describe the difference between qualitative and quantitative research designs Describe the methods of collecting data in qualitative research Identify an appropriate group research design based on what the research question requires; incorporating concepts of threats to internal validity and external validity into the strengths/weaknesses of the choice in design 					

6	10/04	V(a)	Qualitative Research Review Research Designs: Single Subject, Group Designs, Survey Research		
7	10/11	VI	TOOLS FOR PRESENTATION AND WRITING Chapter 13: A Researcher's Writing and Presentation Tools		
8	10/18	VII	SAMPLING	<ul style="list-style-type: none"> Chapter 8 in text: Sampling <i>Supplemental Readings May be Provided</i> 	
<p>WITH SUCCESSFUL COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> Identify the two main approaches to sampling and explain their key differences List and discuss four types of probability sampling Write a plan to recruit research participants 					
9	10/25	VIII	MEASUREMENT & DATA COLLECTION	<ul style="list-style-type: none"> Chapter 9 in text: Measurement Chapter 10: Data Collection and Data Entry <i>Supplemental Readings May be Provided</i> 	<ul style="list-style-type: none"> Single Subject Research Study Due by 10/24 @ 11:59 p.m. (be prepared to discuss in class on 10/25)
<p>WITH SUCCESSFUL COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> Describe the concept of measurement, listing the pros and cons of different measurement options Know how to construct questions for use as measures in social work research Explain the four levels of measurement Discuss the issues of measurement reliability and validity and their relationship Describe the strengths and limitations of different data collection methods based on research context 					

10	11/01	IX	RESEARCH IN AGENCIES AND COMMUNITIES Chapter 5 in Text	Literature Review due 10/31@11:59 p.m. (I will return 11/06)
<p>WITH SUCCESSFUL COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Define what is mean by program evaluation • List and explain the reasons why program evaluation is a necessary part of social work practice • Recognize and write specific and measurable goals and objectives that can be used in program evaluation <p>Describe the logic model in conceptualizing program evaluation</p>				
11	11/08	X	Group creation of an online survey instrument - details to be provided Hand out to be provided	
<p>WITH SUCCESSFUL COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • Create a questionnaire using clear and interesting questions, presenting them in a well-organized manner <p>Carry out an online survey: developing the online venue & questionnaire, selecting a sample and implementing the survey</p>				
12	11/15	XI		<u>Research Proposal</u> <u>Due/ready to submit to</u> <u>IRB</u>
13	11/22	XII	DATA ENTRY AND DATA ANALYSIS (work in Lab)	

14	11/29	XIII	WRAP- UP AND REVIEW	<ul style="list-style-type: none"> • <u>The Context of Research</u> • <u>Designing a research proposal:</u> <i>Identifying a problem and developing a feasible question linked with empirical literature; selecting a research design; developing a sampling plan; designing a data collection method and obtaining data collection instrument; proposed data analysis and presentation of results</i> • Post-Test
<p>WITH SUCCESSFUL COMPLETION OF THE WRAP-UP AND REVIEW STUDENTS WILL E ABLE TO:</p> <ul style="list-style-type: none"> • List and describe the sections of a research proposal • Describe good design elements of a research presentation • Critique a research report or presentation 				
15	11/06		FINAL EXAMINATON DUE	To be turned in during final class time.

Appendix A

The Formatting for Research Proposal

Cover Sheet (*formatted according to APA with running head; Page numbering etc*)

Background/Introduction of the Problem (Centered Main Heading - be sure and follow APA formatting requirements for all heading)

This is a two-three paragraph statement summarizing the problem area to be understudy. This should synthesize information obtained from each group member's individual literature review.

PROBLEM STATEMENT (Centered Main Heading)

(1-2 sentences/ follows the Background of the Problem)

PURPOSE STATEMENT (Centered Main Heading)

(follows the problem statement)

The purpose of this study is to.....

RESEARCH QUESTION(S) and/or Research Hypothesis

(Centered Main Heading)

(follows the purpose statement)

METHODS SECTION (Centered Main Heading)

(follows the research question)

Sampling Method

Data Collection Method

Instruments used for data collection

Data Analysis Plan

REFERENCE PAGE

APPENDICES

APPENDIX A - copy of completed IRB Protocol (including copies of all data collection tools; informed consents; Human Subject Review certificates; and other documents as appropriate)