



## **SWK 590: Research Methods in Advanced Social Work Practice**

COURSE SYLLABUS: SPRING 2024

### **INSTRUCTOR INFORMATION**

Instructor: Dr. Marcella Smith  
Office Location: Henderson 311  
Office Hours: Mondays (Dallas) & Tuesdays & Thursdays (Commerce) 10:00 a.m.-3:00 p.m. and by appointment  
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University Email Address: Marcella.Smith@tamuc.edu  
Preferred Form of Communication: **Email**  
Communication Response Time: within 2 business days

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Farmer, A.Y. and Farmer, G.L. (2021). *Research Methods for Social Work: A problem-based approach*. Sage, Los Angeles. ISBN 9781506345321

Publication manual of the American Psychological Association (2019) 7<sup>th</sup> ed.  
Washington, DC: American Psychological Association

Software Required

#### **Optional Texts and/or Materials**

**All MSW students** need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

**Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0.**  
**Social Work Examination Services. [www.https://swes.net/study-materials/comprehensive-study-guide-lmsw/](https://swes.net/study-materials/comprehensive-study-guide-lmsw/)**

## **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 with special emphasis on vulnerable populations within rural and urban environments and the intersection of the two.

Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; and be in good standing in the MSW program.

## **Relationship to Other Courses:**

**Student Learning Outcomes** (Should be measurable; observable; use action verbs)

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. Listed below are the competencies and associated knowledge, skills, values and/or cognitive and affective processes that comprise the expected outcomes for this course.

|   | <b>Activity/Assessment</b>  | <b>Dimension</b>  |
|---|---|---|
| <b>Competency 4:</b> Engage in Practice-Informed Research and Research-Informed Practice  |   |   |
| Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research                              | Research Proposal<br>Group Survey Design  | Knowledge<br>Skills<br>Cognitive Affective<br>Processes<br>Values |
| Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;                          | Research Proposal<br>Group Survey Design<br>Article Analysis<br>Assignments                         | Knowledge<br>Skills<br>Cognitive Affective<br>Processes<br>Values |
| Integrate and adapt research evidence to inform and improve practice, policy, and service delivery across the rural/urban landscape.                          | Research proposal<br>Group Research Design  | Knowledge<br>Skills<br>Cognitive Affective<br>Processes<br>Values |
| <b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations and Communities  |   |   |
| Select and use appropriate methods for evaluation of outcomes whether primarily in a rural or urban environment or at the intersection of the two.            | Comprehensive Exam<br>Research Proposal<br>Article Analysis Proposal                                | Knowledge<br>Skills<br>Cognitive Affective<br>Processes<br>Values |
| Critically analyze, appraise, and evaluate intervention and program processes and outcomes in both urban and rural environments and the intersection of both. | Group Research Design<br>Comprehensive Exam<br>Research Proposal<br>Article Analysis<br>Assignments | Knowledge<br>Skills<br>Cognitive Affective<br>Processes<br>Values |

|  |  |   |
|--|--|---|
| Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels across the landscape of rural/urban and at the intersection of the two environments. | Group Research Design<br>Research proposal | Knowledge<br>Skills<br>Cognitive Affective<br>Processes<br>Values |
|--|--|---|

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this class you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, knowledge and skills in using Microsoft Word PowerPoint and Outlook Email, if you have any issues with using the various systems or software, it is your responsibility to contact support services and to notify the instructor of the problem.

### **Instructional Methods**

This course will be delivered via synchronous and asynchronous sessions via D2L and will consist of live class sessions, pre-recorded lectures, group engagement activities, various assignments with some including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities and workshops may be utilized to provide instruction during this course.

### **Student Responsibilities or Tips for Success in the Course**

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments ahead of due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product” as earning this degree requires time, effort, work and ultimately growth in knowledge, skills, abilities along with personal and professional attributes.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

## Assessments

**Core Assignments:** (50 % of final Grade)

1. **Group Research Design:** (Instructions and Grading Rubric found in Appendix A)  
Students will be placed into groups and given a topic. Using their knowledge and skills learned from course content, each group will design an electronic survey using Google Forms. Students will explore ethical and diversity aspects of designing surveys, collecting data and making inferences from the data while considering how personal values and bias may impact this process. Each student in the group will send out to family and friends. Students will apply advanced level cognitive thinking within cognitive/affective processes students will analyze their responses in class. (50 pts)
  
2. **Research Proposal (Instructions and Grading Rubric Found in Appendix A)**  
students will be given a choice of topics (or may choose one of their own) to develop a research proposal that falls into the category of program/practice evaluation (group design – survey method) or community needs assessment. Students will complete Human Subjects protection training and apply the ethical standards, while considering personal values and bias, in selecting samples, creating/selecting data collection tools (100 pts)
  - 2.a – students will maintain a journal of their activities, thoughts, and reasonings as they develop their research proposal. Keeping a journal while working on a complex research process, encourages the student to make careful and thoughtful decisions along the way, tracking and linking each aspect of the proposal, while recognizing how personal values and bias can impact their decisions. (50 pts)
    - a. Students must turn in a working outline for the literature review (supporting evidence and sources) **Due Date: 2/25**
    - b. Students must turn in a working draft of the proposed method **Due Date 4/21**
    - c. Students must turn in draft documents of informed consent and data collection tools: **Due Date 4/28**
    - d. Students will engage in a mandatory class workshop for developing a research plan with mandatory attendance. **Date TBD**
    - e. Final Project Plan Proposal **Due: 5/5**

### **3. Comprehensive Knowledge Exam (30% of grade) (100 pts)**

Core Exercises = 200 pts. (50% of grade)

Article Analysis Worksheets = 100 pts (20% of grade)

Comprehensive Knowledge Exam = 100 pts (30% of grade)

### **4. Article Analysis Worksheets:**

Worksheets = 100 pts (20% of final Grade). Students will be provided with peer-reviewed research studies that utilize survey methods, group research designs, single subject design and qualitative investigations to analyze. Using their knowledge and cognitive/affective processes, they will develop skills in analyzing and evaluating different research methodologies for different problems and the strengths and weaknesses inherent in choosing any of the methods.

### **5. All students MUST complete the following Human Subjects Review Trainings and submit certificates with final Research Proposal:**

Responsible conduct of Research for Social and Behavioral Sciences (link below)

<http://www.tamuc.edu/research/compliance/training/ResponsibleConductInstructions.aspx>

Protection of Human Subjects Training: Students conducting no more than minimal risk

<http://www.tamuc.edu/research/compliance/training/protection-human-subjects-training.aspx>

## **TECHNOLOGY REQUIREMENTS**

### **LMS**

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

## **ACCESS AND NAVIGATION**

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](mailto:helpdesk@tamuc.edu).

**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.

## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your instructor via email. Instructor will respond to email queries within two business days



# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures/Policies**

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).  
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>  
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

## [Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Students with Disabilities-- ADA Statement**

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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **School of Social Work and Council on Social Work Education Specific Policies**

### **Course Engagement**

#### ***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. To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment).

Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include, but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

### **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*.

### **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>

**University Code of Conduct** located in the *Student Guidebook* 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

# **Appendix A**

## **Instructions and Grading Rubrics for Assignments**

### **Group Research Design Activity.**

Topic area will be assigned by Instructor

#### **Research Question**

To be assigned by instructor

#### **Research Design**

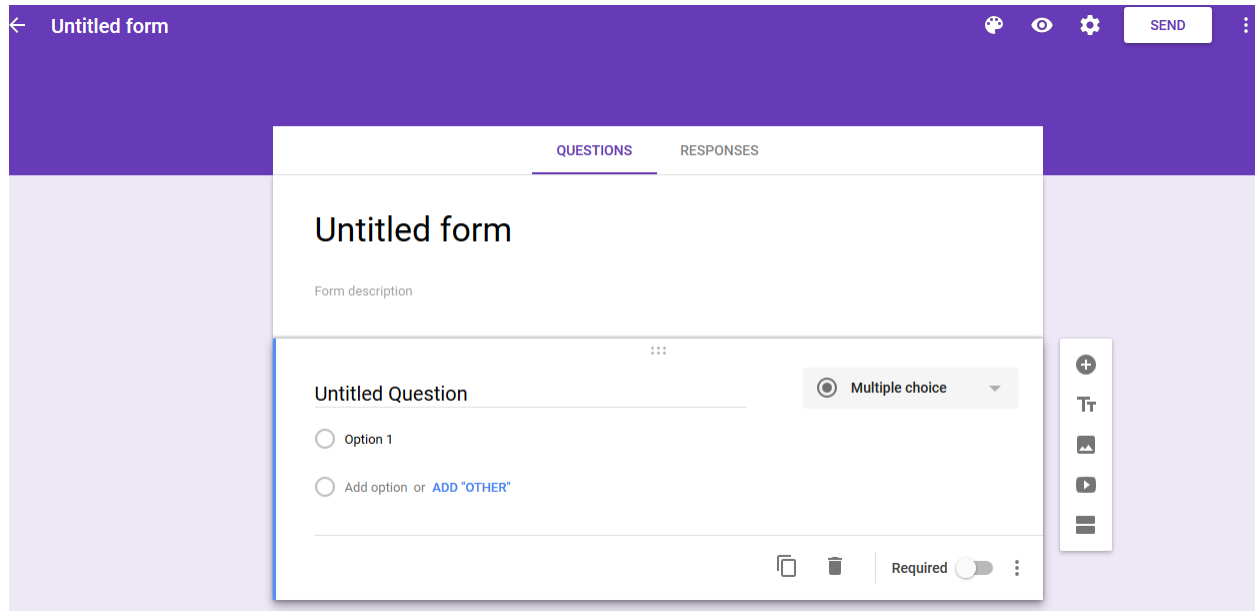
You are to develop a pre-experimental, cross sectional research design to answer this research question (Survey research). The data collection method will be an online questionnaire using Google Forms.

Data collection method: online Questionnaire

- Create a questionnaire with a minimum of 20 questions; and no more than 2 open-ended questions. This means you must have at least 18 closed-ended questions (with response sets) designed to measure the variables you have chosen in an effort to answer the research question.
- You will develop the online questionnaire (including an introduction designed to answer the above research question using Google Docs Each of you will send the survey out to a minimum of 10 friends, family members, acquaintances (plus you will send it to me at [Marcella.Smith@tamuc.edu](mailto:Marcella.Smith@tamuc.edu)).
- We will then use the data you collect to learn about data analysis concepts.

Google Forms Online Surveys  
<https://www.google.com/forms/about/>  
You will need to sign into a google account

1. Add Blank Form



From here you will build your questionnaire document.

**Include the following disclaimer statement in your introduction to the survey:**

As one part of the class requirements for SWK 595 at Texas A&M University-Commerce School of Social Work, \_\_\_\_\_ is inviting you to complete the following electronic questionnaire. The purpose of this class exercise is not intended to generate new knowledge or lead to a scholarly presentation or publication. It is **solely a learning activity** to assist me in developing skills in and understanding various aspects of the research process.

This is a group project and grades will be awarded based on engagement in the project and peer evaluations of participation.

Student:

Grading Rubric for Final Research Proposal

|  | Does not Meet Expectations<br>0-69% of pts  | Meets Expectations<br>70 -89% of pts   | Exceed Expectations<br>90%or greater  |
|--|---|--|---|
| Quality of Writing<br>(15 pts)   | Numerous grammatical/spelling errors/APA errors/unorganized lacks depth, not indicative of graduate level writing. Does not follow prescribed formatting guidelines                                     | Some APA errors (3-4); information is informative information flows in an organized manner. Follows prescribed formatting guidelines. Reflective of graduate level work. | Little to no grammatical/spelling/ APA errors, follows prescribed formatting guidelines exceptional quality indicative of graduate level work |
| Background/Introduction of the Problem<br>(10 pts)   | Does not provide a background summary of problem area or information provided does not reflect main themes identified in literature review  | . Provides a succinct (1 – 2 paragraphs) summary of the problem area developed in the literature review with 1-2 key pts missing   | Provides a succinct (1 – 2 paragraphs) summary of the problem area developed in the literature review includes all key pts                    |
| Literature Review<br>(30 pts)  | Information simply defines, describes, identifies, labels or lists; no demonstration of understanding of facts or ideas as evidenced by comparing, translating, interpreting and/or stating main ideas. | The information presented is applied, related to a concept in the current social; economic or cultural environment; or is applied to a novel situation.                  | A synthesis of different subtopics to come to a greater understanding of the state of knowledge about the larger issue;                       |
| The literature review should be no more than 5 pages and must have between 20 and 25 unique references of which no more than 3 can be websites. Websites are |   |  |   |



|   |   |  |   |
|---|---|--|---|
| generally used to support relevant statistical information related to a population or problem area. |   |  |   |
| Problem Statement (2.5 pts)   | Does not provide a problem statement or problem states is unrelated, lacks links to purpose statement and research question/hypothesis    | One or two succinct statements accurately reflecting the information presented in the Introduction and literature review with only minor revisions needed.                       | One or two succinct statements accurately reflecting the information presented in the Introduction and literature review with no revisions needed.                              |
| Purpose Statement (2.5 pts)   | Does not provide a purpose statement or purpose statement is unrelated, lacks links to purpose statement and research question/hypothesis | One statement accurately reflecting the purpose of the study based on the problem statement with only minor revisions needed.  | One statement accurately reflecting the purpose of the study based on the problem statement with no revisions needed.   |
| Research Question/Hypothesis (10 pts)   | Does not provide a research question/hypothesis or there is a lack of links to problem statement and purpose statement                    | Accurately reflects problem statement, purpose statements and are manner feasible to research inquiry, with only minor revisions needed.   | Accurately reflects problem statement, purpose statements and are manner feasible to research inquiry, with no revisions needed.  |
| Methods Section (30 pts)  | Missing methods section or does not provide required details to carry out a research study  | Articulates sample characteristics of prospective participants and recruitment methods. Incorporates appropriate measures/instruments to gather data to answer research question | Clearly articulates sample characteristics of prospective participants and recruitment methods. Incorporates appropriate measures/instruments to gather data to answer research |

|                     |  |   |                             |
|---------------------|--|---|-----------------------------|
|                     |  | or test hypothesis with only minor revisions needed | question or test hypothesis |
| References          |  |   |                             |
| Appendices Attached |  |   |                             |

## Research Journal for Completing the Final Research Project Proposal

### The Purpose and Structure of a Research Journal

A research journal is a supplement to your research work (proposal). This is where you will track your activities. This is entirely private space for you to be yourself, to make notes on the things you find useful, to brainstorm ideas and to check in with yourself about how you feel as you undertake this research project.

- This is a personal journal for this project. Your points earned for this is based on evidence of you using the process and not necessarily on the content you produce in it. Each student's journal will look differently based on how you choose to keep the components. It will be looked at to determine if the processes, thoughts, activities, problem solving align with the research proposal submitted.

### Benefits and Components of the Research Journal

#### a. Planner (10 pts)

This section is your planner, where you can make note of important dates and milestones for your research project development.

\*Due to taking other classes, personal commitments, work commitments and field commitments, it is often that we don't develop a consistent habit of writing or working on assignments. By keeping a research journal – whether digital or a physical notebook – you can develop or maintain a consistent habit of thoughtful writing and reflecting.

#### b. Thought-Starter (10 pts)

Here you sketch out rough ideas and directions that you might like to take your research. If you are more visually inclined, you could also use your research journal as a sketchbook for drawing out your thoughts and plans, or as a platform for practices such as mindmapping and storyboarding.

\* Keeping a research journal can help to facilitate highly effective and powerful research breakthroughs. The act of actively reflecting on and writing about an issue you are stuck on can help you work past the block. It can be a non-judgmental space to write out your thoughts, ask yourself new questions or consider alternative ideas. Working

freely in a safe space where you know you will not be assessed can help you to consider and formulate unexpected, new perspectives and creative solutions.

### **C. Annotated Bibliography (10 pts)**

This is where you include notes on texts you have read or plan to read, articles you have read or plan to read, or lectures/talks/ that may be useful

### **D. Note of Accomplishments (10 pts)**

Make not of small wins and record significant breakthroughs and accomplishments.

\* Keeping a research journal is an excellent way to maintain a record of your progress that can be preserved for posterity. It can help to remind you that you are doing important work and achieving something, even in the moments that you feel stuck. It can also be really useful to look back on your journal through the course of developing your research proposal, to track how your ideas have evolved and developed. *(NOTE: Given the recent attention on Generative Artificial Intelligence and its use to write papers, articles, books and produce other products – keeping journal of your activities, including your thoughts problem solving processes and resources used could be a good piece of evidence to combat any potentially unfair accusations regarding your work. This is a by-product of all the positive and proven reasons for keeping a research journal).*

### **E. Space for Reflection (10 pts)**

Reflect on your work, what is going well? What is not going well and why? What steps can you take next? If you are proposing to research highly sensitive issues and working directly with other human participants, you may be confronted with many challenging, emotional moments that could be best chronicled and made sense of by recording in your journal. This offers you space to reflect on your feelings and work through the more personal and emotional components of proposing research study.

## **Journal Article Critique Assignment (25 pts)**

The purpose of this assignment is to help students develop skills in determining which information is most important when reading published research and learn how to write a research report/proposal. Other than developing a research proposal and/or conducting a research study, the best way to learn is to read what others have done. Below is the outline for completing this assignment. Using the Research Process Flow model and the checklist in Chapter 13 of the text, complete the following outline to analyze the research article.

**Include the APA formatted reference for the article at the top of the first page.**

### **I. Summary of the Article (5 pts)**

Provide a general overview of the article. Consider addressing the rationale for the study (Supporting evidence); research question(s) and purpose of the study; research design (who is the sample? how is the question answered?); important findings (what did they find out?).

Do NOT overemphasize any area/section in the summary of the article. The idea is to give the reader a general sense of the information in the article, while highlighting key points/elements that would draw in readers to locate the original article should they be interested.

### **II. Evidence-based Social Work Practice (5 pts)**

Here you will provide a detailed description of whether this study results in data that an inform evidence-based practice, be sure to support your conclusion. Note the article may include previous literature in the "literature review" section of the article (usually the first few paragraphs of the article and usually NOT labeled as "literature review") indicating the data/results indicate this informs evidence-based practice, but you may need to find additional resources (i.e. scholarly journals) to indicate if in fact this is evidence to inform practice.

### **III. Research and Statistical Method Use (5 pts)**

Here you will provide detailed description of both research design ( i.e. one-shot group survey design, group research ( true-experimental; quasi-experimental, pre-experimental); and statistical method (descriptive statistics; ANOVA; T-Tests, Multiple Regression etc). Provide examples when necessary

### **IV. Critique of Research and How or IF the Intervention/Research is important to social work practice. (5 pts)**

Here you will provide your OPINION (do not use first person) supported by evidence (i.e. scholarly sources) as to whether the article and research is (a) rigorous/trustworthy, (b) conducted in an ethical manner, and (c) takes into consideration any cultural aspects. Provide examples when necessary.

**Quality of writing ( 5 pts):**

*(0-2 pts) – Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work*

*(3-4 pts) – Some APA errors (3-4). Good quality indicative of graduate level work*

*(5 pts) Little to no errors. Exceptional quality indicative of graduate level work.*

## COURSE SCHEDULE

| Weeks  | Class Meetings | Topics   | Activities & Assignments   |
|--|----------------|--|--|
| <b>UNIT I: Research Concepts in Social Work Practice</b> |                |  |  |
| 1<br>01/29/2024  | Monday 7-8pm   | <b>Evidence-Based Practice and Research Ethics</b> | Read Chapters 1 & 2 in text<br><br>Complete Knowledge Pre-Test<br>No later than <b>Sunday February 4th @ 11:59 p.m.</b> (5 bonus pts to be added to any assignment at end of semester *must complete post-test at end of semester to earn pts) |
| 2<br>02/05/2024  |                | <b>The Research Process</b>                        | Read Chapter 3 in text   |
| <b>Unit II: Fundamentals of the Research Process</b>     |                |  |  |
| 3<br>02/12/2024  | Monday 7-8pm   | <b>Problem Formulation</b>                         | Read Chapter 4 in text   |
| 4<br>02/19/2024  |                | <b>Measurement</b>                                 | Read Chapter 5 in text   |

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|  |              |                                   | <b>Students must submit a working outline of review of literature (3a)</b>   |
| 5<br>02/26/2024  | Monday 7-8pm | <b>Sampling</b>                   | Read Chapter 11 in text  |
| <b>Unit III: Quantitative Research Designs</b>                                   |              |                                   |  |
| 6<br>03/04/2024  |              | <b>Single System Design</b>       | Read Chapter 15 in text<br><b>Article Analysis #1 Due 3/10 @ 11:59pm</b>   |
| 7<br>03/11/2024  |              | <b>SPRING</b>                     | <b>BREAK</b>   |
| 8<br>03/18/2024  |              | <b>Survey Research</b>            | Read Chapter 12 in text<br><b>Article Analysis #2 Due 3/24 @ 11:59pm</b>   |
| 9<br>03/25/2024  | Monday 7-8pm | <b>Experimental Designs</b>       | Read Chapter 6 in text   |
| 10<br>04/01/2024   |              | <b>Quasi-Experimental Designs</b> | Read Chapter 7 in text<br><b>Article Analysis #3 Due 4/7 @ 11:59pm</b>   |
| <b>UNIT IV: Research Designs: Qualitative, Mixed Methods, Program Evaluation</b> |              |                                   |  |
| 11<br>04/08/2024   | Monday 7-8pm | <b>Qualitative Research</b>       | Read Chapter 8 in text<br><b>Survey Design for a one shot group descriptive study (2) Due 4/14 @ 11:59pm</b>                     |
| 12<br>04/15/2024   |              | <b>Observational Research</b>     | Read Chapter 10 in text<br><b>Students must submit a working draft of their proposed method of their final project plan (3b)</b> |

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| 13<br>04/22/2024             | Monday 7-8pm | <b>Mixed Methods<br/>Program Evaluation</b>                             | Read Chapters 9 & 16 in text<br><b>Article Analysis #4 Due 4/28 @<br/>11:59pm</b><br><br><b>Students must submit drafts of<br/>their informed consents and<br/>data collection tools – formatted<br/>in the final format (3c)</b>       |
| <b>UNIT V: Data Analysis</b> |              |   |   |
| 14<br>04/29/2024             |              | <b>Quantitative Data<br/>Analysis<br/>Qualitative Data<br/>Analysis</b> | Read Chapters 13 & 14 in text<br><br><b>Research Proposal &amp; Journal<br/>due 5/5 @ 11:59 pm</b><br><br>Completion of Knowledge Post<br>Test (5 Bonus points added to an<br>assignment for completing<br>pre/posttest) <b>due 5/5</b> |
| 15<br>05/06/2024             | Monday 7-8pm | <b>TBA</b>  | <b>Comprehensive Exam due 5/10<br/>@ 11:59pm</b>  |