SCHOOL OF SOCIAL WORK

SWK 590: Research Methods in Advanced Social Work Practice
Tuesday 6:00-9:00 p.m. MPLX Campus

According to State of Texas HB 2504, 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 – Tuesday/ Thursday - Friday 10:00 – 3:00 p.m.
Mesquite by appointment

VIRTUAL OFFICE in eCollege
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.

CONTACT INFORMATION
EMAIL: rebecca.judd@tamuc.edu
Office Number: 903-468-8190
COURSE DESCRIPTION:

SWK 590 Research Methods in Advanced Social Work Practice

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.

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.

   Graduates will be able to:
   C 2.1.3 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes.

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

   Graduates will be able to:
   C 2.1.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities.

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

   Graduates will be able to:
   C 2.1.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development.

COURSE OBJECTIVE:

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.

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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.

**STUDENT LEARNING OUTCOMES:**

*Upon completion of this course students will be able to:*

- Model professional demeanor in behavior & communication
- Adhere to professional roles and boundaries
- Apply professional judgment and reasoning
- Synthesize and effectively communicate relevant information to other(s)
- Refrain from acting upon biases and values as they related to diverse group(s)
- Use research and evaluation to assess intervention, efficacy and effectiveness
- Use evidence-based research findings to improve practice

**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 advance generalist model that is ultimately autonomous and self-correcting.

**TEXTS**


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ADDITIONAL READINGS
RECOMMENDED


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 ASSIGNMENTS

**Core Assignments (50% of grade)**

(1). Truth in Advertising: Based on a 2 page paper describing evaluation processes at the student’s field agency (25 pts) detailed instructions are provided in eCollege under Doc Sharing Folder: Core Assignments

(2). Practice Writing Exercise (25 pts) detailed instructions are provided in eCollege under Doc Sharing Folder: Core Assignments

(3). Online Survey Group Project (50 pts) detailed instructions are provided in eCollege under Doc Sharing Folder: Core Assignments

(4). Literature Review (75 pts) detailed instructions are provided in eCollege under Doc Sharing Folder: Core Assignments

In addition this class is designed as an enhanced classroom. Online resources and downloadable media will be available for students to control when and how content based presentations (i.e. lectures) are viewed and used. Built upon the content that is provided through the online component activities are designed for in-class time and will be an important component for the learning process. Students must be present in the face to face class and actively participate to receive the points allotted. **STUDENTS CANNOT MAKE UP WORK MISSED IN THE FACE-TO-FACE CLASS MEETINGS.**

**Unit Worksheets 150 pts (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

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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 hand writing. These correlations are not present when work is created on a computer. Therefore to facilitate students’ learning I require this be assignment be hand written.*

**COMPREHENSIVE EXAM 100 pts (25% of grade)**

A comprehensive final will be given which reflects content from the entire course. 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 hand writing. These correlations are not present when work is created on a computer. Therefore to facilitate students’ learning I require this be assignment be hand written.*

**GRADING SCALE**

- **Worksheets = 25 % of grade**
  - 90 - 100% = A
  - 80 - 89 % = B
  - 70 - 79 % = C

- **Final Exam = 25% of grade**
  - 60 - 69 % = D
  - Less than 60 % = F

- **Core Assignments = 50 % of grade**
  - 90 - 100% = A
  - 80 - 89 % = B
  - 70 - 79 % = C

You can access your grades in eCollege to see your grade (keep in mind that the grade only reflects work I have graded). Because evaluation is primarily through written assignments, there will be a lag time between the submission of assignments and receiving comments/grades. In the course schedule, there are dates with each assignment that you can expect to have it returned. In addition, online quizzes require grading by me. *You will receive an email from me each time the grade book has been update to reflect the most recent status.*
POLICY ON DUE DATES

(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, 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) 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.

(4). 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.

CLASS ATTENDANCE AND PARTICIPATION:

- 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.

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

<table>
<thead>
<tr>
<th>Weekly (class meets 1X week)</th>
<th>Up to 2 absences: No Penalty</th>
<th>3 absences: 1 letter grade drop</th>
<th>4 absences: Class grade of &quot;F&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi-Weekly (class meets 2X week)</td>
<td>Up to 3 absences: No Penalty</td>
<td>4 absences: 1 Letter grade drop</td>
<td>5 absences: 1 Letter grade drop</td>
</tr>
<tr>
<td>Summer 10-week</td>
<td>Up to 1 absence: No Penalty</td>
<td>2 Absences: 1 Letter grade drop</td>
<td>3 absences: Class grade of &quot;F&quot;</td>
</tr>
</tbody>
</table>

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.

The course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS 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.

CLASS PARTICIPATION HAS THREE COMPONENTS: (1) Appropriate interactions with classmates; (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

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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

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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](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/](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/](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.

<table>
<thead>
<tr>
<th>App Title</th>
<th>iPhone – Pearson LearningStudio Courses for iPhone</th>
<th>Android – LearningStudio Courses - Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating System:</td>
<td>iPhone - OS 6 and above</td>
<td>Android – Jelly Bean, Kitkat, and Lollipop OS</td>
</tr>
<tr>
<td>iPhone App URL:</td>
<td><a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a></td>
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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

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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.

**POLICY ON PLAGIARISM and Academic Dishonesty**

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.

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
The curriculum for the Texas A&M University School of Social Work is designed to prepare students for competent practice. The Council on Social Work Education has ten core competency areas that reflect the mission and goals of the profession. Each competency area has performance outcomes - that reflect practice behaviors of knowledge, values and skills needed for generalist practice. Below are the core competencies, and practice behaviors linked with curriculum and activities students participate in during this class. While, students will not receive a grade based directly on demonstration of these behaviors, there will be an evaluation conducted to assess each area for purposes of ongoing improvements in curriculum design and educational delivery models.

### Assignment(s):
- Truth in Advertising; Worksheets; In class exercises; Group Survey Project: Aggregated Performance, observation of classroom behavior, written correspondence in groups/with instructor, peer evaluation

<table>
<thead>
<tr>
<th>COMPETENCY AGP 2.1.1</th>
<th>COMPETENCY AGP 2.1.3</th>
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<tbody>
<tr>
<td>EXEMPLIFY PROFESSIONAL SOCIAL WORK STANDARDS FOR BEHAVIOR</td>
<td>CRITICALLY ANALYZE PRACTICE SITUATIONS AND COMMUNICATE JUDGMENTS AND REASONING THROUGH DECISION-MAKING PROCESS</td>
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<thead>
<tr>
<th>PRACTICE BEHAVIOR(S)</th>
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<tbody>
<tr>
<td>AGP 1.2 Models professional demeanor in behavior &amp; communication</td>
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<td>AGP 3.1 Applies professional judgment and reasoning</td>
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<th>1 (F) Did not Meet Expectations</th>
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<th>4 (B) Exceeded Expectations</th>
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### Assignment (S): Practice Writing Exercise and Literature Review

<table>
<thead>
<tr>
<th>COMPETENCY AGP 2.1.4</th>
<th>COMPETENCY AGP 2.1.6</th>
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<tbody>
<tr>
<td>DEMONSTRATE THE ABILITY TO BUILD STRENGTHS BASED ON MUTUAL ENGAGEMENT WITH DIVERSE POPULATION</td>
<td>CONTRIBUTE TO EVIDENCE-BASED BEST PRACTICE APPROACHES TO ASSESS AND IMPROVE EFFECTIVENESS</td>
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**PRACTICE BEHAVIOR (S)**

<table>
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<tr>
<th>AGP 4.1</th>
<th>refrains from acting upon biases and values as they relate to diverse group(s)</th>
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<td>AGP 6.1</td>
<td>Uses research and evaluation to assess intervention, efficacy, and effectiveness</td>
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<td>AGP 6.3</td>
<td>Uses evidence-based research findings to improve practice</td>
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<th>Achieved Excellence</th>
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## SWK 590: RESEARCH METHODS IN ADVANCED SOCIAL WORK PRACTICE
### COURSE SCHEDULE FALL 2015

<table>
<thead>
<tr>
<th>DATE</th>
<th>VENUE</th>
<th>UNIT</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tbody>
<tr>
<td>09/01</td>
<td>F2F</td>
<td>CLASS</td>
<td>CLASS INTRODUCTION</td>
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<td>• PRETEST</td>
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<tr>
<td></td>
<td></td>
<td>INTRODUCTION</td>
<td>SYLLABUS REVIEW QUESTION &amp; ANSWER SESSION</td>
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</table>
| 09/08 | F2F   | I     | THE CONTEXT OF SOCIAL WORK RESEARCH | • Chapter 1 in text: The Context of Social Work Research  
Supplemental readings may be provided | • Statistics worksheet : Due in Class 09/08 Definitions and Concepts |
|       |       |       | INTRODUCTION TO STATISTICAL 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
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</table>
| 09/15 | F2F   | II   | THE POLITICS & ETHICS OF SOCIAL WORK RESEARCH | • Chapter 2 in Text: The Politics and Ethics of Social Work Practice<br>
  Supplemental readings may be provided | • TRUTH IN ADVERTISING GAME<br>
  • The context of social work research paper due 09/13@ 11:59 p.m. – be prepared to discuss in class on 09/15 |

WITH SUCCESSFUL COMPLETION OF UNIT II STUDENTS WILL BE ABLE TO:
- 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

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</table>
| 09/22 | F2F   | III  | RESEARCH PROBLEMS AND QUESTIONS                 | • Chapter 3 in Text: Research Problems and Research Questions<br>
  • Chapter 13: A researcher’s writing and presentation tools pp 412 - 416<br>
  Supplemental readings may be provided | • Identify a topic of interest for Literature Review. Submit in eCollege by 09/21 @ 11:59. Be prepared to discuss in class on 09/22<br>
  • In class Group activity creating research questions |

WITH SUCCESSFUL COMPLETION OF UNIT III STUDENTS WILL BE ABLE TO:
- 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
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</thead>
<tbody>
<tr>
<td>09/29</td>
<td>F2F</td>
<td>IV</td>
<td><strong>RESEARCH DESIGNS : Single Subject Designs</strong></td>
<td>• Chapter 4 in text: Single Subject Research Supplemental Readings May be Provided</td>
<td>• Practice Writing Exercise Due 09/27 @ 11:59 p.m. (I return by 10/05 and be ready to discuss in class on 10/06)</td>
</tr>
</tbody>
</table>

**WITH SUCCESSFUL COMPLETION OF UNIT IV STUDENTS WILL BE ABLE TO:**
- 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

| 10/06 | F2F   | V    | **RESEARCH DESIGNS : Group Designs; Survey Research** | • Chapter 7 in text : Group Research Design Supplemental Readings May be provided | • Outline for Literature Review to be submitted by 10/06 @ 11:59 p.m. (returned by 10/12 with comments) |

**WITH SUCCESSFUL COMPLETION OF UNIT V STUDENTS WILL BE ABLE TO:**
- 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

| 10/13 | ONLINE| V(a) | Group creation of an online survey instrument - details to be provided Hand out to be provided | WITH SUCCESSFUL COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:
- Create a questionnaire using clear and interesting questions, presenting them in a well-organized manner
- Carry out an online survey: developing the online venue & questionnaire, selecting a sample and implementing the survey |

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| 10/20 | F2F   | VI   | **SAMPLING**                      | • Chapter 8 in text: Sampling  
  Supplemental Readings May be Provided                                   | • TBD       |
|       |       |      |                                     |                                                                          |             |
| WITH SUCCESSFUL COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:        |                                                          |             |
|       |       |      |                                     | • 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                          |             |
| 10/27 | F2F   | VII  | **MEASUREMENT & DATA COLLECTION**  | • Chapter 9 in text: Measurement  
  • Chapter 10: Data Collection and Data Entry  
  Supplemental Readings May be Provided                                   | • TBD       |
|       |       |      |                                     |                                                                          |             |
| WITH SUCCESSFUL COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:        |                                                          |             |
|       |       |      |                                     | • 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 |             |
| 11/03 | F2F   | VIII | **DATA ENTRY AND DATA ANALYSIS**   | Single Subject Research Study Due by 11/01 @ 11:59 p.m. (be prepared to discuss in class on 10/27) |             |
| 11/10 | F2F   | IX   | **DATA ENTRY AND DATA ANALYSIS**   | Literature Review due 11/09@11:59 p.m.                                   |             |
| 11/17 | F2F   | X    | **TOOLS FOR PRESENTATION AND WRITING** | Chapter 13: A Researcher’s Writing and Presentation Tools                |             |

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<tr>
<td>11/24</td>
<td>Online</td>
<td>XI</td>
<td>RESEARCH IN AGENCIES AND COMMUNITIES</td>
<td>Chapter 5 in Text</td>
<td>WITH SUCCESSFUL COMPLETION OF THIS UNIT STUDENTS WILL BE ABLE TO:</td>
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<td>- Define what is mean by program evaluation</td>
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<td>- List and explain the reasons why program evaluation is a necessary part of social work practice</td>
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<td>- Recognize and write specific and measurable goals and objectives that can be used in program evaluation</td>
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<td>- Describe the logic model in conceptualizing program evaluation</td>
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<td>12/01</td>
<td>F2F</td>
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<td>WRAP-UP AND REVIEW</td>
<td>The Context of Research</td>
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<td>- Designing a research proposal: 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</td>
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<td>WITH SUCCESSFUL COMPLETION OF THE WRAP-UP AND REVIEW STUDENTS WILL BE ABLE TO:</td>
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<td>- List and describe the sections of a research proposal</td>
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<td>- Describe good design elements of a research presentation</td>
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<td>- Critique a research report or presentation</td>
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<td>12/08</td>
<td>F2F</td>
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<td>FINAL EXAMINATION DUE</td>
<td>To be turned in during final class time.</td>
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