This document does not constitute a contract with the University. It contains guidelines only.

Academic Term and Year:

Course Prefix and Number:	SW 409 HE2
Course Title:	Research Methods for Social Work
Days, Time and Location of class:	William Sutton Administration
Professor:	
Office Location:	William Sutton Administration Suite 218
Office Hours:	
Office Phone Number:	
Main Office Number	**(**662) 254-3365
Email Address:	
Prerequisite:	SW330**,** SW408
Required Technology Skills:	Basic computer, internet skills and Web 2.0 technologies

CATALOG COURSE DESCRIPTION
An overview of scientific methods of inquiring and their use in the development of knowledge for social work practice.

COURSE DESCRIPTION
This course is designed to provide the student with an understanding of the scientific approach to building knowledge so that they can appreciate it and use it to build knowledge for practice and to evaluate the practice. This course is about how people know things and how to apply these approaches in the field of social work for planned, reflective and inventive practice. It deals with application of basic concepts of research methodology in building knowledge in the field of social work. It also applies basic concepts and methods of research for the evaluation of social work practice through both single system designs and group designs. The course underscores the role of both qualitative and quantitative approaches in understanding social work issues. In linking the practice and research it focuses on the evidence based practice. It also provides the

students with an understanding of professional ethical standards for conducting research in social work.

DEPARTMENT OF SOCIAL WORK/BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates to practice with individuals in need and populations at risk in rural areas. The Bachelor of Social Work (BSW) Program prepares students to apply the knowledge and skills of generalist social work practice with individuals, families, groups, organizations and communities. Through the curriculum, the program instills in students social work knowledge, values, and skills in a manner which enables students to work with diverse populations in a wide range of settings. Concurrently, special emphasis is placed on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta in which the University is located and committed to serve, as well as rural areas globally.

BSW PROGRAM GOALS

1. Educate students for entry level social work positions for generalist practice with individuals, families, groups, organizations and communities.

2. Provide students with the necessary knowledge and skills for working with diverse populations, including oppressed, minority and rural populations.

3. Instill in students a professional social work identity which incorporates the values and ethics of the profession.

COMPETENCIES

EPAS Competency: 2.1.1 Identify as a professional social worker and conduct oneself accordingly.

EPAS Competency: 2.1.2 Apply social work ethical principles to guide professional practice.

EPAS Competency: 2.1.3 Apply critical thinking to inform and communicate professional judgments**.**

EPAS Competency: 2.1.4 Engage diversity and difference in practice.

EPAS Competency: 2.1.5 Advance human rights and social and economic justice.

EPAS Competency: 2.1.6 Engage in research-informed practice and practice-informed research.

EPAS Competency: 2.1.7 Apply knowledge of human behavior and the social environment.

EPAS Competency: 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work practice.

EPAS Competency: 2.1.9 Respond to contexts that shape practice.

EPAS Competency: 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Rural Competency: 2.1.11: Use interventions that recognize the needs and strengths present in rural communities.

Rural Competency: 2.1.12: Coordinate interventions with social workers, related professions, leaders and citizens in rural areas in order to develop resources and programs that enhance services for rural clients.

EXPECTED PRACTICE BEHAVIORS

Course Competencies	Course Practice Behaviors	Assessment of Practice Behaviors
EPAS 2.1.2	- Recognize and manage personal values in a way that allows professional values to guide practice. - Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	1. Readings: Krysik & Finn, Chapter 1 and 2 2. Exercises: Discuss the role of research in working with the Sanchez family (case study); Discussion of ethical issues in example research projects as presented in the chapter 3. Video: The Deadly Deception – Examples of ethical violations in the Tuskegee Syphilis Study. 4. Assignments: Examination of potential ethical issues in research; Evaluating one's one practice: Single subject design or program evaluation. **RESEARCH INSTALLMENTS**
EPAS 2.1.3	- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice	1. Readings: Krysik & Finn, Chapters 1 and 2 2. Exercises: Explore systematic reviews prepared

		wisdom - Analyze models of assessment, prevention, intervention, and evaluation.	by the Campbell Collaboration http://www.campbellcollaboration.org/ as examples of evidence based practice; Curriculum in Ethnogeriatrics http://www.stanford.edu/group/ethnoger/ - Explore differences in health beliefs and how they might be reflected in designing research studies. 3. Assignments: Identifying evidence-based practice interventions; Peer-reviewed journal article critique. Evaluating one's one practice: Single subject design or program evaluation. **RESEARCH INSTALLMENTS**
EPAS 2.1.6		- Use practice experience to inform scientific inquiry. - Use research evidence to inform practice.	1. Readings: Krysik and Finn, Chapter 4-6 2. Exercises: Qualitative and quantitative research questions related to the same social problem or practice issue; Coding and memoing qualitative data; Carla Washburn (case study) understanding reactions to the death of an adult child from diverse qualitative traditions; Alcohol Impact Zone (case study) – Develop explanatory, descriptive, and explanatory research questions and identify appropriate group research designs; National Association of Social Workers Center for Workforce Studies Survey

		Instrument http://workforce.socialworkers.org/studies/survey_instr.pd Develop research designs to compare social work groups across various areas of interest. 3. Assignments: Peer-reviewed journal article critique; Evaluating one's one practice: Single subject design or program evaluation. **RESEARCH INSTALLMENTS**
EPAS 2.1.6 EPAS 2.1.10 a-d	- Use practice experience to inform scientific inquiry. - Use research evidence to inform practice. - Develop a mutually agreed-on focus of work and desired outcomes. - Collect, organize, and interpret client data. - Develop mutually agreed-on intervention goals and objectives. - Select appropriate intervention strategies. - Critically analyze, monitor, and evaluate interventions	1. Readings: Krysik and Finn, Chapter 3-6 2. Consider the Riverton case. How might you go about developing the research problem in working with this community?; Curriculum in Ethnogeriatrics http://www.stanford.edu/group/ethnoger/ - Explore differences in health beliefs and how they might be reflected in designing research studies; Operationalize key social work concepts; Present single subject research data using a spreadsheet program; Code and memo qualitative data; Carla Washburn case understanding reactions to the death of an adult child from diverse qualitative traditions; Riverton case – Develop explanatory, descriptive, and explanatory research questions and identify appropriate group research designs; National

		Association of Social Workers Center for Workforce Studies Survey Instrument http://workforce.socialworkers.org/studies/survey_instr.pd Develop research designs to compare social work groups across various areas of interest. 2. Assignments: Identifying evidence-based practice interventions; Peer-reviewed journal article critique. Evaluating one's one practice: Single subject design or program evaluation. **RESEARCH INSTALLMENTS**
EPAS 2.1.6	- Use practice experience to inform scientific inquiry. - Use research evidence to inform practice. - The Research Process: Sampling, Measurement, Implementation - From Data Collection to Data Entry, Describing the Data, Bivariate Statistics and Statistical Inference	1. Readings: Krysik and Finn, Chapter 3, 7-11. 2. Exercises: Utilizing various random sampling methods; Oversampling of African Americans in the General Social Survey. SPSS or Excel tutorial: Developing a database; Operationalizing key social work concepts; Measuring grief and loss using the Carla Washburn case study; Strengths and limitations of the NASW Workforce; Calculating measures of central tendency and dispersion; Data displays: Professional Development. NASW Membership Workforce Study questionnaire; Identifying appropriate statistical tests for example research questions; Poker chips visual demonstration of

		statistical significance and p-values. 3. Assignments: Peer-reviewed journal article critique; Evaluating one's one practice: Single subject design or program evaluation. **RESEARCH INSTALLMENTS**
EPAS 2.1.10a-d	- Use practice experience to inform scientific inquiry. - Use research evidence to inform practice. - Develop a mutually agreed-on focus of work and desired outcomes. - Collect, organize, and interpret client data. - Develop mutually agreed-on intervention goals and objectives. - Select appropriate intervention strategies. - Critically analyze, monitor, and evaluate interventions.	1. Readings: Krysik and Finn, Chapter 12 2. Exercises: Measuring objectives in the Riverton case; Social work education needs assessment. 3. Assignments: Evaluating one's one practice: Single subject design or program evaluation; Peer-reviewed journal article critique. **RESEARCH INSTALLMENTS**
EPAS 2.1.1 EPAS 2.1.3	- Develop a mutually agreed-on focus of work and desired outcomes. - Collect, organize, and interpret client data. - Develop mutually agreed-on intervention goals and objectives. - Select appropriate intervention strategies. - Critically analyze, monitor, and evaluate interventions	1. Readings: Krysik and Finn, Chapter 13 2. Exercises: Recognizing plagiarism; Evaluating research reports. 3. Assignment: Evaluating one's one practice: Single subject design or program evaluation. **RESEARCH INSTALLMENTS**

COURSE REQUIREMENTS

Required Textbooks:

Krysik, J. L., & Finn, J. (2010). Research for Effective Social Work Practice, Second
   Edition. New York: Routledge / Taylor & Francis.

Class Attendance Policy:
Class attendance is required. Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class.

Policy and Procedure on Cheating and Plagiarism:

Philosophy
Honesty and integrity are essential values of Mississippi Valley State University's mission to pursue truth and knowledge. All persons – administrators, faculty, staff, and students – share the responsibility for achieving high standards of excellence. Academic dishonesty of any kind negates this mission and is antithetical to the development of morally and ethically sound human beings. Therefore, Mississippi Valley State University will not tolerate cheating or plagiarism in any form. Cheating and plagiarism compromise the process of fair and equitable evaluation conferred by the University. Students who engage in such activities deny themselves the opportunity to benefit from accurate assessment and feedback and prevent full academic and personal development.

Responsibility
Although the faculty of Mississippi Valley State University is responsible for establishing the standards for moral and academic excellence in teaching and learning, these standards can be reached only with the cooperation and support of students. Each student is expected, therefore, to accept responsibility for maintaining honesty and integrity in all endeavors inside and outside the classroom, studio, or laboratory. Faculty encourages ethical behaviors by: establishing an atmosphere of respect in the classroom; stating clearly on the syllabus their standards and expectations for academic performance, structuring learning situations that encourage honesty and deter cheating and plagiarism; and for presenting and enforcing the University's policy on academic dishonesty.

Definitions
Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Such behavior also includes assisting another student in such practice. Although cheating is often associated with examinations, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but also that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

Plagiarism is a specific type of cheating which consist of the misuse of the published and/or unpublished works of others by misrepresenting the intellectual property of others as one's own ideas or works.

Academic Sanctions for Cheating or Plagiarism

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the aforementioned definitions, the faculty member should initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the wrong doing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a grade of "0" or "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty, including dismissal from the University. In the advent that the student does not admit wrong doing or that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member will consult the department chair.

Make-up Examination Policy:
It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test. The decision will be based on whether the instructor considers the reason for missing the examination to be justifiable.

Teaching/Learning Strategies:
Various teaching methods will be used to meet the course objectives and stimulate discussions in the class. Students are expected to participate in discussion and share their thoughts regarding issues being discussed. This class will be formatted in order to accommodate the use of videos, assigned readings and presentations as well as lecturing. guest speakers who are experienced in mental health assessment will present information to help students to understand the progression of mental illness and the cutting edge intervention to help those diagnosed with mental illness to live and maintain a healthier emotional being.

Required Tasks/Activities:

Students will be expected to develop research questions, hypotheses and methods for studying questions and testing hypotheses. Students will also be expected to completed a literature review and a human rights application to conduct research.

Evaluation Procedures:

Quizzes
There will be a final exam valued at 100 points.

Research Proposal
Each student will be expected to critique a research proposal for a maximum of 150 points. The guidelines for writing the proposal will be distributed later in the course.

Performance Standards:

Grades will be determined based on the following point values and scale:

Problem Statement Development	150(Grading Rubric Below) Installment 1
Research Questions Development	165(Grading Rubric Below) Installment 2
Research Proposal Critique	180 (Grading Rubric Below)
Assignments	200 points
Final	100
Total Points	795

The following grade scale will be used to determine your final grade. As formerly stated, there are a certain number of points designated to each assignment in this course. Those weekly point totals will accrue throughout the course. At the end of the course, the total number of points you've earned will be expressed as a percentage of the total points that were possible during the course, and that percentage will determine your final grade according to the following formula. Total points earned during the course / Total points possible for the course = Percent of points earned.

Grade	Percent
A	95% - 100%
A-	90% - 94%
B+	87% - 89%
B	84% - 86%
B-	80% - 83%
C+	77% - 79%
C	74% - 76%
C-	70% - 73%
D+	67% - 69%
D	64% - 66%
D-	60% - 63%
F	0% - 59%

AMERICANS WITH DISABILITIES ACT: Services for Students with Disabilities (SSD)

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the EMAP Computer Lab in the Technical Education (IT) Building to register for the program at the beginning of each semester. If you are determined to be eligible after your confidential consultation, you will be provided with a Memo of Accommodations that must be submitted to each of your instructors.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or billy.benson@mvsu.edu.

COURSE ACTIVITIES

Week One	Introduction Group Introductions Course Review	1. Readings: Krysik & Finn, Chapter 1 2. Exercises: Discuss the role of research in working with the Sanchez family (case study).
Week Two	**The Policy and Ethics of Social Work Research**: Mission and goals of social work and relationship to research, interrelationships with politics, values, ethics, and ethical conduct in research.	1. Readings: Krysik & Finn, Chapter 2 2. Exercises: Discussion of ethical issues in example research projects as presented in the chapter. 3. Video: *The Deadly Deception* – Examples of ethical violations in the Tuskegee Syphilis Study.
Week Three	**The Research Process**: Parallel between research and practice, critical evaluation, operationalizing concepts, and cultural sensitivity.	1. Readings: Krysik and Finn, Chapter 3 2. Exercises: Consider the Riverton case study. How might you go about developing the research problem in working with this community? 3. Curriculum in Ethnogeriatrics http://www.stanford.edu/group/ethnoger/ - Explore differences in health beliefs and how they might be reflected in designing research studies.

		4. Assignment: Examination of potential ethical issues in research.
Week Four	**Single Subject Research:** Advantages and disadvantages of method and specific research designs, definition and operationalization of variables, and graphing and analyzing data.	1. Readings: Krysik and Finn, Chapter 4 2. Exercises: Operationalizing variables. Presenting single subject research data using a spreadsheet program.
Week Five	**Qualitative Research:** Strengths and limitations, types of qualitative research, relationship to quantitative research, data collection, data analysis and interpretation, and the meaning of rigor in qualitative research.	1. Readings: Krysik and Finn, Chapter 5 2. Exercises: Coding and memoing qualitative data. Carla Washburn (case study) understanding reactions to the death of an adult child from diverse qualitative traditions.
Week Six	**Group Research Designs:** Strengths and limitations of diverse group designs, design notation, threats to internal and external validity.	1. Readings: Krysik and Finn, Chapter 6 2. Exercises: Riverton (case study) – Develop explanatory, descriptive, and explanatory research questions and identify appropriate group research designs; National Association of Social Workers Center for Workforce Studies Survey Instrument http://workforce.socialworkers.org/studies/survey_instr.pdf - Develop research designs to compare social work groups across various areas of interest. 3. Assignment: Evidence based practice summary – How effective is a primary intervention used at your fieldwork site?
Week Seven	**Sampling:** Differences between a sample, and a population; probability sampling,	1. Readings: Krysik and Finn, Chapter 7 2. Exercises: Utilizing various

	nonprobability sampling, minimizing sampling error. **Review for midterm exam**	random sampling methods.; Oversampling of African Americans in the General Social Survey.
Week Eight	**Measurement:** Levels of measurement, reliability and validity, using existing measures, designing new measures. **Midterm exam, chapters 1-7**	1. Readings: Krysik and Finn, Chapter 8 2. Exercises: Operationalizing key social work concepts.Measuring grief and loss using the Carla Washburn case study.
Week Nine	**Implementation - From Data Collection to Data Entry:** Data collection methods, enhancing recruitment, minimizing attrition, training staff, entering data via SPSS or Excel.	1. Readings: Krysik and Finn, Chapter 9 2. Exercises: SPSS or Excel tutorial: Developing a database. Strengths and limitations of the NASW Workforce questionnaire.
Week Ten	**Describing the Data:** Preliminary analysis of quantitative data via descriptive statistics; measures of central tendency, frequency tables, histograms, bar charts.	1. Readings: Krysik and Finn, Chapter 10 2. Exercises: Calculating measures of central tendency and dispersion. Data displays: *Professional Development. NASW Membership Workforce Study*
Week Eleven	**Bivariate Statistics and Statistical Inference:** Hypothesis testing, type I and type II errors, parametric versus nonparametric statistics, statistical significance.	1. Readings: Krysik and Finn, Chapter 11 2. Exercises: Identifying appropriate statistical tests for example research questions.; Poker chips visual demonstration of statistical significance and *p*-values. 3. Assignment: Critique of peer-reviewed journal article.
Week Twelve	**Evaluation of Social Work Services:** Perspectives on need, needs assessment, evaluation methods, logic models, cost analysis, political and	1. Readings: Krysik and Finn, Chapter 12 2. Exercises: Measuring objectives in the Riverton case study; Social work education

	organizational issues.	needs assessment.
Week Thirteen	**Writing and Presenting Research:** Organization of research articles and research proposals, avoiding plagiarism, effective research presentations and reports.	1. Readings: Krysik and Finn, Chapter 13 2. Exercises: Recognizing plagiarism; Evaluating research reports.
Week Fourteen	**Review for final exam**	Assignment: Evaluating one's one practice: Single subject design or program evaluation.
Week Fifteen	**Final exam: Chapters 8-13**	Assessment

BIBLIOGRAPHY

National Association of Social Workers. (2003). *Social work speaks. NASW policy statements, 2003-2006, 6th edition.* Washington, DC: NASW Press.

Szuchman, L. and Thomlinson, B. (2004). *Writing with style, APA style for social work, 2nd edition.* Belmont, CA: Thomson Brooks/Cole.

Wolcott, H. F. (1990). *Writing up qualitative research.* Newbury Park, CA: Sage.

Examples of Peer-Reviewed Journals Relevant to Social Work Research

Child Welfare
Child Abuse and Neglect
Child and Adolescent Social Work Journal
Families in Society
The Gerontologist
The Journal of Gerontological Social Work
Journal of Marriage and the Family
Journal of Social Service Research
Journal of Sociology and Social Welfare
Journal of Social Work Education
Research on Social Work Practice
Social Work
Social Work in Health Care
Social Service Review
Social Work with Groups