MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
SPRING 2012-2013
SW 531: METHODS OF SOCIAL WORK RESEARCH

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

Academic Term and Year: **Spring 2012-2013**

Course Prefix and Number: **SW 531**

Course Title: **Methods of Social Work Research**

Days, Time and Location of class: **Wednesday, 6:00-8:40; William Sutton**
                                      Administration Building #232

Professor: **Mohammad Rafiqul Hoque, Ph.D.**

Office Location: Social Work Suite # 213,
                                      William Sutton Administration Building

Office Hours: **Tuesday: 9:00 a.m. to 12:00 noon,**
                                             4:030 p.m. to 6:00 p.m.;
                                      Wednesday: 9:00 a.m. to 12:00 noon,
                                             4:00 p.m. to 6:00 p.m.; &
                                      Other times by appointment only

Office Phone Number: **(662) 254-3371**

Main Office Number   **(662) 254-3365**

Email Address: **mhoque@mvsu.edu**

Prerequisite: Admission to the MSW Program

Required Technology Skills:
Students in this class are expected to be efficient in the use of computers, especially the internet.

CATALOG COURSE DESCRIPTION

Presents qualitative and quantitative research methodologies to develop, use and communicate empirically based knowledge including evidence-based interventions.

COURSE DESCRIPTION

This course is designed to provide the student with a comprehensive understanding of the scientific approaches 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 applies basic concepts and methods of research for the evaluation of social work practice and programs through both single system designs and group designs. For most students this course represents an introduction to research but it is nevertheless a graduate level course. This 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/MSW 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 Master of Social Work (MSW) Program prepares students for professional social work practice at the micro, mezzo, and macro levels. Through the curriculum, the program instills in students advanced social work knowledge, values and skills in a manner which enables students to work with diverse populations in a wide rage of settings. Concurrently, special emphasis is place on social work practice with impoverished minorities living in rural regions, such as the Mississippi Delta which the University is located and committed to serve, as well as rural areas globally. Within the framework of rural social work, the area of concentration is Child and Family Welfare.

PROGRAM GOALS
The goals of the Master of Social Work Program are:
1. Educate students for social work positions for advanced levels of 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 and the values and ethics of the profession.

COMPETENCIES
1. **EPAS Competency: 2.1.1** Identify as a professional social worker and conduct oneself accordingly.
2. **EPAS Competency: 2.1.2** Apply social work ethical principles to guide professional practice.
3. **EPAS Competency: 2.1.3** Apply critical thinking to inform and communicate professional judgments**.**
4. **EPAS Competency: 2.1.4** Engage diversity and difference in practice.
5. **EPAS Competency: 2.1.5** Advance human rights and social and economic justice.

6. **EPAS Competency: 2.1.6** Engage in research-informed practice and practice-informed research.
7. **EPAS Competency: 2.1.7** Apply knowledge of human behavior and the social environment.
8. **EPAS Competency: 2.1.8** Engage in policy practice to advance social and economic well-being and to deliver effective social work practice
9. **EPAS Competency: 2.1.9** Respond to contexts that shape practice
10. **EPAS Competency: 2.1.10(a)–(d)** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. Utilize appropriate practice interventions within a rural setting.

EXPECTED CORE COMPETENCIES AND PRACTICE BEHAVIORS

After the completion of the course students are expected to demonstrate the following core competencies and practice behaviors:

Core Competencies	Practice Behaviors	Assessment of Practice Behavior
Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly	*2.1.1(a) Students advocate for client access to the services of social work*	Research Paper & Class Discussions
2.1.1b	*2.1.1(b) Students practice personal reflection and self-correction to assure continual professional development;*	Class Discussions & Final Examination
Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice	*2.1.2(a) Students recognize and manage personal values in a way that allows professional values to guide practice*	Class Discussions & Final Examination
2.1.2b	*2.1.2(b) Students make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics[2] and, as applicable, of the International Federation of Social Workers /International Association of Schools of Social Work Ethics in Social Work, Statement of Principles*	Class Discussions & Final Examination
Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments	*2.1.3(a) Students distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom*	Research Paper, Class Discussions & Final Examination
Educational Policy 2.1.4—Engage diversity and difference	*2.1.4(a) Students recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance*	Research Paper, Class Discussions & Final

in practice.	*privilege and power;*	Examination
Educational Policy 2.1.5—Advance human rights and social and economic justice	*2.1.5(b) Students advocate for human rights and social and economic justice*	Research Paper & Class Discussions
Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research	*2.1.6(a) Students use practice experience to inform scientific inquiry*	Research Paper & Class Discussions
2.1.6b	*2.1.6(b) Students use research evidence to inform practice*	Research Paper & Class Discussions
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment	*2.1.7(b) Students critique and apply knowledge to understand person and environment*	Research Paper & Class Discussions
Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services	*2.1.8(a) Students analyze, formulate, and advocate for policies that advance social well-being*	Research Paper & Class Discussions
Educational Policy 2.1.9—Respond to contexts that shape practice	*2.1.9(a) Students continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services*	Research Paper & Class Discussions
Educational Policy 2.1.10(d)—Evaluate with individuals, families, groups, organizations, and communities	*Educational Policy 2.1.10(d)1—Evaluation* *Students critically analyze, monitor, and evaluate interventions*	Research Paper
11. Utilize appropriate practice interventions within a rural setting	*11a. Students recognize the impact of the rural environment on service delivery in rural communities*	Research Paper & Class Discussions
	11b. Students utilize knowledge of rural communities to develop appropriate interventions and services for clients in rural communities	Research Paper & Class Discussions

COURSE REQUIREMENTS

Required Textbooks:
Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. (2011). Applied Social Research: A Tool for the Human Services (8th ed.). Belmont, California: Brooks/Cole - Thomson Learning.

Pyrczak, Fred. (2008). Evaluating Research in Academic Journals (4th ed.). Glendale, CA: Pyrczak Publishing.

Supplementary Materials:
American Psychological Association. (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.

Neuman, W. Lawrence. (2006). Social Research Methods. Needham Heights, MA: Allyn & Bacon.

Class Attendance Policy:
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 in a timely fashion.

Cheating and plagiarism policy:
When a faculty member responsible for a course has reason to believe that an action of a student involves cheating or plagiarism, the faculty member will initiate a conference with the student to present the student with the charge and the evidence. If the student admits to the charge, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering the grade, assigning a score of "0" or a grade of "F" for the work submitted, assigning an "F" for the entire course, or recommending another penalty including dismissal from the University. In the event the student does not admit to the charge, or that no mutually agreeable settlement is reached between the faculty member and the student, the faculty member will refer the case to the department chair (MVSU Graduate Catalog, 2006-2008).

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:
The primary instructional model for this course is collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: assigned readings and assigned individual or group tasks. Students are encouraged to actively participate in activities, ask

questions, and contribute comments for discussion. Students are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. In order to be successful in the class, it is important that students, read the assigned material, and submit assignments and be prepared to participate in class discussions. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity.

Required Readings
It is essential that students complete the reading assignments prior to the class session. The class will use much of the time discussing and clarifying the materials in reading assignments.

Writing Style
All required written assignments will be evaluated on the clarity of expression and strength of the writing (including spelling, punctuation, and syntax) following the APA style.
Required Writing Style can be found in: Publication Manual of the American Psychological Association (2010) or visit http://www.apastyle.org/manual/index.aspx or http://owl.english.purdue.edu/owl/resource/560/01/. References in all assignments should be formatted in APA style.

Submission of Assignments
Student must proofread the material prior to submission of the assignment. Students must also arrange materials in a logical order and stapled together with a title page (No envelopes! Make sure that the fastener holds everything together while reading these).

Required Tasks/Activities:
Completion of this course requires students to demonstrate the mastery of the contents, outlined later, through performance in tests and completion of the following assignments:

1. **Research Paper (Based on Literature Reviews)**
   Each student must conduct a review of research literature, for evidences on a social work issue. The reviewed articles must have been published in social work or related scientific journals. The research paper must be written with appropriate citations (in-text) and references (at the end). The drafts of this paper should be submitted for my comments in three parts: I, II and III. However, at the time of submitting drafts of later parts, earlier part/parts must be finalized in the light of my comments on previous drafts. The drafts and final paper must be formatted with bold elements outlined below as headings and subheadings. If necessary, appropriate subheadings must be added. Everything must be under an appropriate heading or subheading. References should be included in all drafts and final paper. For additional understanding of the requirements, please refer to the Rubrics for Evaluating the Research Paper and the components of each part of the paper as outlined below:

   Part I (Draft is due by February 6, 2013)
   1. **Background and Significance**
      1.1. **Social Condition or any other Source of Research Problem**: It should link the research problem with the social condition or any other source of research problem

    1.2.   **Relevance for Social Work**: It should also link the problem or issue to the profession of social work

    1.3.   **Problems due to gap in knowledge**: It must identify a gap in current knowledge base at specific variable level, and discusses the problems that social workers encounter in providing the effective services due to the gap in knowledge.

2.   **Specific Objectives: It must list** specific questions it attempts to answer or specific hypotheses it attempts to test in order to fill the knowledge gap. These objectives or questions must be at specific variable level.

3.   **References**

Part II (Draft is due by March 6, 2013)
1.   **Background and Significance**
    1.1.   **Social Condition or any other Source of Research Problem**: It should link the research problem with the social condition or any other source of research problem
    1.2.   **Relevance for Social Work**: It should link the problem or issue to the profession of social work
    1.3.   **Problems due to gap in knowledge**: It must identify a gap in current knowledge base at specific variable level, and discusses the problems that social workers encounter in providing the effective services due to the gap in knowledge.

2.   **Specific Objectives: It must list** specific questions it attempts to answer or specific hypotheses it attempts to test in order to fill the knowledge gap. These objectives or questions must be at specific variable level.

3.   **Methods** of the study: This section must cover:
    3.1.   **The list of major variables** under investigation (These must support specific research questions)
    3.2.   **Measurement procedures for each variable,** including variations, if exist, across studies (Discuss how each variable was measured in different articles under separate subheading for each variable with citations)
    3.3.   **Populations** (Discuss all different populations that were examined in your reviewed articles with citations)
    3.4.   **Sampling procedures,** including variations, if exist, across studies (Discuss all different sampling procedures were used in your reviewed articles with citations)
    3.5.   **Research design**, including variations, if exist, across studies (Discuss all different research designs were used in your reviewed articles with citations)
    3.6.   **Data collection procedures,** including variations, if exist, across studies (Discuss all different data collection procedures were used in your reviewed articles with citations)
    3.7.   **Data analysis procedures,** including variations, if exist, across studies (Discuss all different statistical procedures that were used to derive the meaning of the data in your reviewed articles with citations)

4.   **References**

1. **Background and Significance**
   1.1   **Social Condition or any other Source of Research Problem**: It should link the research problem with the social condition or any other source of research problem
   1.2   **Relevance for Social Work**: It should link the problem or issue to the profession of social work
   1.3   **Problems due to gap in knowledge**: It must identify a gap in current knowledge base at specific variable level, and discusses the problems that social workers encounter in providing the effective services due to the gap in knowledge.

2. **Specific Objectives: It must list** specific questions it attempts to answer or specific hypotheses it attempts to test in order to fill the knowledge gap. These objectives or questions must be at specific variable level.

3. **Methods** of the study: This section must cover:
   3.1.   **The list of major variables** under investigation (These must support specific research questions)
   3.2.   **Measurement procedures for each variable,** including variations, if exist, across studies (Discuss how each variable was measured in different articles under separate subheading for each variable with citations)
   3.3.   **Populations** (Discuss all different populations that were examined in your reviewed articles with citations)
   3.4.   **Sampling procedures,** including variations, if exist, across studies (Discuss all different sampling procedures were used in your reviewed articles with citations)
   3.5.   **Research design**, including variations, if exist, across studies (Discuss all different research designs were used in your reviewed articles with citations)
   3.6.   **Data collection procedures,** including variations, if exist, across studies (Discuss all different data collection procedures were used in your reviewed articles with citations)
   3.7.   **Data analysis procedures,** including variations, if exist, across studies (Discuss all different statistical procedures were used to derive the meaning of the data in your reviewed articles with citations)

4. **Findings** of the study: This section must discuss the scientific evidences found on each specific objective or question across reviewed articles. (Nothing should be from outside of the findings of reviewed articles. This section should have sub-sections and subheadings appropriate to the corresponding research objectives or questions. Findings must include specific statistics on related variables for the corresponding objectives with citations).

5. **Conclusions:** This section must have generalizations or broad understanding or new knowledge on each objective that is based on findings and methods of reviewed research, but should not have statistics.

6. **Implications:** Discuss how the knowledge gained from this research, i.e. the generalizations or the broad understanding stated in your conclusion could be used to improve micro or macro social work practices, social welfare policy, future research and social work education.

7.   **References**

Final Research Paper (Due on April 24, 2013)

All reports, including drafts must include appropriate cover page. For draft cover pages, the draft part should be identified. **The Final Research Paper may be required to be reported to Turnitin before final submission to the instructor.**

2. **Proposal for Empirical Research (Due on May 1, 2013)**
Each student must propose an empirical research to be completed during a semester as requirement for the course SW650. It should cover:
1. **Background and Significance**
    1.1. **Social Condition**: Links the problem with the social condition
    1.2. **Relevance for Social Work**: Links the problem or issue to the profession of social work
    1.3. **Problems due to gap in knowledge**: Identifies a gap in current knowledge base at specific variable level, and discusses the problems that social workers encounter in providing the effective services due to the gap in knowledge.

2. **Specific Objectives: Discusses** specific questions it attempts to answer or specific hypotheses it attempts to test in order to fill the knowledge gap. These objectives or questions must be at specific variable level.

3. **Methods** of the study: This section must cover:
    3.1. **The list of major variables** under investigation
    3.2. **Measurement procedures for each variable**
    3.3. **Population** that you plan to study
    3.4. **Sampling procedures**
    3.5. **Data collection procedures**
    3.6. **Data analysis procedure**
    3.7. **Research design**

4. **Limitations:** (Include the possibilities of threats of internal validity, among other things)

5. **Implications:** Discuss how the knowledge gained from this research, i.e. the generalizations or the broad understanding stated in conclusion could be used to improve micro or macro social work practices, social welfare policy, future research and social work education.

6.   **References**

Everything in the paper must fall under an appropriate heading and subheading, and should be written in own words. Please do not plagiarize.

Rubric or Criteria for Evaluating the Research Paper					
Criteria	Points	Scale			
		1. Student	2. Student	3. Student	4. Student

		exhibits a level of little achievement	exhibits a moderate level of achievement	exhibits an accomplished level of achievement	exhibits an exemplary level of achievement
1. Selects a research problem or question relevant to social work practice	8	Research question is not related to social work	Research question is related to SW, but there is no discussion	Discusses the SW's problems and benefits but logical flow is missing	Discusses the SW's problems and benefits logically and correctly
2. Links the research problem with the current available knowledge and the gap in knowledge	8	Does not discuss current levels of knowledge	Discusses one literature	Discusses two literature but no citation or references	Discusses three or more literature with citations and references
3. Writes the research objectives or research questions clearly specifically at variable level	4	Questions or objectives are at abstract or broad goal level	One question or objective is written at specific variable level	Two or more questions or objectives is written at specific variable level	All questions or objectives are written at specific variable level
4. Selects variables that flow from the problem statement, research objectives or research questions	4	Variables are not relevant for the gap in knowledge	One or two variables are related to the identified gap in knowledge, but no literature was cited	Variables are related to the identified gap in knowledge, but no literature was cited	Variables flow from stated literature on the gap in knowledge
5. Demonstrates the knowledge of variable measurement procedures	4	Variables are measurable but does not discuss the measurement procedures	Discusses measurement procedures of some variables but not for all major ones	Discusses variations in measurements of major variables but not across all reviewed literature	Discusses variations in measurements of major variables across reviewed literature correctly
6. Demonstrate the knowledge of population in research	4	Discusses population in one reviewed literature	Discusses variations in populations across two reviewed literature	Discusses variations in populations across at least four reviewed literature	Discusses variations in populations across all reviewed literature
6. Demonstrate the knowledge of sampling procedures	4	Discusses variations in sampling procedures of one or two of reviewed research correctly	Discusses variations in sampling procedures of three of reviewed research correctly	Discusses variations in sampling procedures of four of reviewed research correctly	Discusses variations in sampling procedures across all reviewed literature correctly
7. Demonstrate the knowledge of data collection procedures	4	Discusses data collection procedures of one	Discusses data collection procedures of	Discusses data collection procedures of	Discusses data collection procedures of all

		or two of reviewed research correctly	three of reviewed research correctly	four of reviewed research correctly	reviewed research correctly
8. Demonstrate the knowledge of data analysis procedures	4	Discusses data analysis procedures of one or two of reviewed research correctly	Discusses data analysis procedures of three of reviewed research correctly	Discusses data analysis procedures of four of reviewed research correctly	Discusses data analysis procedures of all reviewed research correctly
9. Demonstrates the knowledge of research design and related threats to internal validity	4	Discusses research designs of one or two of reviewed research correctly	Discusses research designs of three of reviewed research correctly	Discusses research designs of four of reviewed research correctly	Discusses research designs of reviewed research correctly
10. Findings or results address research objectives or questions	8	Discusses findings under appropriate headings and subheadings for each objective	Discusses findings under appropriate headings and subheadings for each objective, and the findings have been extracted from one or two reviewed articles only	Findings are written under appropriate headings and subheadings appropriate for each objective, and the findings have been extracted from three or four reviewed articles	Findings are written under appropriate headings and subheadings appropriate for each objective, and the findings have been extracted from all reviewed articles
11. Findings include appropriate variable level statistics	8	Extracted findings are mere conclusions without any statistics	Extracted findings include statistics from one or two articles	Extracted findings include statistics from three or four of reviewed articles	Extracted findings include statistics from all reviewed articles
12. Conclusions are related to research objectives or research questions	4	Conclusions are not related to research objectives or research questions	Majority of conclusions are not related to research objectives or research questions	One or two conclusions are not related to research objectives or research questions	Conclusions are related to research objectives or research questions
13. Methods and findings justify conclusions	4	Methods and findings do not justify conclusions	Findings justify conclusions but methods have not been considered	Findings justify conclusions but methods have not been considered	Conclusions are based on findings and relative strengths of methods also
14. Implications/ Recommendations are based on conclusions	4	Recommendations are not based on specific conclusions	Minority of recommendations are based on specific	Majority of recommendations are based on specific	Recommendations are based on specific conclusions

Criteria	Points	1	2	3	4
			conclusions	conclusions	
15. Recommendations are for appropriate levels of social work practice – Micro or Mezzo, Policy, Research and Education	4	Recommendations are not for SW practice	Recommendations are for only one level of SW practice	Recommendations are for more than one level of SW practice	Recommendations are for more than two levels of SW practice
16. Correct grammar	4	More than four spelling or grammatical errors	Three or four spelling or grammatical errors	One or two spelling or grammatical errors	No spelling or grammatical errors
17. Format and physical appearances meet professional standards	4	Unfastened and no cover page	Inappropriately fastened together with a cover page	Appropriately fastened together without a cover page	Appropriately fastened together with a cover page
18. Citations (APA style) for factual claims	4	More than five in-text citations for factual claims are not in APA style	Three or four in-text citations for factual claims are not in APA style	One or two in-text citations for factual claims are not in APA style	In-text citations for factual claims are in APA style
19. References (APA style) covers citations	4	More than five references at the end are not in APA style or citations are left uncovered	Three or four references at the end are not in APA style or citations are left uncovered	One or two references at the end are not in APA style or citations are left uncovered	References at the end are in APA style and cover citations
20. Documentations of draft submissions and Appropriate responses to comments on drafts	4	No documentation of submission of drafts	Attempts of appropriate corrective responses to comments on drafts	Improved paper as a result of some attempts of appropriate corrective responses to comments on drafts	Significantly improved paper due to attempts of appropriate corrective responses to comments on drafts
Total	100				

Rubric or Criteria for Evaluating the Empirical Research Proposal					
Criteria	Points	Scale			
		1. Student exhibits a level of little achievement	2. Student exhibits a moderate level of achievement	3. Student exhibits an accomplished level of achievement	4. Student exhibits an exemplary level of achievement
1. Selects a research problem or question relevant to social work practice	4	Research question is not related to social work	Research question is related to SW, but there is no	Discusses the SW's problems and benefits but logical flow is	Discusses the SW's problems and benefits logically and

			discussion	missing	correctly
2. Links the research problem with the current available knowledge and the gap in knowledge	8	Does not discuss current levels of knowledge	Discusses one literature	Discusses two literature but no citation or references	Discusses three or more literature with citations and references
3. Writes the research objectives or research questions clearly specifically at variable level	8	Questions or objectives are at abstract or broad goal level	One question or objective is written at specific variable level	Two or more questions or objectives is written at specific variable level	All questions or objectives are written at specific variable level
4. Selects variables that flow from the problem statement, research objectives or research questions	8	Variables are not relevant for the gap in knowledge	One or two variables are related to the identified gap in knowledge, but no literature was cited	Variables are related to the identified gap in knowledge, but no literature was cited	Variables flow from stated literature on the gap in knowledge
5. Selects variables that flow from the problem statement, research objectives or research questions	8	Variables are not relevant for the gap in knowledge	One or two variables are related to the identified gap in knowledge, but no literature was cited	Variables are related to the identified gap in knowledge, but no literature was cited	Variables flow from stated literature on the gap in knowledge
6. Demonstrates the knowledge of variable measurement procedures	16	Variables are measurable but has not discussed the measurement procedures	Measurements of some variables have been discussed but not for all major ones	Variations in measurements of non-demographic variables have been discussed but not across all reviewed literature	Variations in measurements of non-demographic variables have been adequately discussed across reviewed literature
7. Demonstrates the knowledge of research design and related threats to internal validity	16	Does not discuss research design	Discusses the designs but does not name these correctly	Discusses research designs but does not name these correctly	Discusses research designs and name these correctly across reviewed literature
8. Demonstrates the knowledge of Sampling methods	16	Discusses the sampling procedure with incorrect terms	Discusses the sampling procedure with three or more incorrect terms	Discusses the sampling procedure with some incorrect terms	Discusses the sampling procedure with correct terms across reviewed literature
9. Demonstrate the knowledge of data collection procedures	4	Discusses data collection procedures of one or two of reviewed research	Discusses data collection procedures of three of reviewed	Discusses data collection procedures of four of reviewed research correctly	Discusses data collection procedures of all reviewed research correctly

		correctly	research correctly		
10. Demonstrate the knowledge of data analysis procedures	4	Discusses data analysis procedures of one or two of reviewed research correctly	Discusses data analysis procedures of three of reviewed research correctly	Discusses data analysis procedures of four of reviewed research correctly	Discusses data analysis procedures of all reviewed research correctly
11. Correct grammar	4	More than four spelling or grammatical errors	Three or four spelling or grammatical errors	One or two spelling or grammatical errors	No spelling or grammatical errors
12. Format and physical appearances meet professional standard	4	Unfastened and no cover page	Inappropriately fastened together with a cover page	Appropriately fastened together without a cover page	Appropriately fastened together with a cover page
13. Citations (APA style) for factual claims	4	More than five factual claims lack citations	Three or four factual claims lack citations	One or two factual claims lack citations	Factual claims have in-text citations
14. References (APA style) covers citations	4	More than five references at the end are not in APA style or citations are left uncovered	Three or four references at the end are not in APA style or citations are left uncovered	One or two references at the end are not in APA style or citations are left uncovered	References at the end are in APA style and cover citations
Total	100				

Evaluation Procedures:
Students will be evaluated on the basis of class participation, assignments, mid-term and final examination. Students will be expected to complete satisfactorily the assigned activities as listed above. Student evaluation will have the following components with the corresponding points:

1. Mid-term Examination	= 100 points
2. Final Examination	= 100 points
3. Quiz (Bring pencils in every class)	= 100 point
4. Research Paper Final Report	= 100 points
5. Proposal for Empirical Research	= 100 points
6. Discussion and Class Participation	= 50 points

Total   550 points

Performance Standards:
The final letter grade for each student will be determined on the basis of **all of the above components or the last five components** using the following scale, though **students must score at least 60% in the final test to get a passing grade**:

90-100%   = A
80-89%   = B

	70-79%	= C
	60-69%	= D
	Below 60%	= F

SPECIAL NEED POLICY (Americans With Disabilities Act)
Students who believe that they may need special accommodations in this class are encouraged to contact the Americans with Disabilities Act (ADA) Coordinator at 662-254-3446. They should also inform the instructor at the beginning of the course.

COURSE ACTIVITIES

Week	Contents	Reading Assignments:
Week One	**Review of Course outlines** **Challenge Examination**	

Week Two	**Research in the Human Services**
	  A. Goals
	  B. Applications
	  C. Steps in Research Process
	  D. Special Issues: Minority and disadvantaged groups
	
	Quiz 1: **Course Outlines & Research in the Human Services**
		SW531 course outlines
		
		Chapter 1 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.
		
		Chapter 1 of the text by Pyrczak
		
		Hawkins, J. (2006). Science, Social Work, Prevention: Finding the Intersections. Social Work Research, 30(3), 137-152. Retrieved December 11, 2007, from Academic Search Premier database.
		
		Mullen, E., Bellamy, J., Bledsoe, S., & Francois, J. (2007). Teaching Evidence-Based Practice. Research on Social Work Practice, 17(5), 574-582.
		
		Shaw, I. (2007). Is Social Work Research Distinctive? Social Work Education, 26(7), 659-669.
		
		Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social Work Practitioners and Practice Evaluation: How Are We Doing?. *Journal Of Human Behavior In The Social Environment*, *20*(8), 963-973. doi:10.1080/15433714.2010.498669
		
		Yankeelov, P. A., Sar, B. K., & Antle, B. F. (2010). From 'Producing' to 'Consuming' Research: Incorporating Evidence-Based Practice Into Advanced Research Courses in a Master of Social Work Program.

		Journal Of Teaching In Social Work, *30*(4), 367-384. doi:10.1080/08841233.2010.515908
Week Three	**Issues in Problem Formulation** A. Selecting a Research Problem B. Shaping and Refining the Problem: Literature Review **Quiz 2: Issues in Problem Formulation**	Chapter 4 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Chapters 4 and 5 of the text by Pyrczak
Week Four	**The Process of Measurement** A. Ways of Measuring B. Levels of Measurement C. Evaluating Measures D. Errors in Measures E. Choosing a Measurement Device **Quiz 3: The Process of Measurement**	Chapter 5 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Chapter 8 of the text by Pyrczak Baker, L. R., & Ritchey, F. J. (2009). Assessing Practitioner's Knowledge of Evaluation: Initial Psychometrics of the Practice Evaluation Knowledge Scale. *Journal Of Evidence-Based Social Work*, *6*(4), 376-389. doi:10.1080/15433710902911097 http://vinst.umdnj.edu/VAID/browse.asp#B
Week Five	**The Logic of Social Research** A. Sources of Knowledge B. Theories in Research and Practice C. Concepts and Hypotheses D. Perspectives on Science: Deductive vs. Inductive, paradigms E. Types of Explanations: Causal Explanations, Structural explanation and Interpretive Explanation **Quiz 4: The Logic of Social Research**	Chapter 2 of the Text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.
Week Six	**Sampling** A. Purpose B. Terminology C. Probability Samples D. Non-Probability Samples E. Minority Issues **Quiz 5: Sampling**	Chapter 6 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Chapter 6 of the text by Pyrczak Pettus-Davis, C., Grady, M., Cuddeback, G., & Scheyett, A. (2011). A Practitioner's Guide to Sampling in the Age of Evidence-Based Practice: Translation of Research into Practice. *Clinical Social Work Journal*, *39*(4), 379-389. doi:10.1007/s10615-011-0345-2

Week Seven	**Survey Research**
	    A. Designing Questions
	    B. Questionnaire
	    C. Interviews
	    D. Technology and Trends
	
	Quiz 6: Survey Research
		Chapter 7 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.
		
		Perry, J., & Felce, D. (2005). Correlation between subjective and objective measures of outcome in staffed community housing. Journal of Intellectual Disability Research, 49(4), 278-287. Retrieved December 11, 2007, from Academic Search Premier database.

Week Eight	**Mid-Term Examination on all previous Chapters**	

Week Nine	**Field Research and Qualitative Methods**
	    A. Characteristics
	    B. Steps
	    C. Recording
	    D. Other Qualitative Methods
	    E. Issues in Field Research
	    F. Assessment of Field Techniques
	    G. Observation in Human Service Practice
	
	Quiz 7: Field Research and Qualitative Methods
		Chapter 9 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.
		Appendices A and B of the text by Pyrczak

Week Ten	**Experimental Research and Other Designs**
	    A. The Logic of Experiment: Internal Validity
	    B. Experimental Designs
	    C. External Validity
	    D. Assessment of Experiments
	
	Quiz 8: Experimental Research and Other Designs
		Chapter 10 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.
		Chapter 9 of the text by Pyrczak

Week Eleven	**Single-System Designs**
	    A. Clinical Research Models and Process
	    B. Types of Single-System Designs
	    C. Generalizability
	    D. Assessment of Single-System Designs
	
	Quiz 9: Single-System Designs
		Chapter 11 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.
		
		Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social Work Practitioners and Practice Evaluation: How Are We Doing?. *Journal Of Human Behavior In The Social Environment*, *20*(8), 963-973.

Week Twelve	**Data Analysis: Data Preparation and Presentation** **Quiz 10:** Data Preparation & Presentation	Chapter 14 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Chapters 10 and 11 of the text by Pyrczak
Week Thirteen	**Data Analysis: Descriptive and Inferential Statistics** **Quiz 11:** Descriptive & Inferential Statistics	Chapter 15 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Sales, E., Lichtenwalter, S., & Fevola, A. (2006). Secondary Analysis In Social Work Research Education: Past, Present, And Future Promise. Journal of Social Work Education, 42(3), 543-558. Retrieved December 11, 2007, from Academic Search Premier database. Williams, J., Van Dorn, R., Ayers, C., Bright, C., Abbott, R., & Hawkins, J. (2007). Understanding Race and Gender Differences in Delinquent Acts and Alcohol and Marijuana Use: A Developmental Analysis of Initiation. Social Work Research, 31(2), 71-81. Retrieved December 11, 2007, from Academic Search Premier database.

Week Fourteen	**Ethics and Politics of Social Work Research**
	
	Writing for Research
	    A. Proposals
	    B. Reports
	
	Quiz 12: **Ethics and Politics of Social Work Research and Writing for Research**
		Chapter 3 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.
		
		Chapter 17 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.
		Chapters 2-8 of the text by Pyrczak
		
		Holosko, M. J., Thyer, B. A., & Danner, J. (2009). Ethical Guidelines for Designing and Conducting Evaluations of Social Work Practice. *Journal Of Evidence-Based Social Work*, 6(4), 348-360. doi:10.1080/15433710903126778
		
		Rubin, A., & Parrish, D. (2007, May).

		Problematic Phrases in the Conclusions of Published Outcome Studies: Implications for Evidence-Based Practice. Research on Social Work Practice, 17(3), 334-347.
Week Fifteen	**Reviews**	
Week Sixteen	**Final Examination** (Covering everything studied for the course)	

Recommended Additional Readings

Baker, L. R., & Ritchey, F. J. (2009). Assessing Practitioner's Knowledge of Evaluation: Initial Psychometrics of the Practice Evaluation Knowledge Scale. *Journal Of Evidence-Based Social Work*, *6*(4), 376-389. doi:10.1080/15433710902911097

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Gibbs, A., & Stirling, B. (2010). Reflections on Designing and Teaching a Social Work Research Course for Distance and On-Campus Students. *Social Work Education*, *29*(4), 441-449. doi:10.1080/02615470902995552

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Holosko, M. J., Thyer, B. A., & Danner, J. (2009). Ethical Guidelines for Designing and Conducting Evaluations of Social Work Practice. *Journal Of Evidence-Based Social Work*, *6*(4), 348-360. doi:10.1080/15433710903126778

Holzemer, W., Uys, L., Chirwa, M., Greeff, M., Makoae, L., Kohi, T., et al. (2007). Validation of the HIV/AIDS Stigma Instrument - PLWA (HASI-P). AIDS Care, 19(8), 1002-1012. Retrieved September 18, 2007, from Academic Search Premier database.

Hugman, R., Pittaway, E., & Bartolomei, L. (2011). When 'Do No Harm' Is Not Enough: The Ethics of Research with Refugees and Other Vulnerable Groups. *British Journal Of Social Work*, *41*(7), 1271-1287.

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