

MISSISSIPPI VALLEY STATE UNIVERSITY
Department of Social Work
Spring 2018

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

Academic Term and Year: Fall 2018

Course Prefix and Number: SW 409 HE-1

Course Title: Research Methods

Days, Time and Location
Of Class Tuesdays/Thursdays: 2:25 –
3:40PM, WSA202

Professor: Dr. Vincent Venturini
Ph.D., MSW, LCSW

Office Location Department of Social Work
William Sutton Building
Second Floor, Room 210

Office Hours: M: 9:00 AM – 12:00Noon
T: 9:00 AM – 11:00AM

Office Phone Number: (662)254-3376
Cell: (601)715-6005

Main Office Number: (662) 254-3365

E-mail: [Bb-email](#)

Prerequisite: SW408

Required Technology Skills: Basic computer, internet skills and Web 2.0 technologies

I. COURSE DESCRIPTION

Catalog Course Description:

II. NATURE OF COURSE

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.

Teaching Method:

This course will involve lecture by the professor and students, student presentations, audio visual presentations, and work in computer lab.

III. BSW PROGRAM MISSION

The mission of the Department of Social Work at Mississippi Valley State University is to prepare graduates on practice with individuals in need and populations at risk in rural environments. Baccalaureate students are prepared to apply the knowledge and skills of *generalist social work practice* with individuals, families, groups, organizations and communities. Baccalaureate social work education at Mississippi Valley State University is anchored in the “person-in-the-environment” perspective.

IV. 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.

V. 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. Rural Competency: 2.1.11 – The students will use interventions that recognize the needs and strengths present in rural communities.
12. Rural Competency: 2.1.12 – The students will 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.

VI. EXPECTED PRACTICE BEHAVIORS

This course provides content that helps prepare students to engage in the following competencies and related practice behaviors of social work practitioners. The following grid describes the Social Work Program's curriculum approach to the ten (10) core competencies established by the Council on Social Work Education (CSWE). Each competency is accompanied by a corresponding practice behavior that has been identified as a demonstrative learning benchmark for the beginning-level generalist social worker. The first column of the grid, "Course Competencies" contains the competency (EP 2.1.1- EP 2.1.10) and the identified "Practice Behaviors" for each competency in the second column. The third column, "Linkages of Program Goals", shows what program goal is linked to the EPAS competency. The final column,

"Assessment of Practice Behaviors," provides a description of the primary methods used in this class to assess student mastery of the course competencies.

Course Competencies (CC)	Practice Behaviors	Linkages of Program Goals	Assessment of Practice Behaviors
1. EPAS 2.1.1 Identify as a professional social worker and conduct oneself accordingly.			
2. EPAS 2.1.2 Apply social work ethical principles to guide professional practice.	<p>Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.</p>	This competency relates to Program goals 2 and 3.	<p>1. Readings:</p> <p>a. Krysik & Finn, Chapter 1 and 2</p> <p>2. Exercises:</p> <p>a. Discuss the role of research in working with the Sanchez family (case study).</p> <p>b. Discussion of ethical issues in example research projects as presented in the chapter.</p> <p>c. Video: The Deadly Deception – Examples of ethical violations in the Tuskegee Syphilis</p>

			<p>Study.</p> <p>3. Assignments:</p> <p>a. Examination of potential ethical issues in research.</p> <p>b. Evaluating one's one practice: Single subject design or program evaluation.</p> <p>RESEARCH INSTALLMENTS</p>
<p>EPAS 2.1.3</p> <p>Apply critical thinking to inform and communicate professional judgments.</p>	<p>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>Analyze models of assessment, prevention, intervention, and evaluation.</p>	<p>This competency relates to Program goals 1 and 2</p>	<p>1. Readings:</p> <p>a. Krysik & Finn, Chapters 1 and 2</p> <p>2. Exercises:</p> <p>a. Explore systematic reviews prepared by the Campbell Collaboration http://www.campbellcollaboration.org/ as examples of evidence based practice.</p> <p>b. Curriculum in Ethnogeriatrics http://www.stanf</p>

			<p>ord.edu/group/ethnoger/ - Explore differences in health beliefs and how they might be reflected in designing research studies.</p> <p>3. <u>Assignments:</u></p> <ol style="list-style-type: none"> a. Identifying evidence-based practice interventions. b. Peer-reviewed journal article critique. <p>Evaluating one's one practice: Single subject design or program evaluation.</p> <p>RESEARCH INSTALLMENTS</p>
<p>EPAS 2.1.4</p> <p>Engage diversity and difference in practice.</p>	<p>Use practice experience to inform scientific inquiry.</p> <p>Use research evidence to inform practice.</p>	<p>This competency relates to Program Goal 1</p>	<ol style="list-style-type: none"> 1. Readings: <ol style="list-style-type: none"> a. Krysik and Finn, Chapter 4-6 2. Exercises: <ol style="list-style-type: none"> a. Qualitative and quantitative research

			<p>questions related to the same social problem or practice issue.</p> <p>b. Coding and memoing qualitative data.</p> <p>c. Carla Washburn (case study) understanding reactions to the death of an adult child from diverse qualitative traditions.</p> <p>d. Alcohol Impact Zone (case study) – Develop explanatory, descriptive, and explanatory research questions and identify appropriate group research designs.</p> <p>e. National Association of Social Workers Center for Workforce Studies Survey Instrument http://workforce.socialw</p>
--	--	--	--

			<p>orkers.org/studies/survey_instr.pdf - Develop research designs to compare social work groups across various areas of interest.</p> <p>3. Assignments:</p> <p>d. Peer-reviewed journal article critique.</p> <p>a. Evaluating one's one practice: Single subject design or program evaluation.</p> <p>RESEARCH INSTALLMENTS</p>
2.1.5			
Advance human rights and social and economic justice.			
EPAS 2.1.6	<p>Use practice experience to inform scientific inquiry.</p> <p>Use research evidence to inform practice.</p> <p>Develop a mutually agreed-on</p>	This competency relates to Program Goal 1.	<p>1. Readings:</p> <p>a. Krysik and Finn, Chapter 3-6</p> <p>2. Exercises:</p> <p>a. Consider the Riverton case. How might you go</p>
Engage in research-informed practice and practice-informed research.			

	<p>focus of work and desired outcomes.</p> <p>Collect, organize, and interpret client data.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p> <p>Critically analyze, monitor, and evaluate interventions</p>		<p>about developing the research problem in working with this community?</p> <p>b. Curriculum in Ethnogeriatrics http://www.stanford.edu/group/ethnoger/ - Explore differences in health beliefs and how they might be reflected in designing research studies.</p> <p>c. Operationalize key social work concepts.</p> <p>d. Present single subject research data using a spreadsheet program.</p> <p>e. Code and memo qualitative data.</p> <p>f. Carla Washburn case understanding reactions to the death of an adult child from diverse</p>
--	--	--	---

			<p>qualitative traditions.</p> <p>g. Riverton case – Develop explanatory, descriptive, and explanatory research questions and identify appropriate group research designs.</p> <p>h. National Association of Social Workers Center for Workforce Studies Survey Instrument http://workforce.socialworkers.org/studies/survey_instrument.pdf - Develop research designs to compare social work groups across various areas of interest.</p> <p>3. <u>Assignments:</u></p> <p>a. Identifying evidence-based practice interventions.</p> <p>b. Peer-reviewed journal article</p>
--	--	--	--

			critique. Evaluating one's one practice: Single subject design or program evaluation. RESEARCH INSTALLMENTS
EPAS 2.1.6 1. Engage in research-informed practice and practice-informed research.	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	This competency relates to Program Goal 1	1. Readings: a. Krysik and Finn, Chapter 3, 7-11. 2. Exercises: a. Utilizing various random sampling methods. a. Oversampling of African Americans in the General Social Survey.SPSS or Excel tutorial: Developing a database. a. Operationalizing key social work concepts. b. Measuring grief

			<p>and loss using the Carla Washburn case study.</p> <p>c. Strengths and limitations of the NASW Workforce</p> <p>d. Calculating measures of central tendency and dispersion.</p> <p>e. Data displays: Professional Development. NASW Membership Workforce Study questionnaire.</p> <p>f. Identifying appropriate statistical tests for example research questions.</p> <p>g. Poker chips visual demonstration of statistical significance and p-values.</p> <p>3. Assignments:</p> <p>e. Peer-reviewed</p>
--	--	--	---

			<p>journal article critique.</p> <p>a. Evaluating one’s one practice: Single subject design or program evaluation.</p> <p>RESEARCH INSTALLMENTS</p>
<p>EPAS 2.1.7</p> <p>1. Apply knowledge of human behavior and the social environment.</p>		<p>This competency relates to Program Goal 1.</p>	<p>1. Readings:</p> <p>a. Krysik and Finn, Chapter 3, 4 and 12</p> <p>2. Exercises:</p> <p>a. Consider the Riverton case study; how might you go about developing the research problem in working with this community?</p> <p>a. Operation alizing variables.</p> <p>b. Presenting single subject research data using a spreadsheet program.</p> <p>a. Measuring objectives in the Riverton case.</p>

			<p>c. Social work education needs assessment.</p> <p>3. <u>Assignment</u>: Evaluating one's one practice: Single subject design or program evaluation.</p>
<p>2.1.8</p> <p>Engage in policy practice to advance social and economic well-being and to deliver effective social work practice</p>		<p>This competency relates to program goals 1 and 2</p>	<p>Activities:</p> <ol style="list-style-type: none"> 1. Assigned readings related to policy issues 2. Developing surveys on political issues
<p>EPAS 2.1. 10a-d</p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p>Develop a mutually agreed-on focus of work and desired outcomes.</p> <p>Collect, organize, and interpret client data.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p> <p>Critically analyze, monitor, and evaluate interventions</p>	<p>This competency relates to Program Goal 1</p>	<ol style="list-style-type: none"> 1. Readings: Krysik and Finn, Chapter 12 2. Exercises: <ol style="list-style-type: none"> a. Measuring objectives in the Riverton case. b. Social work education needs assessment. 3. <u>Assignments</u>: <ol style="list-style-type: none"> a. Evaluating one's one practice: Single subject design or program evaluation. b. Peer-reviewed

			journal article critique.
			RESEARCH INSTALLMENTS
Rural competencies			Assigned Readings and exercises related to research activities in rural communities and with rural populations.
<ol style="list-style-type: none"> 1. Rural Competency: 2.1.11 – The students will use interventions that recognize the needs and strengths present in rural communities. 2. Rural Competency: 2.1.12 – The students will 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. 			Exercises will include administering surveys in rural communities

Required Textbooks:

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

Supplemental Texts:

None, although additional readings from texts placed on reserve may be required during semester

Class Attendance Policy:

As this course builds weekly on the content of the previous week, attendance, promptness, and participation are required. This includes being prepared to discuss key concepts from readings during each class session. If you cannot attend a session, please leave me a voicemail message or send me an email. It is then your responsibility to seek the information you missed, including handouts. Pagers and cell phones are disruptive to class discussions - please do not use these during class, and arrange coverage for your work responsibilities so that you will not need to be interrupted during class. Beyond the first absence, each unexcused absence will result in a loss of **2 points** from the final grade. **IF YOU ARE OVER FIVE MINUTES LATE FOR CLASS, YOU MAY NOT ATTEND AND YOU WILL BE COUNTED ABSENT.**

Professional writing: Please use style from the American Psychological Association Publication Manual, 6th Edition (APA Manual).

Cheating and Plagiarism Policy:

Academic honesty during testing periods and in the composition of assigned papers is expected. It is expected that your writing will be your independent and autonomous work. Please follow the APA Manual guidelines in quoting and citing the words and work of others. If problems do come up for you regarding any aspect of the course, please talk with the instructor so that the problem(s) may be remedied. The University's policy on academic integrity will be strictly enforced.

Make-up Examination Policy:

It is the responsibility of the student to request to make up 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 upon 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 class and thoughtful responses to problems online. This is a hybrid course which means that many assignments will be given via blackboard. Students will be expected to turn in written assignments online as well as in-class. Meetings held in classroom are intended to involve discussion as well as lectures. Students will also be expected to be creative and develop research questions in concert with fellow students.

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:

Three exams and Final	400 points
Research Proposal	100 points (Due date discussed in class)
<u>Assignments</u>	<u>200 points</u>
Total Points	700

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	Points
A	630-700
B	560-629
C	490-559
D	420-489
F	Below 420

American Disability Act (Special needs policy)

Accommodation is not a courtesy...it's the law.

Section 504 of the Rehabilitation Act of 1973

In 1973, Congress passed Section 504 of the Rehabilitation Act of 1973 (Section 504), a law that prohibits discrimination on the basis of physical or mental disability (29 U.S.C. Section 794). It states:

No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance . . . The Office for Civil Rights in the U.S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department. The Section 504 regulation applies to all recipients of this funding, including colleges, universities, and postsecondary vocational education and adult education programs. **Failure by these higher education schools to provide auxiliary aids to students with disabilities that results in a denial of a program benefit is discriminatory and prohibited by Section 504.**

Title II of the Americans with Disabilities Act of 1990 (ADA) prohibits state and local governments from discriminating on the basis of disability. The Department enforces Title II in public colleges, universities, and graduate and professional schools. The requirements regarding the provision of auxiliary aids and services in higher education institutions described in the Section 504 regulation are generally included in the general nondiscrimination provisions of the Title II regulation.

TYPES OF DISABILITIES COVERED UNDER THE LAW

Acquired Brain Injury

Attention Deficit Hyperactivity Disorder

Blind and Low Vision

Deaf and/or Hard of Hearing

Learning Disabilities

Medical Disabilities

Mental Health Disabilities

Mobility Impairments

Rita X. Myers, Dean

University College

Services for Students with Disabilities (SSD)

H.G. Carpenter Building

(662) 254-8376

Distance Education Policy:

In compliance with IHL policy and SACSCOC guidelines, MVSU Department of Social Work requires a minimum of 2250 minutes per three semester hour course, regardless of course delivery method, and may include final examination time. The number of weeks must meet federal financial aid requirements.

Syllabi for courses taught on-line or hybrid (partially on-line) must include outlines, calendars, and/or schedules of activities that demonstrate compliance with the 2250 minute requirement.

Department of Social Work Hour Conversion Standards:

Activity	Undergraduate	Graduate
Reading	15 pages per hour	20 pages per hour
Research paper writing	3 hours per page	3 hours per page
Essay writing	1.5 hours per page	1.5 hours per page
Quiz/exam	1 minute per multiple choice	1 minute per multiple choice
	2 minutes per short answer	2 minutes per short answer
Exam study time	4 hours	4 hours
Threaded discussion	120 minutes per thread	120 minutes per thread
Group work	Number of minutes of interaction among group members	Number of minutes of interaction among group members

These conversion standards are adopted and set by the Department of Social Work and approved by the Chair. Use of any other standards must be presented to the department and approved by the Chair.

SAMPLE CALENDAR

The course outline is considered a guide. Changes and updates may become necessary and will be announced in class. It is the student's responsibility to keep up with these changes.

THE SAMPLE CALENDAR IS SUBJECT TO CHANGES (ADDITIONS AND/OR DELETIONS AS MERITED BY NEW EVENTS/RESOURCES. PLEASE ATTEND CLASS AND LOG IN DAILY TO KEEP ABREAST OF ANY SUCH CHANGES. AN UP TO DATE CALENDAR WILL BE AVAILABLE ON BLACKBOARD.

STUDENTS ARE EXPECTED TO ATTEND CLASS, BE ON TIME AND REMAIN FOR THE DURATION. DO NOT BRING CHILDREN OR OTHER

VISITORS TO CLASS. YOU WILL BE PENALIZED FOR FREQUENT ABSENCES AS WELL AS FREQUENT TARDINESS AND LEAVING EARLY.

Date **Topic****Readings & Assignments**

Week 1 Introduction (August 21 and 23, 2018)

Group Introductions

Course Review

Students Must Enroll on Blackboard

The Context of Social Work Research: The role of research, sources of knowledge, use of research, and evidence-based practice.

150 minutes

1. Readings: Krysik & Finn, Chapter 1
2. Exercises:
 - a. Discuss the role of research in working with the Sanchez family (case study).
 - b. Explore systematic reviews prepared by the Campbell Collaboration
<http://www.campbellcollaboration.org/> as examples of evidence based practice.

Week 2 August 28 2018

Thursday August 30 – Bb Assignment

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.

Assigned Bb essay on ethical issues in social work research (2 pages 3 hours)

**Total Class time 3 hours or 240 minutes online and
75 minutes in class**

2. Readings: Krysik & Finn, Chapter 2
3. Exercises:
 - a. Discussion of ethical issues in example research projects as presented in the chapter.
 - b. The class will discuss ethical issues related to the Tuskegee Study and the Tearoom Trade
 - c. There will be a discussion board open for students to share ideas re: ethical problems in research

Week 3 September 4, 2018 In-Class

The Research Process: Parallel between research and practice, critical evaluation, operationalizing concepts, and cultural sensitivity. Research Proposals will be introduced and discussed

September 6 Bb

Online threaded discussion on research questions vs non-research questions and distinguishing between the two. 120 minutes

Total Time 195 Minutes

1. Readings: Krysik and Finn, Chapter 3
2. Exercises:
 - c. Consider the Riverton case study. How might you go about developing the research problem in working with this community?
 - d. Students will turn in essay via **Blackboard** on developing the research problem as well as research question in working with Riverton. The essay **MUST** be a minimum of three pages and provide background information as well as identify independent and dependent variables

Week 4 Sept 11

1st Unit Examination In-class

September 13 In-class (review of test)

150 minutes

Discussion of progress on research assignments
Assigned Readings from books on reserve in library

Week 5 **September 18, 2018 In-Class**

September 20 Bb

One page summary of proposed research question and background information

90 minutes

165 minutes

Week 6 **SAMPLING**

September 25 and September 27

Sampling: Differences between a sample, and a population; probability sampling, nonprobability sampling, minimizing sampling error.

160 minutes

1. Readings: Assigned Readings
2. Exercises:
 - a. Riverton (case study) – Develop explanatory, descriptive, and explanatory research questions and identify appropriate group research designs.
 - b. 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.

1. Assigned Readings : Chapter 8 of Krysik
2. Exercises on Sampling methods

Week 7 **October 2 In-Class**

Mid-term examination

October 4 – Bb

Discussion board

Blackboard assignment 120 minutes

Total minutes for week: 195

1. Readings: Krysik and Finn, Chapter 8
2. The **Blackboard** Discussion Board will be open for students to share ideas and for the instructor to give feedback.

Week 8 **October 9 and 11th Bb**

Measurement: Levels of measurement, designing new measures.

Validity and Reliability

Chapter 9 readings 30 pages

120 minutes

One page essay on Concurrent vs. Discriminate validity 90 minutes

Total minutes: 210

1. Readings: Krysik and Finn, Chapter 9
2. Exercises:
 - a. Operationalizing key social work concepts.
 - b. Measuring grief and loss using the Carla Washburn case study.
 - c. How to choose appropriate measurements

Week 9 **October 16**

Inclass – Developing Questions

October 18 Bb

**Development of questions by
students via discussion board**

120 minutes

Total number of minutes

195 minutes

Week **October 23, 2018 In-class**

10

Data Collection and Data Entry

October 25 Bb

Readings from Krysik Chapter 10 38 pages

140 minutes

Total minutes for week: 215 minutes

1. Readings: Krysik and Finn Chapter 10
2. Exercises:
 - a. Students will be provided research problems online and be asked to choose an appropriate data collection method.
 - b. Students must cite at least three articles from the literature that support their choices of data collection
 - c. Students will submit a minimum four page paper providing the 1) research problem; 2) the Population/Sample to be studies and 3) the method of data collection chosen.
 - d. Students must be able to discuss data entry methods on **Blackboard** Discussion Board

Week **March 28, 2018**

11

Developing the Research proposal

160 minutes

1. Readings: Assigned
2. Exercises:
 - a. Providing Research Question/Hypotheses
 - b. Reviewing Literature
 - c. Selecting Methods of Study
 - d. Selecting Population and Sample

Week **October 30 2018 In-Class**
12

3rd Unit Examination

November 1 (in-class) – Review of Exam
Joint class work on research proposals

160 Minutes

Week **November 6, 2018 (in-class)**
13 **Descriptions of Quantitative Data**

November 8 – Bb

Chapter 11 of Krysik
33 pages 120 minutes
Total minutes: 195

1. Readings: Chapter 11 Krysik and Finn
2. Exercises:
 - a. Students will be given data sets and will provide written descriptions
 - b. Students will made discuss limits of quantitative descriptions

Week **November 13th (inclass)**
14 **Bi-variate Statistics and Analysis**
Lecture

November 15th Bb

Choosing the right statistical tools
Assigned online readings 100
minutes

175 minutes total.

Fall Break/Thanksgiving Holidays
November 19-23

1. **Readings: Chapter 13, Krysiak and Finn**
2. **Exercises:**
 - a. **Submit draft of research proposal**
 - b. **Discuss via Blackboard discussion board presentation and defense of individual proposals**
 - c. **Provide feedback to at least two other students via Blackboard Discussion Board re: their proposals**

Week **November 27 and 29th**

15

Presentations of research proposal in class

160 minutes

The presentations will consume the entire class period

Students are expected to provide feedback and suggestions to each presenter

**Final
papers
due
exam
day**

Turn in Proposals; Complete Presentations; Review for Final Examination; Evaluation of course

TOTAL CLASS MINUTES = 2400

Assignment #1: Problem Description (3 page minimum)

1. Describe a research problem in your area of interest. Describe the problem, citing literature that discusses the problem or describes research in this area.
2. Cite 3 references to articles that describe the theory of this problem (e.g., what theories have been cited to explain the cause or continuation of this problem) and/or the practice issues related to this problem area (e.g., the impact of this problem on personal or organizational functioning).
3. Briefly describe the ethical issues to be considered in doing research in this area (after reviewing the course readings for this section).

Assignment #2: Develop a set of questions for your research project

1. Questions must reflect constructs being studied
2. Questions must avoid the following:
 - a. Appearing to be double barreled
 - b. Appearing to be leading
 - c. Appearing to be too wordy or professional sounding
3. A method of measuring responses must accompany questions

Assignment #3: Show how you will use statistical analysis with these questions and demonstrate how you will control for Type I and Type II error.

Rubric for Research Proposal , Dr. Venturini

	180-162	161-144	143-126	125-108	107- below	Score
Criterion						
Development (20 points)	Builds very effectively on previous assignments completed during the modules of the course.	Builds adequately on assignments completed during the modules of the course.	Does not build adequately on assignments completed during the modules of the course.	Does not build on assignments completed in the course; product digresses or is generally confusing	Failed	
Application of concepts/Strength of analysis (35 points)	Applies course concepts extremely effectively, creating a full and informed research proposal; analysis of the problem is sophisticated, accurate, and thorough; discussion is exceptionally skilled.	Applies course concepts throughout, creating an effective research proposal; analysis of the problem is insightful and essentially accurate; discussion is skilled	Misapplies course concepts or applies them infrequently; analysis is basic or general; discussion is haphazard or cursory	Fails to apply course concepts; proposal is very poorly executed or completely inadequate; analysis is missing.	Failed	
Format and Content (50 points)	Develops proposal as assigned and includes all items in a highly effective manner; develops all items thoroughly (Followed outline as provided by the instructor for research	Develops proposal as assigned and includes all items (though some may be developed less effectively than others). 6 scholarly references. Accurately, characterized the	Does not fully develop proposal as assigned; several items are missing or sections include inappropriate information. 4 scholarly references. Partially characterized the	Proposal is undeveloped or is missing many format items; proposal does not relate to the assignment. 2 scholarly references. Began to characterize the field of knowledge under study with relevancy to topic area	Failed	

	proposal, including reference page [8 scholarly references], survey instrument, the model and the consent form and assent form if applicable.) Accurately, and with detail, characterized the field of knowledge under study with relevancy to topic area (literature review).	field of knowledge under study with relevancy to topic area (literature review).	field of knowledge under study with relevancy to topic area (literature review).	(literature review).		
Organization (35 points)	Arranges ideas clearly and logically to support the purpose or argument; ideas flow smoothly and are effectively linked; reader can follow the line of reasoning	Arranges ideas adequately to support the purpose or argument; links between ideas are generally clear; reader can follow the line of reasoning for the most part	Arranges ideas adequately, in general, although ideas sometimes fail to make sense together; reader remains fairly clear about what writer intends	Arranges ideas illogically; ideas frequently fail to make sense together; reader cannot identify a line of reasoning and becomes frustrated or loses interest	Failed	
APA format (25 points)	Documents sources using APA format accurately and consistently(6 th edition)	Documents sources using APA format with minor violations (6th edition)	Reflects incomplete knowledge of APA format (6th edition)	Does not use APA format	Failed	
Writing mechanics (15 points)	Writing demonstrates a sophisticated clarity, conciseness, and	Writing is accomplished in terms of clarity and conciseness and contains	Writing lacks clarity or conciseness and contains numerous errors	Writing is unfocused, rambling, or contains serious errors	Failed	

	correctness	only a few errors				
					Total:	

Maximum points you can receive for the assignment is 100. Best of luck, Dr. Venturini

Bibliography and Suggested Readings

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