Academic Term and Year: Fall 2018
Course Prefix and Number: SW 531
Course Title: Methods of Social Work Research
Days, Time and Location of class: Monday, 6:00 p.m. - 8:40 p.m.; William Sutton Administration Building, Room #202
Professor: Candace Carter, Ph.D.
Office Location: Social Work Suite # 213, William Sutton Administration Building
Office Hours: M: 3:00 p.m. to 5:30 p.m.
T: 3:00 p.m. to 5:30
W: 10:00 a.m. to 1:00 p.m.
R: 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: candace.carter@mvsu.edu
Prerequisite: Admission to the MSW Program
Duration of the Course: August 20, 2018 – December 3, 2018
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.

Council on Social Work Education 2015 Educational Competencies
Upon completion of the foundation year, the student will be able to:

Competency 1: Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
• Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
• Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
• Use technology ethically and appropriately to facilitate practice outcomes.
• Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
• Present themselves as learners and engage clients and constituencies as experts of their own experiences.
• Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.
• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
• Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and
multiple ways of knowing. They also understand the processes for translating research findings into
effective practice.

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research
  methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service
delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services,
are mediated by policy and its implementation at the federal, state, and local levels. Social workers
understand the history and current structures of social policies and services, the role of policy in service
delivery, and the role of practice in policy development. Social workers understand their role in policy
development and implementation within their practice settings at the micro, mezzo, and macro levels
and they actively engage in policy practice to effect change within those settings. Social workers
recognize and understand the historical, social, cultural, economic, organizational, environmental, and
global influences that affect social policy. They are also knowledgeable about policy formulation,
analysis, implementation, and evaluation.

- Identify social policy at the local, state, and federal level that impacts well-being, service
delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to
  social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance
  human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive
process of social work practice with, and on behalf of, diverse individuals, families, groups,
organizations, and communities. Social workers value the importance of human relationships. Social
workers understand theories of human behavior and the social environment, and critically evaluate and
apply this knowledge to facilitate engagement with clients and constituencies, including individuals,
families, groups, organizations, and communities. Social workers understand strategies to engage
diverse clients and constituencies to advance practice effectiveness. Social workers understand how their
personal experiences and affective reactions may impact their ability to effectively engage with diverse
clients and constituencies. Social workers value principles of relationship-building and inter-
professional collaboration to facilitate engagement with clients, constituencies, and other professionals
as appropriate.

- Apply knowledge of human behavior and the social environment, person-in-environment,
  and other multidisciplinary theoretical frameworks to engage with clients and
  constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and
  constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive
process of social work practice with, and on behalf of, diverse individuals, families, groups,
organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**Foundation Rural Competency 10: Utilize appropriate practice intervention within a rural setting.**

**CORE COMPETENCIES AND PRACTICE BEHAVIORS TARGETED IN THIS COURSE**

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

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Competency 1: Demonstrate ethical and professional behavior</td>
<td>1(a) Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;</td>
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<td>1(b) Students use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</td>
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<tr>
<td>Competency 2: Engage diversity and difference in practice.</td>
<td>2(a) Students apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</td>
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<tr>
<td>Competency 3: Advance human rights and social and economic, and environmental justice</td>
<td>3(a) Students apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</td>
</tr>
<tr>
<td>Competency 4: Engage in practice-informed research and research informed practice.</td>
<td>4(a) Students use practice experience and theory to inform scientific inquiry and research</td>
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<td>4(c) Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
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<td>Competency 5: Engage in policy practice</td>
<td>5(a) Students identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</td>
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<td>Competency 6: Engage with individuals,</td>
<td>6(a) Students apply knowledge of human behavior and the social environment, person-in-</td>
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<tr>
<th>Competency 6: Intervene with individuals, families, groups, organizations, and communities</th>
<th>6(b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</th>
<th>Research Paper &amp; Class Discussions</th>
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<tr>
<td>Competency 7: Assess individuals, families, groups, organizations, and communities</td>
<td>7 (a) Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</td>
<td>Research Paper</td>
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<td>7(b) Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies;</td>
<td>Research paper</td>
</tr>
<tr>
<td>Competency 8: Intervene with individuals, families, groups, organizations, and communities</td>
<td>8(a) critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</td>
<td>Research Paper &amp; Class Discussions</td>
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<td>8(b) apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</td>
<td>Research Paper &amp; Class Discussions</td>
</tr>
<tr>
<td>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</td>
<td>9(a) Apply knowledge of human behavior to the Person In Environment</td>
<td>Research Paper &amp; Class Discussions</td>
</tr>
<tr>
<td>Foundation Rural Competency 10: Utilize appropriate practice intervention within a rural setting.</td>
<td>10a. Students recognize the impact of the rural environment on service delivery in rural communities</td>
<td>Research Paper &amp; Class Discussions</td>
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<td>10b. Students utilize knowledge of rural communities to develop appropriate interventions and services for clients in rural communities</td>
<td>Research Paper &amp; Class Discussions</td>
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**COURSE REQUIREMENTS**

**Required Textbooks:**


Supplementary Materials:


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 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 assigned 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](http://www.apastyle.org/manual/index.aspx) or [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/). References in all assignments should be formatted in APA style.

**Submission of Assignments**
Students are expected to submit all assignments by their respective due dates. **No assignments will be accepted after the due date unless prior approval has been obtained from the instructor.** 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 two assignments explained/outlined below:

1. **Research Paper (Based on Literature Reviews)**
   Each student must conduct a review of research literature, for scientific evidences on specific social work knowledge; and write a paper discussing selected research procedures in FIVE reviewed articles, and concluding on the basis of their methods and findings. 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 September 10, 2018)**
   1. **Background and Significance**
      1.1. **Social Condition or any other Source of Research Problem (Epidemiological statistics on the problem):** Justify the importance of the research problem in terms of the social condition or any other source of research problem that made you interested in the topic. So, discuss the situation in the community with some statistics.
      1.2. **Relevance for Social Work:** Justify the importance of the research problem for the profession of social work. So, discuss how frequently professional social workers are involved in helping people affected by the issues in the research problem.
      1.3. **Prevailing scientific knowledge:** Discuss some scientific knowledge, with appropriate citations, that professionals and scientists know about the issues in the research problem.
1.4. **Gap in scientific knowledge**: Justify the importance of the research problem in terms of the gap in current knowledge base at specific variable level

1.5. **Problems that social workers encounter due to gap in knowledge**: Discuss the difficulties that social workers encounter in providing the effective services due to the gap in knowledge.

2. **Specific Objectives**: Following the narratives and arguments in subsection 1.4 above, list specific questions you plan to answer or specific hypotheses you plan 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 October 1, 2018)

1. **Background and Significance**

1.1. **Social Condition or any other Source of Research Problem (Epidemiological statistics on the problem)**: Justify the importance of the research problem in terms of the social condition or any other source of research problem that made you interested in the topic. So, discuss the situation in the community with some statistics.

1.2. **Relevance for Social Work**: Justify the importance of the research problem for the profession of social work. So, discuss how frequently professional social workers are involved in helping people affected by the issues in the research problem.

1.3. **Prevailing scientific knowledge**: Discuss some scientific knowledge, with appropriate citations, that professionals and scientists know about the issues in the research problem.

1.4. **Gap in scientific knowledge**: Justify the importance of the research problem in terms of the gap in current knowledge base at specific variable level.

1.5. **Problems that social workers encounter due to gap in knowledge**: Discuss the difficulties that social workers encounter in providing the effective services due to the gap in knowledge.

2. **Specific Objectives**: Following the narratives and arguments in subsection 1.4 above, list specific questions you plan to answer or specific hypotheses you plan 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 question)

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. Please demonstrate your understanding of measurement process learned in chapters 5 and 13 of the textbook)

3.3. **Populations** (Discuss all different populations that were examined in your reviewed articles with citations. Use the knowledge of the difference between population and sample)

3.4. **Sampling procedures**, including variations, if exist, across studies (Discuss all different sampling procedures that were used in your reviewed articles, with citations)

3.5. **Data collection procedures**, including variations, if exist, across studies - how, who, where & when (Discuss all different data collection procedures that were used in your reviewed articles, with citations)

3.6. **Research design**, including variations, if exist, across studies (Discuss all different research designs were used in your reviewed articles, with citations)

3.7. **Data analysis procedures** only that were used to answer your research question or objective, including variations, if exist, across studies (Discuss all different statistical procedures that
were used to answer your research question from the data in your reviewed articles, with citations)

4. References

Part III (Draft is due by October 22, 2018)

1. Background and Significance
   1.1. Social Condition or any other Source of Research Problem (Epidemiological statistics on the problem): Justify the importance of the research problem in terms of the social condition or any other source of research problem that made you interested in the topic. So, discuss the situation in the community with some statistics.
   1.2. Relevance for Social Work: Justify the importance of the research problem for the profession of social work. So, discuss how frequently professional social workers are involved in helping people affected by the issues in the research problem.
   1.3. Prevailing scientific knowledge: Discuss some scientific knowledge, with appropriate citations, that professionals and scientists know about the issues in the research problem.
   1.4. Gap in scientific knowledge: Justify the importance of the research problem in terms of the gap in current knowledge base at specific variable level.
   1.5. Problems that social workers encounter due to gap in knowledge: Discuss the difficulties that social workers encounter in providing the effective services due to the gap in knowledge.

2. Specific Objectives: Following the narratives and arguments in subsection 1.4 above, list specific questions you plan to answer or specific hypotheses you plan 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 question)
   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. Please demonstrate your understanding of measurement process learned in chapters 5 and 13 of the textbook)
   3.3. Populations (Discuss all different populations that were examined in your reviewed articles with citations. Use the knowledge of the difference between population and sample)
   3.4. Sampling procedures, including variations, if exist, across studies (Discuss all different sampling procedures that were used in your reviewed articles, with citations)
   3.5. Data collection procedures, including variations, if exist, across studies (Discuss all different data collection procedures that were used in your reviewed articles, with citations)
   3.6. Research design, including variations, if exist, across studies (Discuss all different research designs were used in your reviewed articles, with citations)
   3.7. Data analysis procedures only that were used to answer your research question or objective, including variations, if exist, across studies (Discuss all different statistical procedures that were used to answer your research question or objective from 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 and macro social work practices, social welfare policy, future research and social work education.

7. **References**

**Final Research Paper (Due on November 12, 2018)**

All submissions, including drafts, must include appropriate cover page. For draft cover pages, the part # should be written clearly beneath the title. 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 December 3, 2018)**

Each student must propose an empirical research to be completed during a semester as a requirement for the course SW 650 later. It should cover:

1. **Background and Significance**
   1.1. **Social Condition or any other Source of Research Problem (Epidemiological statistics on the problem):** Justify the importance of the research problem in terms of the social condition or any other source of research problem that made you interested in the topic. So, discuss the situation in the community with some statistics.
   1.2. **Relevance for Social Work:** Justify the importance of the research problem for the profession of social work. So, discuss how frequently professional social workers are involved in helping people affected by the issues in the research problem
   1.3. **Prevailing scientific knowledge:** Discuss some scientific knowledge, with appropriate citations, that professionals and scientists know about the issues in the research problem
   1.4. **Gap in scientific knowledge:** Justify the importance of the research problem in terms of the gap in current knowledge base at specific variable level
   1.5. **Problems that social workers encounter due to gap in knowledge:** Discuss the difficulties that social workers encounter in providing the effective services due to the gap in knowledge.

2. **Specific Objectives:** Following the narratives and arguments in subsection 1.4 above, list specific questions you plan to answer or specific hypotheses you plan 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. **Research design**
   3.7. **Data analysis procedure**

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.

<p>| Rubric or Criteria for Evaluating the Research Paper |
|---|---|---|---|---|
| Criteria | Points | 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 | 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 | 4 | Discusses population in one | Discusses variations in | Discusses variations in | Discusses variations in |</p>
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<tbody>
<tr>
<td><strong>population in research</strong></td>
<td><strong>reviewed literature</strong></td>
<td><strong>populations across two reviewed literature</strong></td>
<td><strong>populations across at least four reviewed literature</strong></td>
<td><strong>populations across all reviewed literature</strong></td>
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<tr>
<td><strong>7. Demonstrate the knowledge of sampling procedures</strong></td>
<td>4</td>
<td>Discusses variations in sampling procedures of one or two of reviewed research correctly</td>
<td>Discusses variations in sampling procedures of three of reviewed research correctly</td>
<td>Discusses variations in sampling procedures of four of reviewed research correctly</td>
</tr>
<tr>
<td><strong>8. Demonstrate the knowledge of data collection procedures</strong></td>
<td>4</td>
<td>Discusses data collection procedures of one or two of reviewed research correctly</td>
<td>Discusses data collection procedures of three of reviewed research correctly</td>
<td>Discusses data collection procedures of four of reviewed research correctly</td>
</tr>
<tr>
<td><strong>9. Demonstrates the knowledge of research design and related threats to internal validity</strong></td>
<td>4</td>
<td>Discusses research designs of one or two of reviewed research correctly</td>
<td>Discusses research designs of three of reviewed research correctly</td>
<td>Discusses research designs of four of reviewed research correctly</td>
</tr>
<tr>
<td><strong>10. Demonstrate the knowledge of data analysis procedures</strong></td>
<td>4</td>
<td>Discusses data analysis procedures of one or two of reviewed research correctly</td>
<td>Discusses data analysis procedures of three of reviewed research correctly</td>
<td>Discusses data analysis procedures of four of reviewed research correctly</td>
</tr>
<tr>
<td><strong>11. Findings or results address research objectives or questions</strong></td>
<td>8</td>
<td>Discusses findings without appropriate headings or subheadings for each objective</td>
<td>Discusses findings under appropriate headings and subheadings for each objective, and the findings have been extracted from one or two reviewed articles only</td>
<td>Findings are written under appropriate headings and subheadings for each objective, and the findings have been extracted from three or four reviewed articles</td>
</tr>
<tr>
<td><strong>12. Findings include appropriate variable level statistics</strong></td>
<td>8</td>
<td>Extracted findings are mere conclusions without any statistics</td>
<td>Extracted findings include variable level statistics from one or two articles</td>
<td>Extracted findings include variable level statistics from three or four of reviewed articles</td>
</tr>
<tr>
<td><strong>13. Conclusions are related to research objectives or research questions</strong></td>
<td>4</td>
<td>Conclusions are not related to research objectives or research questions</td>
<td>Majority of conclusions are not related to research objectives or</td>
<td>One or two conclusions are not related to research objectives or</td>
</tr>
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</tr>
<tr>
<td>14. Methods and findings justify conclusions</td>
<td>4</td>
<td>Conclusions cannot be justified by methods or findings discussed</td>
<td>Some findings justify conclusions but all findings have not been considered</td>
<td>Findings justify conclusions but methods have not been considered</td>
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</tr>
<tr>
<td>15. Implications/Recommendations are based on conclusions</td>
<td>4</td>
<td>Recommendations are not based on specific conclusions</td>
<td>Minority of recommendations are based on specific conclusions</td>
<td>Majority of recommendations are based on specific conclusions</td>
</tr>
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<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>16. Recommendations are for appropriate levels of social work practice – Micro or Mezzo, Policy, Research and Education</td>
<td>4</td>
<td>Recommendations are not for SW practice</td>
<td>Recommendations are for only one level of SW practice</td>
<td>Recommendations are for two levels of SW practice</td>
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<td>--------------------------------------------</td>
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<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>17. Correct grammar</td>
<td>4</td>
<td>More than four spelling or grammatical errors</td>
<td>Three or four spelling or grammatical errors</td>
<td>One or two spelling or grammatical errors</td>
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</tr>
<tr>
<td>18. Format and physical appearances meet professional standards</td>
<td>4</td>
<td>Unfastened or no cover page</td>
<td>Inappropriately fastened together with a cover page</td>
<td>Appropriately fastened together without a cover page</td>
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<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>19. Citations (APA style) for factual claims</td>
<td>4</td>
<td>More than five in-text citations for factual claims are not in APA style</td>
<td>Three or four in-text citations for factual claims are not in APA style</td>
<td>One or two in-text citations for factual claims are not in APA style</td>
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<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>20. References (APA style) covers citations</td>
<td>4</td>
<td>More than five references at the end are not in APA style or citations are left uncovered</td>
<td>Three or four references at the end are not in APA style or citations are left uncovered</td>
<td>One or two references at the end are not in APA style or citations are left uncovered</td>
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<td>---------------------------------------------------------------</td>
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</tr>
<tr>
<td>21. Documentations of draft submissions and Appropriate responses to comments on drafts</td>
<td>4</td>
<td>No documentation of submission of drafts</td>
<td>Attempts of appropriate corrective responses to comments on drafts</td>
<td>Improved paper as a result of some attempts of appropriate corrective responses to comments on drafts</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Total</td>
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**Rubric or Criteria for Evaluating the Empirical Research Proposal**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>research questions</td>
<td>research questions</td>
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</tr>
<tr>
<td>14. Methods and findings justify conclusions</td>
<td>4</td>
<td>Conclusions cannot be justified by methods or findings discussed</td>
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<tr>
<td>15. Implications/Recommendations are based on conclusions</td>
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<td>Recommendations are not based on specific conclusions</td>
</tr>
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<td>16. Recommendations are for appropriate levels of social work practice – Micro or Mezzo, Policy, Research and Education</td>
<td>4</td>
<td>Recommendations are not for SW practice</td>
</tr>
<tr>
<td>17. Correct grammar</td>
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<td>More than four spelling or grammatical errors</td>
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<td>18. Format and physical appearances meet professional standards</td>
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<tr>
<td>20. References (APA style) covers citations</td>
<td>4</td>
<td>More than five references at the end are not in APA style or citations are left uncovered</td>
</tr>
<tr>
<td>21. Documentations of draft submissions and Appropriate responses to comments on drafts</td>
<td>4</td>
<td>No documentation of submission of drafts</td>
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<tr>
<td>Total</td>
<td>100</td>
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<tr>
<td></td>
<td>1. Student exhibits a level of little achievement</td>
<td>2. Student exhibits a moderate level of achievement</td>
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<td>-------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Selects a research problem or question relevant to social work practice</td>
<td>Research question is not related to social work</td>
</tr>
<tr>
<td>2.</td>
<td>Links the research problem with the current available knowledge and the gap in knowledge</td>
<td>Does not discuss current levels of knowledge</td>
</tr>
<tr>
<td>3.</td>
<td>Writes the research objectives or research questions clearly specifically at variable level</td>
<td>Questions or objectives are at abstract or broad goal level</td>
</tr>
<tr>
<td>4.</td>
<td>Selects variables that flow from the problem statement, research objectives or research questions</td>
<td>Variables are not relevant for the gap in knowledge</td>
</tr>
<tr>
<td>5.</td>
<td>Selects variables that flow from the problem statement, research objectives or research questions</td>
<td>Variables are not relevant for the gap in knowledge</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrates the knowledge of variable measurement procedures</td>
<td>Variables are measurable but has not discussed the measurement procedures</td>
</tr>
<tr>
<td>7.</td>
<td>Demonstrates the knowledge of population in research</td>
<td>Does not discuss the population of the research</td>
</tr>
<tr>
<td>8.</td>
<td>Demonstrates the knowledge of Sampling methods</td>
<td>Discusses the sampling procedure with incorrect terms</td>
</tr>
<tr>
<td>9.</td>
<td>Demonstrate the</td>
<td>Discusses data</td>
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<tr>
<td></td>
<td>10. Demonstrates the knowledge of research design and related threats to internal validity</td>
<td>11. Demonstrate the knowledge of data analysis procedures</td>
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<td>--------------------------------</td>
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<td>------------------------------------------------------</td>
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<tr>
<td>knowledge of data collection procedures</td>
<td>collection procedures of one or two of reviewed research correctly</td>
<td>collection procedures of three of reviewed research correctly</td>
</tr>
<tr>
<td></td>
<td>Does not discuss data analysis procedures</td>
<td>Discusses data analysis procedures with three or more errors in use of research terms</td>
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<td></td>
<td>More than four spelling or grammatical errors</td>
<td>Three or four spelling or grammatical errors</td>
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<tr>
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<tr>
<td></td>
<td>More than five factual claims lack citations</td>
<td>Three or four factual claims lack citations</td>
</tr>
<tr>
<td></td>
<td>More than five references at the end are not in APA style or five citations are not referenced</td>
<td>Three or four references at the end are not in APA style or three or four citations are not referenced</td>
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<td>Total</td>
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</tbody>
</table>

**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/Paper = 100 points
2. Final Examination/Paper = 100 points
3. Quizzes = 50 points
4. Research Paper Final Report = 100 points
5. Proposal for Empirical Research = 100 points
6. Discussion and Class Participation = 50 points
Total 500 points

**Performance Standards:**
The final letter grade for each student will be determined on the basis of **all of the above components:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tr>
<td>A</td>
<td>450+</td>
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<tr>
<td>B</td>
<td>400 - 449</td>
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<tr>
<td>C</td>
<td>350 - 399</td>
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<tr>
<td>D</td>
<td>300 - 349</td>
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<tr>
<td>F</td>
<td>&lt; 299</td>
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</table>

**SPECIAL NEED POLICY (Americans with Disabilities Act)**
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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Contents</th>
<th>Reading Assignments:</th>
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<tbody>
<tr>
<td>Week One</td>
<td>I. Review of Course outlines</td>
<td>SW531 course outlines</td>
</tr>
<tr>
<td>August 20, 2018</td>
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<tr>
<td>Week Three</td>
<td>Labor Day Holiday</td>
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<tr>
<td>September 3, 2018</td>
<td>Week Four September 10, 2018</td>
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<tr>
<td>Research Paper Part I is due</td>
<td>III. Issues in Problem Formulation</td>
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<tr>
<td></td>
<td>A. Selecting a Research Problem</td>
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<tr>
<td></td>
<td>B. Shaping and Refining the Problem: Literature Review</td>
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<tr>
<td>Week Four</td>
<td>IV. The Process of Measurement</td>
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<tr>
<td>September 17, 2018</td>
<td>A. Ways of Measuring</td>
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<td></td>
<td>B. Levels of Measurement</td>
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<tr>
<td></td>
<td>C. Evaluating Measures</td>
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<tr>
<td></td>
<td>D. Errors in Measures</td>
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<tr>
<td></td>
<td>E. Choosing a Measurement Device</td>
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<tr>
<td></td>
<td>V. Scaling</td>
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<tr>
<td></td>
<td>A. Advantages</td>
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<td></td>
<td>B. Development</td>
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<td>C. Format</td>
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<tr>
<td></td>
<td>D. Scaling in Human services</td>
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<tr>
<td>Week Five</td>
<td>VI. The Logic of Social Research</td>
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<tr>
<td>September 24, 2018</td>
<td>A. Sources of Knowledge</td>
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<td></td>
<td>B. Theories in Research and Practice</td>
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<tr>
<td></td>
<td>C. Concepts and Hypotheses</td>
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<tr>
<td></td>
<td>Chapter 2 of the Text by Monette, Duane R., Sullivan, Thomas J., &amp; DeJong, Cornell R.</td>
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http://vinst.umdnj.edu/VAID/browse.asp#B

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
<th>Reading Material</th>
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</table>
| Week Six  | **VII. Ethics and Politics of Social Work Research** | Chapter 3 of the Text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.  
| Week Seven| **VIII. Sampling**                             | Chapter 6 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.  
Chapter 7 of the text by Sarantakos  
| Week Eight| **IX. Survey Research**                        | Chapter 7 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.  
| Week Nine | **X. 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  

**Midterm Examination on Research Paper Part II is due**

**Sampling**
- A. Purpose
- B. Terminology
- C. Probability Samples
- D. Non-Probability Samples
- E. Minority Issues
| Week Ten  | XI. Experimental Research and Other Designs  
A. The Logic of Experiment: Internal Validity  
B. Experimental Designs  
C. External Validity  
D. Assessment of Experiments  
|  |  |  | Chapter 10 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.  
| October 29, 2018 |  |  | Chapter 9 of the text by Pyrczak  
|  |  |  |  
| Week Eleven  | XII. Single-System Designs  
A. Clinical Research Models and Process  
B. Types of Single-System Designs  
C. Generalizability  
D. Assessment of Single-System Designs  
|  |  |  | Chapter 11 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.  
| Quiz II |  |  |  
| Week Twelve  | XIII. Data Analysis: Data Preparation and Presentation  
|  |  |  | Chapter 14 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.  
| November 12, 2018 |  |  | Chapters 10 and 11 of the text by Pyrczak  
| Research Paper Final report is due |  |  |  
| Week Thirteen  | XIV. Data Analysis: Descriptive and Inferential Statistics  
|  |  |  | Chapter 15 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.  
|  |  |  |  

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## Recommended Additional Readings


Purdue Online Writing Lab. Retrieved from [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)


Violence Institute of New Jersey at UMDNJ. Searchable Inventory of Instruments Assessing Violent Behavior and Related Constructs in Children and Adolescents. Retrieved on April 21, 2012 from [http://vinst.umdnj.edu/VAID/browse.asp#B](http://vinst.umdnj.edu/VAID/browse.asp#B)