

**MISSISSIPPI VALLEY STATE UNIVERSITY
DEPARTMENT OF SOCIAL WORK
Fall 2018
SW 531: METHODS OF SOCIAL WORK RESEARCH**

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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 range of settings. Concurrently, special emphasis is placed 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:

Competencies		Assessment
Competency 1: Demonstrate ethical and professional behavior	<i>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;</i>	Research Paper & Class Discussions
	<i>1(b) Students use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;</i>	Class Discussions & Final Examination
Competency 2: Engage diversity and difference in practice.	<i>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.</i>	Research Paper, Class Discussions & Final Examination
Competency 3: Advance human rights and social and economic, and environmental justice	<i>3(a) Students apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</i>	Research Paper & Class Discussions
Competency 4: Engage in practice-informed research and research informed practice.	<i>4(a) Students use practice experience and theory to inform scientific inquiry and research</i>	Research Paper & Class Discussions
	<i>4(c) use and translate research evidence to inform and improve practice, policy, and service delivery</i>	Research Paper & Class Discussions
Competency 5: Engage in policy practice	<i>5(a) Students identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;</i>	Research Paper & Class Discussions
Competency 6: Engage with individuals,	<i>6(a) Students apply knowledge of human behavior and the social environment, person-in-</i>	Research Paper & Class Discussions

families, groups, organizations, and communities	<i>environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and</i>	
	<i>6(b) use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	Research Paper & Class Discussions
Competency 7: Assess individuals, families, groups, organizations, and communities	<i>7 (a)Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</i>	Research Paper
	<i>7(b) 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;</i>	Research paper
Competency 8: Intervene with individuals, families, groups, organizations, and communities	<i>8(a)critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;</i>	Research Paper & Class Discussions
	<i>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</i>	Research Paper & Class Discussions
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<i>9(a) Apply knowledge of human behavior to the Person In Environment</i>	Research Paper & Class Discussions
Foundation Rural Competency 10: Utilize appropriate practice intervention within a rural setting.	<i>10a. Students recognize the impact of the rural environment on service delivery in rural communities</i>	Research Paper & Class Discussions
	<i>10b. Students utilize knowledge of rural communities to develop appropriate interventions and services for clients in rural communities</i>	Research Paper & Class Discussions

COURSE REQUIREMENTS

Required Textbooks:

Sarantakos, S. (2013). *Social research* (4th ed.). New York: Palgrave Macmillan.

Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. (2014). *Applied Social Research: A Tool for the Human Services* (9th ed.). Belmont, California: Brooks/Cole - Thomson Learning.

Supplementary Materials:

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

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

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

Class Attendance Policy:

Students are expected to attend all class sessions. If a class is missed, the student is still responsible for any announcements, handouts, or material presented in class in a timely fashion.

Cheating and plagiarism policy:

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

Make-up Examination Policy:

It is the responsibility of the student to request to make up an examination within one week following the missed examination. The decision rests with the class instructor as to whether a student will be allowed to make up the test 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> or <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.

Rubric or Criteria for Evaluating the Research Paper					
Criteria	Points	Scale			
		1. Student exhibits a level of little achievement	2. Student exhibits a moderate level of achievement	3. Student exhibits an accomplished level of achievement	4. Student exhibits an exemplary level of achievement
1. Selects a research problem or question relevant to social work practice	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

population in research		reviewed literature	populations across two reviewed literature	populations across at least four reviewed literature	populations across all reviewed literature
7. Demonstrate the knowledge of sampling procedures	4	Discusses variations in sampling procedures of one or two of reviewed research correctly	Discusses variations in sampling procedures of three of reviewed research correctly	Discusses variations in sampling procedures of four of reviewed research correctly	Discusses variations in sampling procedures across all reviewed literature correctly
8. Demonstrate the knowledge of data collection procedures	4	Discusses data collection procedures of one or two of reviewed research correctly	Discusses data collection procedures of three of reviewed research correctly	Discusses data collection procedures of four of reviewed research correctly	Discusses data collection procedures of all reviewed research correctly
9. Demonstrates the knowledge of research design and related threats to internal validity	4	Discusses research designs of one or two of reviewed research correctly	Discusses research designs of three of reviewed research correctly	Discusses research designs of four of reviewed research correctly	Discusses research designs of reviewed research correctly and related threats to internal validity
10. Demonstrate the knowledge of data analysis procedures	4	Discusses data analysis procedures of one or two of reviewed research correctly	Discusses data analysis procedures of three of reviewed research correctly	Discusses data analysis procedures of four of reviewed research correctly	Discusses data analysis procedures of all reviewed research correctly
11. Findings or results address research objectives or questions	8	Discusses findings without appropriate headings or subheadings for each objective	Discusses findings under appropriate headings and subheadings for each objective, and the findings have been extracted from one or two reviewed articles only	Findings are written under appropriate headings and subheadings appropriate for each objective, and the findings have been extracted from three or four reviewed articles	Findings are written under appropriate headings and subheadings appropriate for each objective, and the findings have been extracted from all reviewed articles
12. Findings include appropriate variable level statistics	8	Extracted findings are mere conclusions without any statistics	Extracted findings include variable level statistics from one or two articles	Extracted findings include variable level statistics from three or four of reviewed articles	Extracted findings include variable level statistics from all reviewed articles
13. Conclusions are related to research objectives or research questions	4	Conclusions are not related to research objectives or research questions	Majority of conclusions are not related to research objectives or	One or two conclusions are not related to research objectives or	Conclusions are related to research objectives or research questions

			research questions	research questions	
14. Methods and findings justify conclusions	4	Conclusions cannot be justified by methods or findings discussed	Some findings justify conclusions but all findings have not been considered	Findings justify conclusions but methods have not been considered	Conclusions are based on findings and relative strengths of methods
15. Implications/ Recommendations are based on conclusions	4	Recommendations are not based on specific conclusions	Minority of recommendations are based on specific conclusions	Majority of recommendations are based on specific conclusions	Recommendations are based on specific conclusions
16. Recommendations are for appropriate levels of social work practice – Micro or Mezzo, Policy, Research and Education	4	Recommendations are not for SW practice	Recommendations are for only one level of SW practice	Recommendations are for two levels of SW practice	Recommendations are for more than two levels of SW practice
17. Correct grammar	4	More than four spelling or grammatical errors	Three or four spelling or grammatical errors	One or two spelling or grammatical errors	No spelling or grammatical errors
18. Format and physical appearances meet professional standards	4	Unfastened or no cover page	Inappropriately fastened together with a cover page	Appropriately fastened together without a cover page	Appropriately fastened together with a cover page
19. Citations (APA style) for factual claims	4	More than five in-text citations for factual claims are not in APA style	Three or four in-text citations for factual claims are not in APA style	One or two in-text citations for factual claims are not in APA style	In-text citations for factual claims are in APA style
20. References (APA style) covers citations	4	More than five references at the end are not in APA style or citations are left uncovered	Three or four references at the end are not in APA style or citations are left uncovered	One or two references at the end are not in APA style or citations are left uncovered	References at the end are in APA style and cover all citations
21. Documentations of draft submissions and Appropriate responses to comments on drafts	4	No documentation of submission of drafts	Attempts of appropriate corrective responses to comments on drafts	Improved paper as a result of some attempts of appropriate corrective responses to comments on drafts	Significantly improved paper due to attempts of appropriate corrective responses to comments on drafts
Total	100				

Rubric or Criteria for Evaluating the Empirical Research Proposal

Criteria	Points	Scale
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		1. Student exhibits a level of little achievement	2. Student exhibits a moderate level of achievement	3. Student exhibits an accomplished level of achievement	4. Student exhibits an exemplary level of achievement
1. Selects a research problem or question relevant to social work practice	4	Research question is not related to social work	Research question is related to SW, but there is no 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	8	Questions or objectives are at abstract or broad goal level	One question or objective is written at specific variable level	Two or more questions or objectives is written at specific variable level	All questions or objectives are written at specific variable level
4. Selects variables that flow from the problem statement, research objectives or research questions	8	Variables are not relevant for the gap in knowledge	One or two variables are related to the identified gap in knowledge, but no literature was cited	Variables are related to the identified gap in knowledge, but no literature was cited	Variables flow from stated literature on the gap in knowledge
5. Selects variables that flow from the problem statement, research objectives or research questions	8	Variables are not relevant for the gap in knowledge	One or two variables are related to the identified gap in knowledge, but no literature was cited	Variables are related to the identified gap in knowledge, but no literature was cited	Variables flow from stated literature on the gap in knowledge
6. Demonstrates the knowledge of variable measurement procedures	16	Variables are measurable but has not discussed the measurement procedures	Measurements of some variables have been discussed but not for all major ones	Variations in measurements of non-demographic variables have been discussed but not across all reviewed literature	Variations in measurements of non-demographic variables have been adequately discussed across reviewed literature
7. Demonstrates the knowledge of population in research	8	Does not discuss the population of the research	Discusses the population with three or more errors	Discusses the population with one or two errors	Discusses the population correctly
8. Demonstrates the knowledge of Sampling methods	8	Discusses the sampling procedure with incorrect terms	Discusses the sampling procedure with three or more incorrect terms	Discusses two or more sampling procedures with correct terms	Discusses the sampling procedure with correct terms
9. Demonstrate the	12	Discusses data	Discusses data	Discusses data	Discusses data

knowledge of data collection procedures		collection procedures of one or two of reviewed research correctly	collection procedures of three of reviewed research correctly	collection procedures of four of reviewed research correctly	collection procedures of all reviewed research correctly
10. Demonstrates the knowledge of research design and related threats to internal validity	8	Does not discuss research design	Discusses the design with three or more errors in use of research terms	Discusses the design with one or two errors in use of research terms	Discusses research designs and name these correctly with justifications
11. Demonstrate the knowledge of data analysis procedures	4	Does not discuss data analysis procedures	Discusses data analysis procedures with three or more errors in use of research terms	Discusses data analysis procedures with one or two errors in use of research terms	Discusses data analysis procedures and name these correctly with justifications
12. Correct grammar	4	More than four spelling or grammatical errors	Three or four spelling or grammatical errors	One or two spelling or grammatical errors	No spelling or grammatical errors
13. Format and physical appearances meet professional standard	4	Unfastened or no cover page	Inappropriately fastened together with a cover page	Appropriately fastened together without a cover page	Appropriately fastened together with a cover page
14. Citations (APA style) for factual claims	4	More than five factual claims lack citations	Three or four factual claims lack citations	One or two factual claims lack citations	Factual claims have in-text citations
15. References (APA style) covers citations	4	More than five references at the end are not in APA style or five citations are not referenced	Three or four references at the end are not in APA style or three or four citations are not referenced	One or two references at the end are not in APA style or one or two citations are not referenced	References at the end are in APA style and cover all citations
Total	100				

Evaluation Procedures:

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

1. Mid-term Examination/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.**:

A	450 >
B	400 - 449
C	350 - 399
D	300 - 349
F	< 299

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

Week	Contents	Reading Assignments:
Week One August 20, 2018	I. Review of Course outlines	SW531 course outlines
Week Two August 27, 2018	II. Research in the Human Services A. Goals B. Applications C. Steps in Research Process D. Special Issues: Minority and disadvantaged groups	Chapter 1 and 2 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Chapter 1 of the text by Sarantakos Plath, D. (2013). Support for Evidence-Based Practice in a Human Service Organization. Administration In Social Work, 37(1), 25-38. doi:10.1080/03643107.2011.638731 Osterling, K., & Austin, M. J. (2008). The Dissemination and Utilization of Research for Promoting Evidence-Based Practice. Journal Of Evidence-Based Social Work, 5(1/2), 295-319.

		<p>doi:10.1300/J394v05n01-11</p> <p>Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social Work Practitioners and Practice Evaluation: How Are We Doing?. <i>Journal Of Human Behavior In The Social Environment</i>, 20(8), 963-973. doi:10.1080/15433714.2010.498669</p> <p>Yankeelov, P. A., Sar, B. K., & Antle, B. F. (2010). From 'Producing' to 'Consuming' Research: Incorporating Evidence-Based Practice Into Advanced Research Courses in a Master of Social Work Program. <i>Journal Of Teaching In Social Work</i>, 30(4), 367-384. doi:10.1080/08841233.2010.515908</p>
Week Three September 3, 2018	Labor Day Holiday	
Week Four September 10, 2018 Research Paper Part I is due	III. Issues in Problem Formulation A. Selecting a Research Problem B. Shaping and Refining the Problem: Literature Review	Chapter 4 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Chapter 2 of the text by Sarantakos
Week Four September 17, 2018 Quiz I	IV. The Process of Measurement A. Ways of Measuring B. Levels of Measurement C. Evaluating Measures D. Errors in Measures E. Choosing a Measurement Device V. Scaling A. Advantages B. Development C. Format D. Scaling in Human services	Chapter 5: The process of Measurement; & Chapter 13: Scaling in the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Chapter 4 of the text by Sarantakos Baker, L. R., & Ritchey, F. J. (2009). Assessing Practitioner's Knowledge of Evaluation: Initial Psychometrics of the Practice Evaluation Knowledge Scale. <i>Journal Of Evidence-Based Social Work</i> , 6(4), 376-389. doi:10.1080/15433710902911097 http://vinst.umdnj.edu/VAID/browse.asp#B
Week Five September 24, 2018	VI. The Logic of Social Research A. Sources of Knowledge B. Theories in Research and Practice C. Concepts and Hypotheses	Chapter 2 of the Text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Holosko, M. J., Thyer, B. A., & Danner, J. (2009). Ethical Guidelines for Designing and Conducting

	<p>D. Perspectives on Science: Deductive vs. Inductive, paradigms</p> <p>E. Types of Explanations: Causal Explanations, Structural explanation and Interpretive Explanation</p>	<p>Evaluations of Social Work Practice. <i>Journal Of Evidence-Based Social Work</i>, 6(4), 348-360. doi:10.1080/15433710903126778</p>
<p>Week Six October 1, 2018</p> <p>Midterm Examination on</p> <p>Research Paper Part II is due</p>	<p>VII. Ethics and Politics of Social Work Research</p>	<p>Chapter 3 of the Text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.</p> <p>Berg, J., & Deming, N. (2011). New Rules for Research with Human Participants? Hastings Center Report, 41(6), 10-11.</p>
<p>Week Seven October 8, 2018</p>	<p>VIII. Sampling</p> <p>A. Purpose</p> <p>B. Terminology</p> <p>C. Probability Samples</p> <p>D. Non-Probability Samples</p> <p>E. Minority Issues</p>	<p>Chapter 6 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.</p> <p>Chapter 7 of the text by Sarantakos</p> <p>Pettus-Davis, C., Grady, M., Cuddeback, G., & Scheyett, A. (2011). A Practitioner's Guide to Sampling in the Age of Evidence-Based Practice: Translation of Research into Practice. <i>Clinical Social Work Journal</i>, 39(4), 379-389. doi:10.1007/s10615-011-0345-2</p>
<p>Week Eight October 15, 2018</p>	<p>IX. Survey Research</p> <p>A. Designing Questions</p> <p>B. Questionnaire</p> <p>C. Interviews</p> <p>D. Technology and Trends</p>	<p>Chapter 7 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.</p> <p>Del Rio-Roberts, M. (2011). How I Learned to Conduct Focus Groups. <i>Qualitative Report</i>, 16(1), 312-315.</p>
<p>Week Nine October 22, 2018</p> <p>Research Paper Part III is due</p>	<p>X. Field Research and Qualitative Methods</p> <p>A. Characteristics</p> <p>B. Steps</p> <p>C. Recording</p> <p>D. Other Qualitative Methods</p> <p>E. Issues in Field Research</p> <p>F. Assessment of Field Techniques</p>	<p>Chapter 9 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R.</p> <p>Appendices A and B of the text by Pycszak</p> <p>Goussinsky, R., Reshef, A., Yanay-Ventura, G., & Yassour-Borochowitz, D. (2011). Teaching Qualitative Research for Human Services Students: A Three-Phase Model. <i>Qualitative</i></p>

	G. Observation in Human Service Practice	Report, 16(1), 126-146.
Week Ten October 29, 2018	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. Chapter 9 of the text by Pycrzak
Week Eleven November 5, 2018 Quiz II	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. Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social Work Practitioners and Practice Evaluation: How Are We Doing?. <i>Journal Of Human Behavior In The Social Environment</i> , 20(8), 963-973. doi:10.1080/15433714.2010.498669
Week Twelve November 12, 2018 Research Paper Final report is due	XIII. Data Analysis: Data Preparation and Presentation	Chapter 14 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Chapters 10 and 11 of the text by Pycrzak
Week Thirteen November 19, 2018	XIV. Data Analysis: Descriptive and Inferential Statistics	Chapter 15 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R. Williams, J., Van Dorn, R., Ayers, C., Bright, C., Abbott, R., & Hawkins, J. (2007). Understanding Race and Gender Differences in Delinquent Acts and Alcohol and Marijuana Use: A Developmental Analysis of Initiation. <i>Social Work Research</i> , 31(2), 71-81. Retrieved December 11, 2007, from Academic Search Premier database. Rubin, A., & Parrish, D. (2007, May). Problematic Phrases in the Conclusions of Published Outcome Studies: Implications for Evidence-Based Practice. <i>Research on Social Work Practice</i> , 17(3), 334-347.

Week Fourteen November 26, 2018	XV. Writing for Research A. Proposals B. Reports	Chapter 17 of the text by Monette, Duane R., Sullivan, Thomas J., & DeJong, Cornell R
Week Fifteen December 3, 2018	Final Exam	Proposal Due

Recommended Additional Readings

- Baker, L. R., & Ritchey, F. J. (2009). Assessing Practitioner's Knowledge of Evaluation: Initial Psychometrics of the Practice Evaluation Knowledge Scale. *Journal Of Evidence-Based Social Work, 6*(4), 376-389. doi:10.1080/15433710902911097
- Baker, L. R., Stephens, F., & Hitchcock, L. (2010). Social Work Practitioners and Practice Evaluation: How Are We Doing?. *Journal Of Human Behavior In The Social Environment, 20*(8), 963-973. doi:10.1080/15433714.2010.498669
- Barusch, A., Gringeri, C., & George, M. (2011). Rigor in Qualitative Social Work Research: A Review of Strategies Used in Published Articles. *Social Work Research, 35*(1), 11-19.
- Carpenter, J. (2011). Evaluating Social Work Education: A Review of Outcomes, Measures, Research Designs and Practicalities. *Social Work Education, 30*(2), 122-140. doi:10.1080/02615479.2011.540375
- Dennison, S. T., Gruber, K. J., & Vrbsky, L. (2010). Research Literature Review on Social Work Education Instructional Methods: 1998-2008. *Journal Of Teaching In Social Work, 30*(4), 399-419. doi:10.1080/08841233.2010.517732
- Ellingsen, I. T., Størksen, I. I., & Stephens, P. P. (2010). Q methodology in social work research. *International Journal Of Social Research Methodology, 13*(5), 395-409. doi:10.1080/13645570903368286
- Fischer, J. & Corcoran, K. (2007). *Measures for Clinical Practice*. New York: Oxford University Press.
- Gerdes, K. E., Lietz, C. A., & Segal, E. A. (2011). Measuring Empathy in the 21st Century: Development of an Empathy Index Rooted in Social Cognitive Neuroscience and Social Justice. *Social Work Research, 35*(2), 83-93.
- Gibbs, A., & Stirling, B. (2010). Reflections on Designing and Teaching a Social Work Research Course for Distance and On-Campus Students. *Social Work Education, 29*(4), 441-449. doi:10.1080/02615470902995552
- Guo, B., Perron, B. E., & Gillespie, D. F. (2009). A Systematic Review of Structural Equation Modelling in Social Work Research. *British Journal Of Social Work, 39*(8), 1556-1574. doi:10.1093/bjsw/bcn101

- Heckel, E. A., & Moore, C. (2009). Community- Based Participatory Research: The College as the Focal Community. *Journal Of Baccalaureate Social Work, 14*(1), 45-61.
- Holland, S., Burgess, S., Grogan-Kaylor, A., & Delva, J. (2011). Understanding Neighbourhoods, Communities and Environments: New Approaches for Social Work Research. *British Journal Of Social Work, 41*(4), 689-707. doi:10.1093/bjsw/bcq123
- Holosko, M. J., Thyer, B. A., & Danner, J. (2009). Ethical Guidelines for Designing and Conducting Evaluations of Social Work Practice. *Journal Of Evidence-Based Social Work, 6*(4), 348-360. doi:10.1080/15433710903126778
- Holzemer, W., Uys, L., Chirwa, M., Greeff, M., Makoae, L., Kohi, T., et al. (2007). Validation of the HIV/AIDS Stigma Instrument - PLWA (HASI-P). *AIDS Care, 19*(8), 1002-1012. Retrieved September 18, 2007, from Academic Search Premier database.
- Hugman, R., Pittaway, E., & Bartolomei, L. (2011). When 'Do No Harm' Is Not Enough: The Ethics of Research with Refugees and Other Vulnerable Groups. *British Journal Of Social Work, 41*(7), 1271-1287.
- Jenson, J. (2006). Research and the Public Good. *Social Work Research*. Retrieved December 11, 2007, from Academic Search Premier database.
- Joe, S., & Niedermeier, D. M. (2008). Social Work Research on African Americans and Suicidal Behavior: A Systematic 25-Year Review. *Health & Social Work, 33*(4), 249-257.
- Karpetis, G. (2011). A Relational Approach to the Evaluation of the Practice Performance of Social Work Students in Greece: The Supervisors' Perspective. *British Journal Of Social Work, 41*(6), 1158-1175.
- Littell, J., & Shlonsky, A. (2011). Making Sense of Meta-Analysis: A Critique of 'Effectiveness of Long-Term Psychodynamic Psychotherapy'. *Clinical Social Work Journal, 39*(4), 340-346. doi:10.1007/s10615-010-0308-z
- Long, K., & Wodarski, J. S. (2010). The Importance of Education, Understanding, and Empirical Research in Social Work: The Nuts and Bolts of the Business. *Journal Of Evidence-Based Social Work, 7*(3), 173-199. doi:10.1080/15433710902911048
- Matto, H. C., & Strolin-Goltzman, J. (2010). Integrating Social Neuroscience and Social Work: Innovations for Advancing Practice-Based Research. *Social Work, 55*(2), 147-156.
- O'Connor, L., Cecil, B., & Boudioni, M. (2009). Preparing for Practice: An Evaluation of an Undergraduate Social Work 'Preparation for Practice' Module. *Social Work Education, 28*(4), 436-454. doi:10.1080/02615470701634311
- Pettus-Davis, C., Grady, M., Cuddeback, G., & Scheyett, A. (2011). A Practitioner's Guide to Sampling in the Age of Evidence-Based Practice: Translation of Research into Practice. *Clinical Social Work Journal, 39*(4), 379-389. doi:10.1007/s10615-011-0345-2
- Purdue Online Writing Lab. Retrieved from <http://owl.english.purdue.edu/owl>
- Quinn, A., Fitch, D., & Youn, E. (2011). Considering Construct Validity In Distance Educational Research In Social Work Education: Suggestions For A Multivariate Approach To Researching Efficacy. *Journal Of Social Work Education, 47*(2), 321-336.

- Rubin, D., Valutis, S., & Robinson, B. (2010). Social Work Education And Student Research Projects: A Survey Of Program Directors. *Journal Of Social Work Education, 46*(1), 39-55.
- Shlonsky, A., Noonan, E., Littell, J., & Montgomery, P. (2011). The Role of Systematic Reviews and the Campbell Collaboration in the Realization of Evidence-Informed Practice. *Clinical Social Work Journal, 39*(4), 362-368. doi:10.1007/s10615-010-0307-0
- Smith, K., & Teasley, M. (2009). Social Work Research on Faith-Based Programs: A Movement Towards Evidence-Based Practice. *Journal Of Religion & Spirituality In Social Work, 28*(3), 306-327. doi:10.1080/15426430903070236
- Taliaferro, J., & Ames, N. (2010). Implementing an Elective BSW Community- Based Evaluation Research Course. *Journal Of Baccalaureate Social Work, 15*(1), 105-119.
- Tew, J., Ramon, S., Slade, M., Bird, V., Melton, J., & Le Boutillier, C. (2012). Social Factors and Recovery from Mental Health Difficulties: A Review of the Evidence. *British Journal Of Social Work, 42*(3), 443-460.
- Unick, G. J., & Stone, S. (2010). State of Modern Measurement Approaches in Social Work Research Literature. *Social Work Research, 34*(2), 94-101.
- 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.umdj.edu/VAID/browse.asp#B>
- Yankeelov, P. A., Sar, B. K., & Antle, B. F. (2010). From 'Producing' to 'Consuming' Research: Incorporating Evidence-Based Practice Into Advanced Research Courses in a Master of Social Work Program. *Journal Of Teaching In Social Work, 30*(4), 367-384. doi:10.1080/08841233.2010.515908