

University of North Dakota
Department of Social Work
COURSE SYLLABUS SWK 507
Saturdays
9-11

Andrew Quinn, PhD
301C Gillette Hall
andrewquinn@mail.udn.nodak.edu
Office #: 777-4568

Syllabus is subject to change with notice.

I. Standard Syllabus Information

Course Description

SWK 507 Social Work Research Methods. Research methods for social work practice and evaluation of practice.

Relationship Between This and Other Courses

SWK 507 builds on basic knowledge regarding social work including issues regarding social and economic justice, values and ethics, diversity, critical thinking, and social work fields of practice. It focuses on teaching social work students to think critically about their world and research as one way to better understand the world. The research methods allow students in practice courses and policy analysis to understand evaluation of practice.

Course Objectives

At the conclusion of SWK 507, students will be able to:

1. Demonstrate the ability to think critically when critiquing and summarizing research and in the design of research.
2. Understand the application of the ethical mandates of NASW for social work research and the responsibility of institutional review boards.
3. Understand and evaluate the representation of diversity in research.
4. Understand how social and economic justice is affected by and reflected in the design and publication of research.
5. NA
6. Use research to inform generalist practice.
7. Understand the interaction between theory and research..
8. Understand the interaction between research and social policy.
9. Critique research and evaluate entry level practice.
10. Use communication skills appropriately in technical writing and speaking.
11. Consult and seek supervision as needed.
12. NA

Classroom Policies

Important classroom policies are available in their entirety at web sites listed here.

Class Attendance and Participation

Students are expected to participate in all course learning opportunities. <http://www.und.edu/dept/registrar/catalogs/catalog/ugdept/more.htm>. Faculty will inform students of course expectations, including grading criteria, during the first week of class.

Non-Discrimination

There shall be no discrimination against persons because of race, religion, age, creed, color, sex, disability, sexual orientation, national origin, marital status, veteran's status or political belief or affiliation, and equal opportunity and access to facilities shall be available to all. [code of student life web site](#)

Disability Statement

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. My office location is 301C Gillette Hall and hours are by appointment. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425 v/tty).

<http://www.und.edu/dept/dss/>

Grievance

Student grievances are pursued through the [College of Education and Human Development Grievance Procedure](#) or <http://www.und.edu/dept/csl/appendix-ii.htm>

Scholastic Dishonesty

Students are expected to adhere to the NASW Code of Ethics and the Code of Student Life, including avoiding cheating, plagiarism, and collusion.

<http://www.und.edu/dept/csl/section-3.htm>

Required Text/Readings

Royce, D. (1999). *Research methods in social work*. Chicago: Nelson-Hall Publishers

How this class will work

This class will use a combination of Breeze and Blackboard. Lecture notes, discussions, and exams. Class preparation takes a considerable amount of time therefore I will do my best to post the PowerPoint of the lecture the Friday before the class session, however, they will be up by Saturday afternoon. Live discussion will occur over Breeze and will occur for most sessions. My intent is to use Breeze to discuss the content.

II. Course Schedule

Week	Date	Content	Readings	Due Dates
1	1/14	Introduction/What this course is about/Ways of Knowing	Royce 6-9	

2	1/21	Ethical Issues	Chapter 3	
3	1/28	The way research proceeds	Chapter 2	Content area 1
4	2/4	Choosing a topic/writing research questions and hypothesis Writing a Literature Review: Reviewing of the library databases /Internet searches	Chapter 2	Content area 2
5	2/11	Understanding Variables and Levels of Measurements	Chapter 2, p. 281-286	Content area 3
6	2/18	NO CLASS		
7	2/25	Sampling	p. 189-201	Research proposal part 1, 2,3 4 Content area 4
8- MIDTERM EXAM	3/4	Measurement: Scales and Questionnaires	Chapter 6,7	
9	3/11	Measurement: Surveys	Chapter 8	Content area 5
10	3/18	NO CLASS		
11	3/25	Validity/Reliability	p.103-107	Research Proposal part 5,6 Content area 6
12	4/1	Single Subject Design	Chapter 4	
13	4/8	Pre-Experimental Design/Experimental Design/Quasi-experimental Design	p. 109-111, p. 98-102	Content area 7
14	4/15	NO CLASS		
15	4/22	Program Evaluation	Chapter 11	Research proposal part 7,8
16	4/29 – Final Exam	Data Analysis/ Summing it all up	Chapter 12	Research proposal part 9 Content area 8

III. Assignments for the Course

Exams: There will be 2 exams for the semester; one midterm and one final. Both will be open book, open notes. The Midterm exam will be placed on blackboard on the afternoon of March 3 at 9 am and will be due (posted to the digital drop box) at the time the class starts. The Final will be due on April 29th and will be placed on blackboard the day before (4/28th) at 9 am.

Content Area Summaries: For each major piece of content discussed in class, students will be required to write a 1-2 page paper describing the content while using a topic listed below

What is needed in the individual work:

- a. a summary of the content area
- b. an application of the content area to your topic

- c. How your understanding of the content advances your understanding of the social work profession

<p><i>Content Areas:</i></p> <ol style="list-style-type: none"> 1. Ways of knowing 2. Ethical Issues 3. Choosing a topic/Writing a research question/Writing a hypothesis 4. Understanding and identifying Variable/Levels of Measurement 5. Sampling 6. Measurements 7. Different Designs (Single subject, Pre-experimental, experiment, Quasi, experimental) 8. Program Evaluation 	<p><u>Topics</u></p> <p>Child pornography and child abuse Elderly Abuse Hospice Care and quality of life Native Americans and poverty Adult films and sexual dysfunctions Television and violence Satisfaction and on-line learning Death Penalty Low social economic status and health care Spirituality and mental health</p>
--	--

Parts of the Research Proposal: For each part of the research proposal (see below) you will be required to describe each part of the research proposal using your topic.

Class Participation: Throughout the semester, I will post discussion questions (Blackboard) and present polling questions (Breeze). You must respond to a minimum of 80% of the questions over the course of the semester to receive full credit for class participation. If you respond to 60-79% of the questions you will receive 8 points, while 40-59% will receive 5 points, while 20-39% will receive 3 points and below 19% will receive no points.

Part of the Research Proposal

1. Identify your topic
2. State your research question/State your hypothesis
3. Identify and discuss any ethical issues your research might encounter
4. Identify and operationally define your dependent variable (Outcome)/ Identify and operationally define your independent variable (s)
5. Identify plans for sampling. Which type of sampling will be utilized and how will subjects be recruited?
6. Identify data collection method (personal observations, survey, interview, and secondary data). If survey or interview is used list the questions and or scales. If observation is used, identify the criteria.
7. Identify and rationalize the design (pre-experimental, experimental, quasi-experimental, and single subject design)
8. Discuss any reliability and validity issues your measure and or design presents
9. Identify the conclusions you wish to draw and how these conclusions effect the field of social work

IV. Course Grading/Evaluation

Assignments	Points
Midterm	20
Content area Summaries	25
Parts of the research proposal	25

Class Participation	10
Final	20
Total	100

100-90=A
 89-80=B
 79-70=C
 69-60=D
 59-below=F

V. Bibliography

- Altschuld, J. W., & Witkin, B. R. (2000). *From needs assessment to action: Transforming needs into solution strategies*. Thousand Oaks, CA: Sage.
- Cherry, A. L. (2000). *A research primer for the helping professions: Methods, statistics, and writing*. Pacific Grove, CA: Brooks/Cole.
- Creswell, J. W. (1994). *Research design: qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Dunn, C. M., & Chadwick, G. (1999). *Protecting study volunteers in research: A manual for investigative sites*. Boston, MA: CenterWatch.
- Geever, J. C., & McNeill, P. (1997). *The foundation center's guide to proposal writing*. The Foundation Center.
- Henerson, M. E., Morris, L. L., & Fitz-Gibbon, C. T. (1987). *How to measure attitudes*. Thousand Oaks, CA: Sage.
- Mohr, L. B. (1988). *Impact analysis for program evaluation*. Chicago, IL: Dorsey Press.
- Nixon, C. T., & Northrup, D. A. (Eds.). (1997). *Evaluating mental health services: How do programs for children "work" in the real world?* Thousand Oaks, CA: Sage.
- Nugent, W. R., Sieppert, J. D., & Hudson, W. W. (2001). *Practice evaluation for the 21st century*. Pacific Grove, CA: Brooks/Cole.
- Patton, M. Q. (1997). *Utilization-focused evaluation*. Thousand Oaks, CA: Sage.
- Peterson, R. A. (2000). *Constructing effective questionnaires*. Thousand Oaks, CA: Sage.
- Rodwell, M. K. (1998). *Social work constructivist research*. New York: Garland.
- Rubin, A., & Babbie, E. (2005). *Research methods for social work* (5th ed.). Belmont, CA: Thompson Learning.

- Salahu-Din, S. (2003). *Social work research: An applied approach*. Boston, MA: Allyn and Bacon.
- Sapsford, R. (1999). *Survey research*. Thousand Oaks, CA: Sage.
- Scales, T., & Streeter, C. (Eds.). (2004). *Rural social work: Building and sustaining community assets*. Pacific Grove, California: Brooks/Cole.
- Shadish, W., Cook, T. & Campbell, D. (2002) *Experimental & quasi-experimental designs for generalized causal inference*. Boston: Houghton Mifflin.
- Soriano, F. I. (1995). *Conducting needs assessments: A multidisciplinary approach*. Thousand Oaks, CA: Sage.
- Weiss, C. H. (1998). *Evaluation*. Upper Saddle River, NJ: Prentice Hall.
- Welch, S., & Comer, J. (1988). *Quantitative methods for public administration*. Chicago, IL: Dorsey Press.
- York, R. O. (1997). *Building basic competencies in social work research: An experiential approach*. Boston, MA: Allyn and Bacon.
- York, R. O. (1998). *Conducting social work research: An experiential approach*. Boston, MA: Allyn and Bacon.

Course Objectives, Tasks to Meet Objectives, and Method of Measurement

Course Objectives	Tasks to Meet Objectives	Method of Measurement
1. Demonstrate the ability to think critically when critiquing and summarizing research and in the design of quantitative research.ch.	<ul style="list-style-type: none"> • midterm/final questions that focus on the ability to think critically about choosing methods such as sampling, research design, writing survey questions, and hypotheses • Poll questions that focus on reviewing the parts of a research design • Work individually to discuss parts of the research proposal • In class exercises on the different topics such as critiquing research questions, sampling designs, and choices of group designs, single subject designs • In class exercises where students need to identify types of sampling, designs, threats to internal validity • Final exam is cumulative 	<ul style="list-style-type: none"> • Grading of midterm • Class participation credit • Instructor feedback • Final exam score • Content area grade

	<p>covering the range of topics discuss in class</p> <ul style="list-style-type: none"> • Content area summaries covering the range of topics discussed in class (see content area assignment above) 	
2. Understand the application of the ethical mandates of NASW for social work research and the responsibility of institutional review boards.	<ul style="list-style-type: none"> • Content area summary on ethical research • Lecture on ethical considerations • midterm/final questions on ethics • Work individually to discuss the ethics of certain research scenarios 	<ul style="list-style-type: none"> • Content area grade • Midterm grade • Final exam • Poll questions
3. Understand the influence of diverse and under-represented populations on the development of various theoretical frameworks that guide quantitative research.	<ul style="list-style-type: none"> • Content area summary on ethics • Lecture on culturally competent research • Work individual to develop research proposal outlines that focus on diverse populations (see research topics listed above in syllabus) • Midterm/final questions about ethics and the representation of diverse populations in research 	<ul style="list-style-type: none"> • Content area grade • Midterm grade • Final exam • Poll questions
4. Understand how social and economic justice is affected by and reflected in the design and publication of quantitative research.	<ul style="list-style-type: none"> • Content area summary on designs • Lecture on social justice and ethics • Content area summary on ethics • Work individual to develop research proposal outline where social and economic justice is reflected while working with different populations 	<ul style="list-style-type: none"> • Content area grade • Midterm grades • Final exam • Poll questions
5. Use research to inform generalist practice at multiple levels of practice.	<ul style="list-style-type: none"> • Lecture on informing practice • Lecture on evidence based practice • Lecture on how research proceeds • Work individual to discuss how research proposal is applicable to social work practice 	<p>Midterm grades Content area grade Final exam Poll questions</p>
6. Understand the interaction between theory and research.	<ul style="list-style-type: none"> • Lecture on the role theory plays in research • Content area summary on way research proceeds 	<p>Midterm grade Content area grade Final exam Poll questions</p>

7. Understand the interaction between research and social policy	<ul style="list-style-type: none"> • Lecture on program evaluation • Lecture on why do research 	Content area summary in program evaluation and the way research proceeds
8. Critique research and use quantitative research to evaluate entry level practice.	<ul style="list-style-type: none"> • Permeates all lectures • Lectures on design, measurement, evaluation • 	Content area summary grades Midterm grade Final exam Poll question
9. Use communication skills appropriately in technical writing and oral presentations	<ul style="list-style-type: none"> • Work individual to discuss parts of the research proposal • Content area summaries 	Content area grades Class participation grades
10. Consult and seek supervision as needed.	<ul style="list-style-type: none"> • Poll response systems 	Poll response system participation records.

8/23/05