

University of North Dakota  
Department of Social Work  
**COURSE SYLLABUS SWK 529**  
(AG Research Methods and Analysis)  
Summer 2007

**Breeze meeting room**

<http://conted.breeze.und.nodak.edu/swk529/>

**Blackboard**

<http://online.und.edu>

Andrew Quinn  
Gillette Hall Room 307

[andrewquinn@mail.und.edu](mailto:andrewquinn@mail.und.edu)  
701-777-4568

## I. Standard Syllabus Information

### *Course Description*

**SWK 529. Advanced Generalist Research Methods/Analysis.** 2 credits. Prerequisite: Admission to Advanced Generalist Concentration. Qualitative and quantitative research analysis and communication of results.

### *Relationship Between This and Other Courses*

This course provides research knowledge for SWK 997, Independent Study or SWK 998, Thesis of which students are required to complete one or the other. It allows students to increase their capacity with technical writing. This course builds on foundation research and statistics courses, theory from human behavior courses, and issues raised in practice courses. Students are assumed to have basic knowledge of qualitative and quantitative research, including data collection (using interviews, observation, and questionnaires) and analysis of data including descriptive and inferential statistics, a basic understanding of inductive and deductive reasoning. All students need to be able to use the computer for word processing program and have a beginning introduction to a statistical analysis program.

In addition to preparation for their in-depth research project, this course provide broad understanding of the application of research to practice and program evaluation, thereby integrating research and practice, and preparing the student for practice evaluation.

### *Course Objectives*

**At the conclusion of SWK 529, students will be able to :**

1	Use critical thinking skills when examining existing research studies and making discriminating application of research designs.
2	Create and conduct research within the value base of social work and make discriminating application of research regulations ethical principles to research.

3	Critique and conduct research without discrimination and with respect, and differential knowledge, and skills related to diversity.
4	Identify and design conceptual frameworks that differentially address social and economic justice and empower social work research, especially in a region with sparsely populated areas.
5	Differentially understand the range of context and issues of advanced generalist social work research.
6	This objective number applies to other classes and field.
7	Develop a theory-based, discriminating conceptual framework for a research project.
8	This objective number applies to other classes and field.
9	Evaluate published research in a discriminating manner and use it to create and conduct program and practice evaluation at all system levels.
10	Communicate research issues differentially in technical writing and oral presentations.
11	Demonstrate the capacity to use consultation with the instructor and with colleagues in a discriminating manner to learn and apply research processes.
12	Understand leadership roles in the conduct of research.
13	Understand the different relationship of a broad range of research methods with theory and practice at all system levels.

### *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.

See Code of Student Life web site: <http://sos.und.edu/csl>

#### *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. See office hours above.

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: <http://www.und.edu/dept/ehd/policy.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>

## **II. Course Outline**

### ***Required Text/Reading***

American Psychological Association. (2001). *Publication manual of the APA* (5<sup>th</sup> ed.). Washington, DC: author. (Reference)

Kiel, D. and Elliott, E. (1997). Exploring nonlinear dynamics with a spreadsheet: A graphical view for beginners. In D. Kiel and E. Elliott Eds., *Chaos Theory in the Social Sciences: Foundations and Applications* (pp.19-29). Ann Arbor: University of Michigan Press.

NASW (1996). *Code of ethics*. <http://www.socialworkers.org/pubs/code/default.asp>

Rubin, A., & Babbie, E. (2005). *Research methods for social workers*. Belmont, CA: Wadsworth.

UND (accessed 4/11/06) IRB Manual

<http://www.und.edu/dept/orpd/regucomm/IRB/ManualTOC.htm>

### ***Recommended Reading***

Cronk, B. C. (2004). *How to use SPSS (3<sup>rd</sup> ed)*. Glendale, CA: Pyrczak Publishing.

Fink, A. (2005). *Conducting research literature reviews*. Thousand Oaks: Sage.

### ***Course expectations (Just to reiterate):***

This course is a concentration level MSW course. Therefore, students are expected to have a general knowledge base in quantitative and qualitative methodology, ethics, human subjects research, identification of peer reviewed journals, and statistics. If students are deficient in their understanding of the basics of research they are encouraged to start a discussion thread using blackboard. This way, the instructor and classmates can provide an understanding of the content.

### ***Assignments for the Course***

#### **Group WIKI Project:**

Group work on hypothetical research projects is the major class related activity of this

course. The work of the course will center on eight group projects, with about four students in each of the project groups. Each group will be assigned one of the following research designs; (1) "snap-shot" survey design for a social service needs assessment, (2) a quantitative group design for examining therapeutic intervention, (3) single case evaluation of intervention with an individual, (4) qualitative assessment of a family or organization, (5) A quantitative program evaluation of an agency, (6) quantitative analysis of existing data, (7) qualitative analysis of existing data and (8) a longitudinal survey of a community for a dynamical analysis. It is the group's responsibility to identify the topic within the research design. The group will plan and carry out activities around their design with the assistance of the professor. Hypothetical data will be created by students through role playing, and/or by the instructor.

For each project, the group will work together using the WIKI software available on the course's blackboard site to develop a research paper. The research project will be divided into the following parts.

- Explanation of Topic (5 points)
- Literature Review (25 points)
- Research Question and Hypothesis (10 points)
- Methodology (design, sampling, definitions of variables, data collection, and data analysis) (25 points)
- Results (20 points)
- Discussion (20 points)
- Conclusion (10 points)
- References (5 points)
- Correct use of apa, grammar, and spelling (5 points)

The end result of this project will be a paper of publishable quality. One recommendation I have is for students to look at social work journal articles as a template. Thus students are expected to strictly adhere to APA style. In addition, students will need to use their own judgement on issues of number of pages and amount of references.

**Blog ASSIGNMENTS:** On-line blogs (through blackboard) will be setup so you can privately talk to me about your experience doing the project, working in groups, what you are learning, using the technology, and anything else you want to address. You will be required to do weekly entries. Once again this is a private space that allows you to express yourself without fear of reprisal from group members or myself. You will be graded on the fact that you posted. You will NOT be graded on content.

**Class presentations:** your group will be asked to develop 3 20 minute presentations throughout the semester. Each group member is required to actively participate in the presentation. The groups will present to the instructor. Other class members are welcome to sit in.

- Presentation 1: Explanation of topic, literature review, research question, and hypothesis
- coherent and logical presentation of topic and discussion of the so what test (10 points)
  - coherent and logical presentation of relevant literature (10 points)
  - justification of research question and hypothesis (and the discussion of the so

what test) (10 points)

Presentation 2: Discussion of Methodology

- Coherent and logical discussion of group design, sampling, variables, data collection and data analysis. (25 points)

Presentation 3: Results, discussion, conclusion.

- Coherent and logical presentation of results (appropriate use of figures and tables) (20 points)
- Coherent and logical discussion of the results as they apply to answering your overall research question and hypothesis answer) (ie the discussion section) (15 points)
- Coherent and logical presentation of conclusions including summary of major findings, weakness of the study, future research, and application to the social work profession (10 points)

**Quizzes:** There will be 4 quizzes. The quizzes are designed to help you keep up with the readings: The quizzes will be delivered over blackboard.

**Exams:** A midterm and final will be given.

### *Course Evaluation and Grading*

Maximum points for the various assignments are:

<u>Assignment</u>	<u>Points</u>
Group Wiki Assignment	125
Blog Assignment (12 entries, one for each week @ 2 points each)	24
Presentation 1	30
Presentation 2	25
Presentation 3	45
Quizzes (4) at 5 points apiece	20
Midterm	50
Final	50
<b>Total</b>	<b>369</b>

Letter grades will be assigned based on a percentage of the total score

<b>A</b>	<b>100-90</b>
<b>B</b>	<b>89-80</b>
<b>C</b>	<b>79-70</b>
<b>D</b>	<b>69-60</b>

<b>F</b>	<b>59-below</b>
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### III. Course Schedule

Course schedule can change with notice.

**Note: We will not be meeting in person every week. Instead I will post lecture notes on the Blackboard site. However, if the need arises for an in class lecture I will schedule one. In addition, students are encouraged to post to the class discussion if they are having trouble, this will allow for the class members and myself to assist with the understanding of the concepts**

Date	Discussion Topics	Readings before next class	In-Class meeting	Assignments
Week 1: 5/14	<ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Course Expectations</li> <li>▪ Overview of technologies used</li> <li>▪ Methodologies               <ul style="list-style-type: none"> <li>○ Survey</li> <li>○ Quantitative group design</li> <li>○ Single subject design</li> </ul> </li> </ul>	R & B ch 9,10, 11, 12, 14, 22	Yes	
Week 2: 5/21	<ul style="list-style-type: none"> <li>▪ Methodologies               <ul style="list-style-type: none"> <li>○ Qualitative and Quantitative analysis of existing data</li> <li>○ Program evaluation</li> <li>○ Qualitative assessment</li> <li>○ Dynamical Analysis</li> </ul> </li> </ul>	R & B ch 13, 15, 22 Kiel & Elliott handout	Yes	Email topic to instructor
Week 3: 5/28 (Memorial Day)	<ul style="list-style-type: none"> <li>▪ Ethics, culturally competent research, Human Subjects consideration, the way research proceeds</li> </ul>	NASW Code of Ethics, CSWE Ethics handout R & B Ch 3	Blackboard Notes	Quiz 1 due
Week 4: 6/4	<ul style="list-style-type: none"> <li>▪ Topic identification</li> <li>▪ Literature Review</li> <li>▪ Research Question and Hypothesis</li> </ul>	R & B Ch: 4, 5	Blackboard Notes	Quiz 2 due
Week 5: 6/11	<ul style="list-style-type: none"> <li>▪ Topic identification</li> <li>▪ Literature Review</li> <li>▪ Research Question and Hypothesis</li> </ul>	R & B Ch: 4, 5	Blackboard Notes	

Week 6: 6/18	Presentation 1	R & B Ch 22	Yes	Midterm due
Week 7: 6/25	<ul style="list-style-type: none"> <li>▪ Methodology <ul style="list-style-type: none"> <li>○ Design</li> <li>○ Sampling</li> <li>○ Definitions of Variables</li> <li>○ Data Collection</li> <li>○ Data Analysis</li> </ul> </li> </ul>	R & B Ch 6, 7, 8, 17, 18, 19, 20, 21	Blackboard Notes	
Week 8: 7/2	<ul style="list-style-type: none"> <li>▪ Methodology <ul style="list-style-type: none"> <li>○ Design</li> <li>○ Sampling</li> <li>○ Definitions of Variables</li> <li>○ Data Collection</li> <li>○ Data Analysis</li> </ul> </li> </ul>	R & B Ch 6, 7, 8, 17, 18, 19, 20, 21	Blackboard Notes	Quiz 3 due
Week 9: 7/9	Presentation 2	R & B Ch 22	Yes	
Week 10: 7/16	Results, discussion, conclusion	R & B ch 17, 18, 19, 20, 21 Appendix c, e	Blackboard Notes	
Week 11: 7/23	Results, discussion, conclusion	R & B ch 17, 18, 19, 20, 21 Appendix c, e	Blackboard Notes	Quiz 4 due
Week 12: 7/30	Presentation 3	R & B Ch 22	Yes	Final Due

**Schedule of presentation times:** When there are group meetings I would like to stick to this schedule. Students are encouraged to post their presentations to blackboard a day prior to the presentation. I will upload the presentation into Breeze.

Group	Time
1	6:00-6:20
2	6:22-6:42
3	6:44-7:04
4	7:06-7:26
5	7:28-7:48
6	7:50-8:10
7	8:12-8:32
8	8:34-8:54

**I have also obtained 4 additional breeze rooms where groups can meet and discuss their project. You are encouraged to use these rooms to communicate with your group mates. The schedule below is for Monday evenings. You are allowed to use these rooms outside of the Monday class time. In addition, if you want me to meet with your group at a specific time on Mondays please email me by Monday morning.**

<b>Room</b>	<b>Group</b>	<b>Time</b>
<a href="http://conted.breeze.und.nodak.edu/swk529g1/">http://conted.breeze.und.nodak.edu/swk529g1/</a>	<b>Group 1</b>	<b>6-7:25</b>
<a href="http://conted.breeze.und.nodak.edu/swk529g1/">http://conted.breeze.und.nodak.edu/swk529g1/</a>	<b>Group 2</b>	<b>7:30-9:00</b>
<a href="http://conted.breeze.und.nodak.edu/swk529g2/">http://conted.breeze.und.nodak.edu/swk529g2/</a>	<b>Group 3</b>	<b>6-7:25</b>
<a href="http://conted.breeze.und.nodak.edu/swk529g2/">http://conted.breeze.und.nodak.edu/swk529g2/</a>	<b>Group 4</b>	<b>7:30-9:00</b>
<a href="http://conted.breeze.und.nodak.edu/swk529g3/">http://conted.breeze.und.nodak.edu/swk529g3/</a>	<b>Group 5</b>	<b>6-7:25</b>
<a href="http://conted.breeze.und.nodak.edu/swk529g3/">http://conted.breeze.und.nodak.edu/swk529g3/</a>	<b>Group 6</b>	<b>7:30-9:00</b>
<a href="http://conted.breeze.und.nodak.edu/swk529g4/">http://conted.breeze.und.nodak.edu/swk529g4/</a>	<b>Group 7</b>	<b>6-7:25</b>
<a href="http://conted.breeze.und.nodak.edu/swk529g4/">http://conted.breeze.und.nodak.edu/swk529g4/</a>	<b>Group 8</b>	<b>7:30-9:00</b>

#### **IV. Course Objective, Tasks to meet Objectives and Methods of Measurement**

At the conclusion of this course, students will be able to:

	<b>Course Objectives</b>	<b>Tasks to Meet Objectives</b>	<b>Method of Measurement</b>
1	Use critical thinking skills when examining existing research studies and making discriminating application of research designs.	Students (1) create literature review that includes critical review of research, (2) conclude research report with comparison results of research project with the literature, (3) use readings and references as resource when critiquing, designing, and writing research project	Evaluation of written and oral presentations by instructor, related quizzes and exams.
2	Create and conduct research within the value base of social work and make discriminating application of research regulations ethical principles to research.	Students (1) read UND IRB Manual, (2) read in R&B on ethics and research, (3) read relevant section in the NASW code of ethics, (4) design research projects that would ethically collect and report data and analysis.	Notice from Research office of performance on quiz, exams and quiz results on ethics, apparent ethical consideration in presentation of research.
3	Critique and conduct research without	Students (1) read UND IRB Manual, (2) read relevant selection from R & B on data collection and analysis, (3) design	(1) evaluation of design of research method that considers issues regarding

	discrimination and with respect, and differential knowledge, and skills related to diversity.	data collection and analysis which respectfully collects and reports data with diverse populations.	respect and discrimination, (2) performance on related quiz and exam items.
4	Identify and design conceptual frameworks that differentially address social and economic justice and empower social work research, especially in a region with sparsely populated areas.	Students (1) read UND IRB Manual, (2) read section of NASW Code on research, (3) design research projects that produce results suggestive of unmet needs of rural and other vulnerable populations.	(1) evaluation of design of research method that considers issues regarding representation of rural and vulnerable populations, (2) performance on related quiz and exam items.
5	Differentially understand the range of context and issues of advanced generalist social work research.	Students (1) consider the organizational context in relation to research methods and (2) consider policy and social context including rural context, in the design of practice and program evaluation.	(1) Evaluation of attention to context in research design, (2) performance on related quiz and exam questions.
6	This objective number applies to other classes and field.		
7	Develop a theory-based, discriminating conceptual framework for a research project.	Working in groups, students (1) develop conceptual frameworks and (2) define variables for their specific project.	(1) Evaluation of attention to conceptual frameworks in research design, (2) performance on related quiz and exam questions.
8	This objective number applies to other classes and field.		
9	Evaluate published research in a discriminating manner and use it to create and conduct program and practice evaluation at all system levels.	Student (1) development of literature review and (2) quiz and exam questions on own and other groups' literature reviews.	(1) Evaluation of literature review, (2) performance on related quiz and exam items.
10	Communicate research issues differentially in technical writing and oral	Student group's present research (1) orally and (2) in writing.	Evaluation of (1) oral and (2) written presentations.

	presentations.		
11	Demonstrate the capacity to use consultation with the instructor and with colleagues in a discriminating manner to learn and apply research processes.	Students anonymously evaluate fellow group members on (1) their contributions to the work of the group and (2) the ethical nature of the work completed.	Averages of students' evaluations of fellow group members on (1) contributions and (2) ethics.
12	Understand leadership roles in the conduct of research.	Students' design and analysis (1) considers conditions of social work clients at all system levels in the design of data collection and analysis and (2) considers relevant system level inputs and outputs in research design.	(1) Evaluation of design and analysis, (2) performance on related quiz and exam questions.
13	Understand the different relationship of a broad range of research methods with theory and practice at all system levels.	Students take leadership, or support the leadership of other students.	Averages of students' evaluations of fellow group members on (1) taking leadership (2) supporting leaders.

## V. Bibliography

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