

University of North Dakota  
Department of Social Work  
**COURSE SYLLABUS SWK 331**  
TR  
Gamble 1  
9:30-10:45

**Andrew Quinn, PhD**  
301C Gillette Hall  
[andrewquinn@mail.udn.nodak.edu](mailto:andrewquinn@mail.udn.nodak.edu)  
Office #: 777-4568  
Office Hours: TR 11-12

Syllabus is subject to change with notice.

### **I. Standard Syllabus Information**

#### *Course Description*

**SWK 331 Social Work Research Methods.** 3 credits. Pre or co requisite: SWK 255. Research methods for social work practice and evaluation of practice.

#### *Relationship Between This and Other Courses*

SWK 331 builds on basic knowledge regarding social work gained in SWK 255 (Introduction to 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 that world. SWK 331 provides students with basic research methods as a precursor to students' completion of SWK 441 (Qualitative Research Methods). The research methods allow students in practice courses and policy analysis to understand evaluation of practice.

#### *Course Objectives*

At the conclusion of SWK 331, students will be able to:

1. Demonstrate the ability to think critically when critiquing and summarizing research and in the design of quantitative research.
2. Understand the application of the ethical mandates of NASW for social work research and the responsibility of institutional review boards.
3. Understand the influence of diverse and under-represented populations on the development of various theoretical frameworks that guide quantitative research.
4. Understand how social and economic justice is affected by and reflected in the design and publication of quantitative research.
5. NA
6. Use research to inform generalist practice at multiple levels of practice.
7. Understand the interaction between theory and research.
8. Understand the interaction between research and social policy.
9. Critique research and use quantitative research to evaluate entry level practice.
10. Use communication skills appropriately in technical writing and giving oral

presentations.

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

### **II. Course Schedule**

Week	Date	Content	Readings	Due Dates
1	1/10	Introduction/What is this course is about/Why is research	Royce p 6-9	

		needed		
1	1/12	Ways of Knowing		
2	1/17	Ethical issues	Chapter 3	
2	1/19	Ethical issues	Chapter 3	Content summary 1 due
3	1/24	The way research proceeds/overview	Chapter 2	Content summary 2 due <b>QUIZ 1</b>
3	1/26	The way research proceeds/choosing a topic, writing a research questions/hypothesis	Chapter 2	
4	1/31	Literature review: internet and library searches	Meet in the library	Content summary 3 due
4	2/2	Understanding variables/ Levels of measurement	Chapter 2 , p.281-286	Quiz 2
5	2/7	Sampling	p189-201	
5	2/9	Sampling	p189-201	Content summary 4
6	2/14	Types of designs (SSD)	Chapter 4	
6	2/16	NO CLASS		
7	2/21	Types of designs (SSD)	Chapter 4	Content summary 5
7	2/23	Pre-experimental design	P. 109-111	Quiz 3
8	2/28	Pre-experimental design	P. 109-111	
8	3/2	Experimental design	p. 98-102	
9	3/7	Experimental design	p. 98-102	
9	3/9	Quasi - experimental design	p. 111-114	Quiz 4
10	3/14	Spring break		
10	3/16	Spring break		
11	3/21	Quasi - experimental design	p. 111-114	
11	3/23	Program Evaluation	Chapter 11	
12	3/28	Program Evaluation	Chapter 11	
12	3/30	Validity	p. 103-109	Content summary 6 Quiz 5
13	4/4	Understanding measure instruments	Chapter 6	
13	4/6	Measurement: questionnaires	Chapter 7	Content area summary 7
14	4/11	Measurement: questionnaires	Chapter 7	
14	4/13	Easter break		
15	4/18	Measurement: survey research	Chapter 8	Quiz 6
15	4/20	Measurement: survey	Chapter 8	

		research		
16	4/25	Data analysis	Chapter 12	
16	4/27	Data analysis	Chapter 12	Content summary 8
17	5/2	Open Topic		
17	5/4	Summing it all up		Quiz 7

### III. Assignments for the Course

**Quizzes:** There will be 7 brief quizzes throughout the semester. Each quiz will be multiple choice. Quizzes will be open book and open notes. The dates of the quizzes will be announced in class. I will take the top 5 quizzes.

**Individual work:** For the majority of the content discussed in class, students will be required to turn in a 1-2 page summary of each of the major course content areas and provide examples using one of the topics listed in the syllabus. These assignments are due when lecture begins and will not be accepted outside of class hours. The due dates of these assignments will be announced in class. You are allowed to have one unexcused absence for your individual assignment. If any other assignments are missed a grade of zero will be given.

*What is needed in the individual work:*

- a summary of the content area
- an application of the content area to your topic
- How your understanding of the content advances your understanding of the social work profession

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

**Group work:** For the majority of the content discussed in class, groups will need to identify the aspects of a research proposal as it relates to the group topics. You are allowed to have one unexcused miss for your group assignment. If any other group assignments are missed for unexcused absences a grade of zero for the assignment. As part of the group work group members will be responsible for evaluating each others contributions. The rates will be used to evaluate the student's participation and contribution. If a student is rated low, then they will be graded down accordingly. Group work will be conducted in class.

Part of the Research Proposal

1. Identify your topic
2. State your research question
3. State your hypothesis
4. Identify and discuss any ethical issues your research might encounter
5. Identify and operationally define your dependent variable (Outcome)
6. Identify and operationally define your independent variable (s)
7. Identify plans for sampling. Which type of sampling will be utilized and how will subjects be recruited?
8. 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.
9. Identify and rationalize the design (pre-experimental, experimental, quasi-experimental, and single subject design)
10. Identify and justify your plans for statistical analysis
11. Identify the conclusions you wish to draw and how these conclusions effect the field of social work

**Class Participation:** Using the clicker response system you will be asked to respond to questions about the content. The clickers will allow for me (and only me) to keep track of who responds. By using the clickers, I will be able to gauge your understanding of the content. 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.

**Final exam:** A comprehensive final exam will be given on the final. You must take the final.

#### IV. Course Grading/Evaluation

Assignments	Points
Quizzes	25
Individual Work	20
Group Work	20
Class Participation	10
Final Exam	25
<b>Total</b>	<b>100</b>

#### 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 21<sup>st</sup> 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* (5<sup>th</sup> 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"> <li>• Class Quizzes</li> <li>• Clicker Response questions</li> <li>• Work in groups to discuss parts of the research proposal</li> <li>• In class exercises on the different topics covered</li> <li>• Final exam</li> <li>• Content area summaries</li> </ul>	<ul style="list-style-type: none"> <li>• Grading of quizzes</li> <li>• Class participation credit</li> <li>• Instructor feedback</li> <li>• Final exam score</li> <li>• Content area grade</li> </ul>
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"> <li>• Content area summary on ethics</li> <li>• Lecture on ethical considerations</li> <li>• Quiz questions on ethics</li> <li>• Work in groups to discuss parts of the research proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Content area grade</li> <li>• Quiz grade</li> <li>• Final exam</li> </ul>
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"> <li>• Content area summary on ethics</li> <li>• Lecture on culturally competent research</li> <li>• Work in groups to discuss parts of the research proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Content area grade</li> <li>• Quiz grade</li> <li>• Final exam</li> </ul>
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"> <li>• Content area summary on designs</li> <li>• Lecture on social justice and ethics</li> <li>• Content area summary on ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Content area grade</li> <li>• Quiz grades</li> <li>• Final exam</li> </ul>
5. Use research to inform generalist practice at multiple levels of practice.	<ul style="list-style-type: none"> <li>• Lecture on informing practice</li> <li>• Lecture on evidence based practice</li> <li>• Lecture on how class proceeds</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz grades</li> <li>• Content area grade</li> <li>• Final exam</li> </ul>
6. Understand the interaction between theory and research. .	<ul style="list-style-type: none"> <li>• Lecture on the role theory plays in research</li> <li>• Content area summary on way research proceeds</li> </ul>	<ul style="list-style-type: none"> <li>Quiz grade</li> <li>Content area grade</li> <li>Final exam</li> </ul>
7. Understand the interaction between research and social policy	<ul style="list-style-type: none"> <li>• Lecture on program evaluation</li> <li>• Lecture on why do research</li> </ul>	Content area summary
8. Critique research and use quantitative research to evaluate entry level practice.	<ul style="list-style-type: none"> <li>• Permeates all lectures</li> <li>• Lectures on design, measurement, evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Content area summary grades</li> <li>Quiz grade</li> <li>Final exam</li> </ul>

9. Use communication skills appropriately in technical writing and oral presentations	<ul style="list-style-type: none"><li>• Work in groups to discuss parts of the research proposal</li><li>• Content area summaries</li></ul>	Content area grades Class participation grades
10. Consult and seek supervision as needed.	<ul style="list-style-type: none"><li>• Clicker response systems</li></ul>	Clicker response system participation records.

**8/23/05**