

University of North Dakota
Department of Social Work
COURSE SYLLABUS SWK 317
(Social Work Research)
Fall 2007
1-1:50, MWF, Gillette 303

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I. Standard Syllabus Information

Course Description

SWK 317 Social Work Research Methods. 3 credits. Prerequisite or corequisite: SWK 255. Research methods for social work practice and evaluation of practice. F, S

Relationship Between This and Other Courses

SWK 317 builds on content from SWK 255 (Introduction to Social Work) regarding the social work profession and the role of research in social work. Content from SWK 255 related to social work values and ethics, social and economic justice, and diversity help prepare the student to conduct ethical and culturally sensitive research.

SWK 317 provides students with an understanding of basic qualitative and quantitative research methods. In SWK 317, students also gain and apply skills related to the critical evaluation of research.

SWK 317 provides students with foundational knowledge and skills necessary to understand and undertake practice evaluation in practice courses, field placements, and in entry-level practice settings.

Course Objectives

At the conclusion of SWK 317, students will be able to:

1. Demonstrate the ability to think critically when critiquing and summarizing research and the methods used to conduct and analyze research.
2. Understand the application of the ethical mandates of NASW for social work research and the social worker's responsibility to institutional review boards.
3. Understand issues related to undertaking culturally sensitive research; understand issues related to undertaking research with diverse populations.
4. Understand the role of research in both oppression and in the promotion of social and economic justice.
5. This objective number applies to other courses and to field.
6. Use research to inform generalist practice.

7. Understand the interaction between theory and research.
8. This objective number applies to other courses and to field.
9. Demonstrate an understanding of approaches to research and the manner in which they inform entry-level social work practice and evaluation.
10. Demonstrate an ability to use communication skills appropriately in technical writing and oral presentations.
11. This objective number applies to field.
12. This objective number applies to field.

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. <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. 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://sos.und.edu/csl>

II. Course Outline

Required Text

Rubin and Babbie (2007). Essential methods for social work. Thompson/Brooks/Cole.

Supplemental Readings

CITI Course in the protection of human research subjects. History and ethics. From the IRB training manual.

Milgram, S. (1963). Behavioral study of obedience. *Journal of abnormal and social psychology*, 67(4),371-378.

Assignments for the Course

Quizzes (20 points each): There will be three brief quizzes throughout the semester. Each quiz will be multiple choice. Quizzes will be open book and open notes. The lowest quiz grade will be dropped.

Content summary areas (each worth 25 pts): For the majority of the content discussed in class, students will be required to turn in a 2-4 page summary of each of the major course content areas and provide examples using your topic. These summaries will be based on course lecture, textbook readings and supplemental text. 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. The specific guidelines for the summaries will be announced in class and posted on Blackboard. However, for the most part, these summaries will need to address the three points mentioned below.

General guidelines for the content summaries.

1. a summary of the content area (10 points)
2. an application of the content area to your topic (10 points)
3. How your understanding of the content advances your understanding of the social work profession (5 points)
4. Grammar and spelling (5 points)

Content Area	Chapters
Ways of knowing	1,2
Ethical issues in research	4
Factors influencing the research process/the way research proceeds	3
Choosing a topic/Writing a literature review/Writing research question	6
Conceptualization/Variables/Hypotheses	7
Measurement	8,9,10
Sampling	11
Threats to Validity/Group Design	12
Additional methods in qualitative analysis/analyzing available records	15,16
Culturally Competent Research	5
Program Evaluation	13

Group Work (5 points each): For the majority of the topics discussed in this class there will be group work. The group work is designed to assist you with developing a deeper understanding of the content. For the most part, these group assignments will occur in class. **YOU MUST BE**

PRESENT TO RECEIVE POINTS FOR THE WORK.

Final exam (100 points): A comprehensive final exam will be given on the day of the scheduled final. You must take the final.

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.

Course Grading/Evaluation

	Percentage of grade
Quizzes	15
Content summary	30
Group work	20
Final Exam	25
Class participation	10

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
59 or below	F

III. Course Schedule

Course Schedule: The course schedule is subject to change with notice.

Date:	Content	Readings	Due dates
8/22	Introduction/What is this course is about/		
8/24	Ways of Knowing	Ch 1 p. 6-7, Ch 2 p. 11-15	
8/27	Ways of Knowing	Ch 1 p. 6-7, Ch 2 p. 11-15	
8/29	Ethical Concerns in research	Chapter 4/Handout: NASW code of ethics 5.02 research and evaluation/handout from IRB training on	

		ethical issues	
8/31	Ethical Concerns in research	Chapter 4/Handout: NASW code of ethics 5.02 research and evaluation/handout from IRB training on ethical issues	Content summary on ways of knowing due
9/3	No Class		
9/5	Ethical Concerns in research	Chapter 4/Handout: NASW code of ethics 5.02 research and evaluation/handout from IRB training on ethical issues	
9/7	Factors influencing the research process/the way research proceeds	Chapter 3	
9/10	Factors influencing the research process/the way research proceeds	Chapter 3	Content summary on ethical concerns in research due
9/12	Choosing a topic/Developing a literature review/developing research questions	Chapter 6	
9/14	Introduction to library resources	Chapter 6	
9/17	Choosing a topic/Developing a literature review/developing research questions	Chapter 6	Content summary factors influencing the research process/the way research proceeds due
9/19	Conceptualization/Variables/Hypotheses	Chapter 7	
9/21	Conceptualization/Variables/Hypotheses	Chapter 7	
9/24	Conceptualization/Variables/Hypotheses	Chapter 7	Content summary on Choosing a topic/Writing a literature review/Writing research question due
9/26	Quiz 1		

9/28	Measurement in Quantitative and Qualitative inquiry	Chapter 8	Content summary on Conceptualization/Variables/Hypotheses due
10/1	No class		
10/3	Measurement in Quantitative and Qualitative inquiry	Chapter 8	
10/5	Quantitative and Qualitative measurement instruments	Chapter 9	
10/8	Quantitative and Qualitative measurement instruments	Chapter 9	
10/12	Quantitative and Qualitative measurement instruments	Chapter 9	
10/15	Survey Research	Chapter 10	
10/17	Sampling	Chapter 11	
10/19	Sampling	Chapter 11	Content summary on measurement due
10/22	Quiz 2		
10/24	Threats to Validity		Content summary on sampling due
10/26	No class		
10/29	No class		
10/31	No class		
11/2	Threats to validity	Chapter 12	
11/5	Group design	Chapter 12	
11/7	Group design	Chapter 12	
11/9	Single Subject Design	Chapter 14	
11/12	NO CLASS		
11/14	Single Subject Design	Chapter 14	
11/16	Additional methods in qualitative inquiry	Chapter 15	Content summary on Threats to Validity/Group Design due
11/19	Analyzing available records	Chapter 16	
11/21	Quiz 3		
11/23	NO CLASS		
11/26	Data analysis	Chapter 17, Chapter 18	Content Summary on additional methods in qualitative inquiry/Analyzing available records due
11/30	Data analysis	Chapter 17, Chapter 18	
12/3	Culturally competent research	Chapter 5	
12/5	Program Evaluation	Chapter 13	Content summary on culturally competent research due
12/7	Summing up/ review for final		Content summary on program evaluation due

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

Course Objectives	Tasks to Meet Objectives	Method of Measurement
<p>1. Demonstrate the ability to think critically when reviewing research and in the design of quantitative research.</p>	<ul style="list-style-type: none"> • Quiz/final questions that focus on the ability to think critically about choosing methods such as sampling, research design, writing survey questions, and hypotheses • Clicker Response questions that focus on reviewing the parts of a research design • Work in groups 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 covering the range of topics discuss in class • Content area summaries covering the range of topics discussed in class (see content area assignment above) • Royse Chapter 2 (The way research proceeds) With specific attention to the way research proceeds 	<ul style="list-style-type: none"> • Grading of quizzes • Class participation credit • Instructor feedback • Final exam score • Content area grade
<p>2. Understand the application of the ethical mandates of NASW for social work research and the social worker's responsibility to institutional review boards.</p>	<ul style="list-style-type: none"> • Content area summary on ethical research • Lecture on ethical considerations • Quiz/final questions on ethics • Work in groups to discuss the ethics of certain research scenarios (Milgram study, Zimbardo Study, the restaurant letter study, the Tuskegee Study) • Royse chapter 3 (Ethical Thinking and Research) 	<ul style="list-style-type: none"> • Content area grade • Quiz grade • Final exam • Clicker questions • Research proposal assignment
<p>3. Understand issues related to undertaking research with diverse populations.</p>	<ul style="list-style-type: none"> • Content area summary on ethics • Content area summary on culturally competent research • Lecture on culturally competent research (focus on culturally specific language, consider population when 	<ul style="list-style-type: none"> • Content area grade • Quiz grade • Final exam • Clicker questions • Research proposal grade

	<ul style="list-style-type: none"> collecting data) • Work in groups to develop research proposal outlines that focus on diverse populations • Quiz/final questions about ethics and the representation of diverse populations in research • Royse Chapter 6 (Understanding and using research instruments), Chapter 7 (Developing data collection instruments: Scales and Questionnaires), Chapter 8 (Survey Research) 	
4. Understand the forms and mechanisms of bias and oppression in research, and demonstrate familiarity with methods and techniques to minimize those influences.	<ul style="list-style-type: none"> • Content area summary on designs • Lecture on social justice • Readings on the Tuskegee Syphilis study from IRB training on ethical issues • Readings on death of a normal volunteer from IRB training on ethical issues • Longres and Scanlon article “Social Justice and the Research Curriculum” • Content area summary on ethics • Content area summary on culturally competent research • Topic proposal part 3 (identifying research articles that relate to diverse populations and how those populations were represented) • Work in groups 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 • Quiz grades • Final exam • Clicker questions • Research proposal grade
5. This objective applies to other classes and field.		
6. Use research to inform generalist practice	<ul style="list-style-type: none"> • Lecture on informing practice • Lecture on evidence based practice • Lecture on how research proceeds • Work in groups to discuss how research proposal is applicable to social work practice • Royse Chapter 3 (Ethical Thinking and Research) • Research proposal summary on conclusions for social work profession/practice 	<ul style="list-style-type: none"> Quiz grades Content area grade Final exam Clicker questions Research proposal grade
7. Understand basic research	<ul style="list-style-type: none"> • Lecture on the role theory 	Quiz grade

design and the interaction between theory and research.	<ul style="list-style-type: none"> plays in research Content area summary on way research proceeds Royse Chapter 1 (Introduction) Chapter 2 (The way research proceeds) 	Content area grade Final exam Clicker questions
8. This objective number applies to other classes and to field.		
9. Demonstrate an understanding of approaches to quantitative research and the manner in which they inform entry level social work practice and evaluation.	<ul style="list-style-type: none"> Permeates all lectures Lectures on design, measurement, evaluation Royse Chapter 1 (introduction), Chapter 2 (the way research proceeds), Chapter 4 (Single Systems Design), Chapter 5 (Research Design for Group comparison), Chapter 6 (Understanding and using research instruments), Chapter 8 (Survey Research), Chapter 12 (Data Analysis) Research proposal assignment 	Content area summary grades Quiz grade Final exam Clicker question Research proposal assignment
10. Demonstrate an ability to use communication in a professional manner to obtain and disseminate information throughout the research and evaluation process.	<ul style="list-style-type: none"> Work in groups to discuss parts of the research proposal Content area summaries Royse Chapter 2 (the way research proceed), Chapter 13 (Professional Writing: Proposals, Research Reports, and Journal Articles). 	Content area grades Class participation grades Research proposal grade
11. This objective number applies to other classes and to field.		
12. This objective applies to other classes and to field.		

V. Bibliography

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