19:910:505 METHODS OF SOCIAL WORK RESEARCH I Fall 2016
Instructor: 
Phone: 
Fax: 
Email: 

CATALOG COURSE DESCRIPTION

Introduction to scientific, analytic approach to building knowledge and skills, including: role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, introductory computer skills, and report writing.

COURSE OVERVIEW

Research is a critical component of the professional practice of social work. Practice on any level must be based on sound and empirically validated concepts and theory. This course, applying a problem-solving approach, introduces the student to the scientific, analytic approach in social work practice and service delivery. It focuses on its role in knowledge building. This course, along with the second course, Advanced Methods of Social Work Research, seeks to prepare the practitioner to carry out three research roles: 1) consumer of research; 2) evaluator of practice; and 3) producer of research.

The basic course, which takes students through the entire research process, encompasses the following areas: posing a research question; conducting a literature review; generating a hypothesis; identifying the different kinds of variables, ethical and political issues, gender and ethnic issues, measurement issues, questionnaire construction, sampling, data collection, coding, data analysis, and communication of results.

Students are expected to participate in several exercises that will provide them “hands-on” experience in conducting key research activities. This includes computer aided data analysis and electronic literature searching. Students are also expected to read assigned articles illustrative of diverse research designs and critical research issues.

Place of Course in Program

This is the first of two required research courses, this one located in the foundation year. Its purpose is to introduce all students to the basic components of empirical research so that students may begin to apply their knowledge to the critical assessment of all their readings in the program and can begin to develop habits of searching the literature and critiquing what they read.

SCHOOL-WIDE LEARNING GOAL
To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

**COURSE GOALS**

At the completion of this course students are expected to be able to:

1. **Reflect Social Work Values:**

   **Competency 1: Demonstrate Ethical and Professional Behavior:**
   - 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;
   - Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

   **Competency 2: Engage Diversity and Difference in Practice**
   - 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.

2. **Demonstrate Competence in Doing Research:**

   **Competency 4: Engage In Practice-informed Research and Research-informed 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; and
   - Use and translate research evidence to inform and improve practice, policy, and service delivery.

3. **Demonstrate Competence in Consuming Research:**

   **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**
   - 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.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

• Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

REQUIRED TEXTS


Recommended Supplemental Text


COURSE REQUIREMENTS

1) *Assigned Readings*: It is important that assigned readings be completed in a timely manner in order to have informed class discussions. All class lectures will assume that students have read the assigned material.

2) *Class participation*: Includes participation in class through discussions, and self-assessments. Class participation and attendance are considered in determining grades.

3) *Homework assignments*: Will be given during the semester. The homework assignments will be based on assigned readings and lectures and will consist of individual and team exercises.

4) *Two exams*: A midterm and final based on the readings.

5) *Team Assignments*: Throughout the semester teams will be assigned short exercises to complete. These are building blocks for the final research paper and can be incorporated into that final paper.

6) *One written assignment/final research paper*: Students (in groups or individually) will formulate a research problem of relevance to social work and develop a research design for studying that problem. They will then integrate and apply the research concepts.
addressed in the course (i.e., sampling plan, instrument development, and data analytic plan). Specific guidelines for this assignment will be distributed during the semester.

7) Human Subjects Certification: completed online, guidelines will be posted.

8) Writing Style: All papers submitted for the course should adhere to the guidelines set forth by the Publication Manual of the American Psychological Association. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident for all written work.

GRADING

School of Social Work grading scale is as follows:

A 92-100
B+ 87-91
B 82-86
C+ 77-81
C 70-76
F 0-69

*Scores to be rounded up at .5

Criteria for grading is as follows:

1. Completion of assignments in a timely and appropriate manner.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Participation in discussions

Grades will be based upon:

1. Participation in discussions 10%
2. Completion of exercises 10%
3. Human Subjects Certification 10%
4. Midterm exam 20%
5. Final Research paper 20% **
6. Final exam 20%
7. Presentation 10%

**Please note that Canvas uses Turnitin, an internet plagiarism detection service that checks student papers. Its findings may negatively affect your grade.

COURSE EVALUATION
Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

### XIII. Course Outline

Due dates not listed here will be posted with the assignments

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Due</th>
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<tr>
<td><strong>Module 1: 9/6/16</strong></td>
<td><strong>Scientific Inquiry and Evidence-Based Practice</strong></td>
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| **Readings** | ● Rubin & Babbie, Chapter 1: Why Study Research?  
● Rubin & Babbie, Chapter 2: Evidence-Based Practice  
| **Lectures** | ● Welcome to Research I  
● Chapters 1 & 2 Lecture | 9/6/16 |
| **Activity** | Introduce yourself to the class | 9/6/16 |
| **Assignment** | Interview a social worker | 9/12/16 |
| **Discussion** | Lehrer article; see course website for more information | 9/12/16 |

| **Module 2: 9/13/16** | **Ethical and Cultural Issues in Social Work Research** | |
| **Readings** | ● Rubin & Babbie, Chapter 5: Ethical issues in social work research  
● Rubin & Babbie, Chapter 6: Culturally Competent Research  
● American Psychological Association (APA), pp. 12-20, 70-76.  
| **Lectures** | ● Chapters 5 & 6 Lecture | |
| **Podcast** | Episode 46 - Dr. Leopoldo Cabassa: Developing Mental Health Literacy Tools for the Latino Community  
[http://www.socialwork.buffalo.edu/podcast/mp3/living_proof/cabassa_mental_health_tools.mp3](http://www.socialwork.buffalo.edu/podcast/mp3/living_proof/cabassa_mental_health_tools.mp3) | |
<p>| <strong>Assignment</strong> | Human Subjects Certification Exam | 9/19/16 |
| <strong>Discussion</strong> | Intervention researchers (from Bauman) | 9/19/16 |</p>
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<td><strong>Module 3:</strong> 9/20/16</td>
<td>The Research Process: Quantitative, Qualitative, and Mixed Methods</td>
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<tr>
<td>Readings</td>
<td>● Rubin &amp; Babbie, Chapter 3: Quantitative, Qualitative, and Mixed Methods</td>
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<td>● Rubin &amp; Babbie, Chapter 4: Factors Influencing the Research Process</td>
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<td>Lectures</td>
<td>Chapters 3 &amp; 4 Lecture</td>
<td>9/26/16</td>
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<td>Discussion</td>
<td>Impact of data collection on programs</td>
<td>9/26/16</td>
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<td>Discussion</td>
<td>The Interview</td>
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<td><strong>Module 4:</strong> 9/27/16</td>
<td>Problem Formulation</td>
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<td>Readings</td>
<td>● R. &amp; B., Chapter 7: Problem Formulation</td>
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<td>● R. &amp; B., Appendix A: Using the Library</td>
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<td>● APA Manual, Chapter 7: Reference Examples, pp. 193-224</td>
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<td>Lectures</td>
<td>● Chapter 7 Lecture</td>
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<tr>
<td>Activity</td>
<td>Visiting the library online</td>
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<tr>
<td>Assignment</td>
<td>Team Assignment 1: Research question and hypothesis</td>
<td>10/3/16</td>
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<td><strong>Module 5:</strong> 10/4/16</td>
<td>Measurement</td>
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<td>Readings</td>
<td>● R. &amp; B., Chapter 8: Measurement in Quantitative and Qualitative Inquiry</td>
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<td>● R. &amp; B., Chapter 9: Quantitative and Qualitative Measurement Instruments</td>
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<td></td>
<td>● Pike, C. K. (2002). Measuring racial climate in school of social work:</td>
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<td>Lectures</td>
<td>Chapters 8 &amp; 9 Lecture</td>
<td>10/10/16</td>
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<td>Assignment</td>
<td>Evaluating Scales</td>
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<td>Discussion</td>
<td>Critique GSS questions</td>
<td>10/10/16</td>
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<td><strong>Module 6:</strong> 10/11/16</td>
<td>Sampling</td>
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<td>Readings</td>
<td>● Rubin &amp; Babbie, Chapter 11: Sampling</td>
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<td>Practitioner’s guide to sampling in the age of evidence-based practice:</td>
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● Chapter 11 Lecture  
Team Assignment 2: Summary of Sampling in GSS  
Ethics and Sampling | 10/17/16  
10/17/16 |
| Module 7: Midterm  
10/18/16 |  |
| Assignment | Go to quiz and complete exam | 10/22/16 |
| Module 8: Surveys  
10/25/16 | Rubin & Babbie, Chapter 10: Surveys  
| Lectures Discussion Assignment Assignment | ● Chapter 10 Lecture  
Choosing survey methods, R & B, p. 153  
Sign-up to meet with Instructor  
Team Assignment 3: Compile a short reference list | 10/31/16  
10/31/16  
10/31/16 |
| Module 9: Designs for Evaluating Programs and Practice  
11/1/16 | Rubin & Babbie, Chapter 12: Experiments and Quasi-Experiments  
| Lectures Activity Assignment Discussion | ● Chapter 12 Lecture  
Team meeting with instructor  
Design a study exercise  
Threats to internal validity | 11/1/16-11/7/16  
11/7/16  
11/7/16 |
| Module 10: Single-Case Evaluation Designs; Program Evaluation  
Rubin & Babbie, Chapter 14: Program Evaluation |  |
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● Chapters 13 & 14 Lecture | 11/14/16 |
| Discussion | Research design methods, R& B, Practice-Related Exercise 4, p. 243 | |
| **Module 11: 11/15/16** | **Analysis of Data** | |
| Readings | ● Rubin & Babbie, Chapter 16: Analyzing Available Records  
● Rubin & Babbie, Chapter 17: Quantitative Data Analysis  
● Rubin & Babbie, Chapter 16 & 17 Lecture | |
| Lectures | | |
| Assignment | Team assignment 4: Variable analysis with SDA  
Using secondary data | 11/28/16  
11/28/16 |
| Discussion | | |
| **11/22-11/28/16** | **Thanksgiving Week** | |
| **Module 12: 11/29/16** | **Qualitative Inquiry** | |
| Readings | ● Rubin & Babbie, Chapter 15: Additional Methods in Qualitative Inquiry  
● Rubin & Babbie, Chapter 18: Qualitative Data Analysis  
| Lectures | ● Chapters 15 & 18 Lecture  
Strengths and weaknesses of qualitative inquiry | |
| Discussion | | |
| **Module 13: 12/6/16** | **Writing Social Work Research Proposals and Reports** | |
| Readings | ● Rubin & Babbie, Appendix C: Writing Social Work Research Reports  
● APA, Grammar and Usage, pp. 77-86  
  Chapter 4, The Mechanics of Style, pp. 87-103  
  Chapter 5: Displaying Results, pp. 125-127  
  Chapter 6: Crediting Sources, pp. 169-192  
<p>| Lectures | Writing the Final Report | |
| Due | Final paper | |</p>
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<tr>
<td>Module 14:</td>
<td>Presentations</td>
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<td>Assignment</td>
<td>Team class presentations</td>
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<td>Module 15:</td>
<td>Final Exam</td>
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<td>12/20/16</td>
<td>Complete exam</td>
<td>12/20/16</td>
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**ACADEMIC INTEGRITY**

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism as described in the University’s Academic Integrity Policy is as follows:

*“Plagiarism*: Plagiarism is the use of another person’s words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

- Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own.

- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

- Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution”.

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional
student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: On my honor, I have neither received nor given any unauthorized assistance on this [examination or paper].

DISABILITY ACCOMMODATION

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site.