

Methods of Social Work Research I

19:910:505

Spring 2022

Instructor:

Email:

Catalog Course Description

Introduction to scientific, analytic, approach to building knowledge and skills, including the 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 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. 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's Mission Statement

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School-Wide Learning Goals

Upon graduation all students will be able to:

- Demonstrate Ethical and Professional Behavior;
- Engage Diversity and Difference in Practice; and
- Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

The Council On Social Work Education Policy And Accreditation Standards

The MSW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) to accredit and reaffirm baccalaureate and master-level social programs in the United States. These accreditation standards can be reviewed at cswe.org or by accessing the link on the Rutgers School of Social Work homepage.

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 an 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 for Engaging In Practice-informed Research and Research-informed Practice

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 4

- - - 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.

Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences, and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

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.

APA Style

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). [apa-7th-edition-handout.pdf](#)

The Purdue OWL website also provides assistance with APA style
<https://owl.english.purdue.edu/owl/resource/560/01/>

Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This

principle requires that a student neither facilitate academic ^{[[SEP]]}dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.” ^{[[SEP]]}

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.” ^{[[SEP]]}

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.” ^{[[SEP]]}

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

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/assignment.*

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: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' 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 at: <https://ods.rutgers.edu/students/registration-form>.

Required Textbook

Rubin, A., & Babbie, E. (2013-2016, the Print date is 2014) *Brooks/Cole Empowerment Series: Essential Research Methods for Social Work, the 4th Edition*. Belmont, CA: Brooks/Cole Cengage Learning. ISBN-13: 978-1305101685, ISBN-10: 1305101685

Purchase Options:

There is an online companion to this book called **MintTap**, which includes an electronic version of the same book, audiobook, additional study materials, and videos. With the eBook you are capable of highlighting, taking notes, prepare flashcards, and search in the book. Additional study materials include self-assessment. The use of MindTap is **optional**.

Paperback (9781305721975) Suggested Retail Price *: \$174.95

Loose Leaf Book with MindTap Access -- 6 months (9781305721975) Suggested Retail Price *: \$99.95

MindTap Printed Access Code Only(*includes eBook and Audiobook + all study materials/videos, 6 months' access*) 9781305647008 Suggested Retail Price *: \$80.00

*According to the Cengage website. Prices are subject to change. Suggested retail pricing is not necessarily the same as the bookstore pricing. *Cheaper options could be available in retail or online sellers.*

Required Workbook

Holcomb, Z. C. *Interpreting Basic Statistics* Glendale, CA: Pyrczak Publishing. 8th Edition.

Purchase Options:

The book is available as a hardcover or electronic access.

Supplemental Resources

Weinbach, R.W. & Grinnell, R.M. (2014). *Statistics for social workers, 9th ed.* Needham Heights, Massachusetts: Allyn & Bacon. 2

Other required readings (separate from the textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left-hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). [please click here for a video tutorial](#)

Course Rubric

Human subjects certification	10%
Meaningful class participation	10%
Assignments/Exercises	40%
Midterm exams	20%
Final exam	20%

Assigned readings and asynchronous material: It is important that asynchronous material is completed before the synchronous session to have a meaningful learning experience.

ATTENDANCE: Late arrivals and unexcused absences will affect your class participation credits.

School of Social Work grading scale

A 92-100

B+ 87-91

B 82-86

C+ 77-81

C 70-76

F 0-69

Course Outline and Assigned Readings

Week 1: Course Overview, An Introduction to Scientific Inquiry in Social Work

Rubin & Babbie, Chapter 1: Why Study Research? Scientific Inquiry & Social Work

Rubin & Babbie, Chapter 2: Evidence-Based Practice

<https://www.theatlantic.com/magazine/archive/2017/04/what-your-therapist-doesnt-know/517797/>

Week 2: The Research Process

Rubin & Babbie, Chapter 3: Quantitative, Qualitative, and Mixed Methods

Rubin & Babbie, Chapter 4: Factors Influencing the Research Process

Week 3: Ethics and Cultural Issues in Research

Rubin & Babbie, Chapter 5: Ethical Issues in Social Work Research
Rubin & Babbie, Chapter 6: Culturally Competent Research

Baumann A., Rodriguez, M.D., & Parra-Cardona, J. R. (2011). Community-based applied research with Latino immigrant families: Informing practice and research according to ethical and social justice principles. *Family Process*, 50 (2), p132-148.

Annas , G.J., and M. A. Grodin (2018). Reflections on the 70th Anniversary of the Nuremberg Doctors' Trial. *AJPH*, 108(1), p 10-11.

Week 4: Problem Formulation

Rubin & Babbie, Chapter 7: Problem Formulation
Rubin & Babbie, Appendix A: Using the Library

Week 5: Two Way Relationships

(No required readings in the pre-synchronous activities)

Week 6: Measurement

Rubin & Babbie, Chapter 8: Measurement in Quantitative and Qualitative Inquiry
Rubin & Babbie, Chapter 9: Quantitative and Qualitative Measurement Instruments

Week 7: Surveys

Rubin & Babbie, Chapter 10: Surveys

Week 8: Midterm

Week 9: Sampling

Rubin & Babbie, Chapter 11: Sampling: Quantitative and Qualitative Approaches

Weeks 10: Designs for Evaluating Programs and Practice

Rubin & Babbie, Chapter 12: Experiments and Quasi-Experiments
Rubin & Babbie, Appendix E, Using the Effect Sizes to Bridge the Gap between Research and Practice

Week 11: Designs for Evaluating Programs and Practice (Part 2)

Rubin, & Babbie, Chapter 13: Single-Case Evaluation Designs

Week 12: Finding and Assessing Evidence for Evidence-Based Practice

(No required readings in the pre-synchronous activities)

Week 13: Qualitative Inquiry

Rubin & Babbie, Chapter 15: Additional Methods in Qualitative Inquiry

Rubin & Babbie, Chapter 18: Qualitative Data Analysis

Week 14 Data Analyses & Review Before Final

(No required readings in the pre-synchronous activities)

Final Week: Final Exam