

Syllabus

SWK 361 Foundations of Social Work Research

Instructor: Ryan D. Heath, Ph.D., LCSW
Office: White Hall 274
Office Hours: *By appointment - Mondays 1-3pm*

Phone: 315-445-1989
Email: rdheath@syr.edu (preferred)

Course Description:

Research methods including problem formulation, measurement, sampling, research design, data collection and analysis, and report preparation. Application of research methods to critical analysis of research reports and to issues associated with the evaluation of social work practice.

Prerequisites / Co-requisite: None.

Audience: Social work majors and students in related fields seeking to have a stronger understanding of how to apply research methods and critical thinking to daily social work practice.

Credits: Three (3)

Learning Objectives:

Students will be expected to:

1. Understand the process and logic of scientific inquiry in social work. (CSWE competency 4)
2. Identify ethical standards of scientific inquiry. (CSWE competency 4)
3. Demonstrate the understanding of basic research skills required to evaluate one's own practice across systems of various sizes. (CSWE competencies 4, 9)
4. Critically read and analyze published research articles. (CSWE competency 4)
5. Demonstrate the ability to participate in goal setting, formulating research questions, research design, measurement plans, and analysis, and in the execution of research in human service settings. (CSWE competencies 4, 9)

Bibliography/ Texts / Supplies:

This course will primarily draw from three related open access textbooks:

DeCarlo, M., Cummings, C., Agnelli, K. (2020). *Graduate Research Methods in Social Work: A Project-Based Approach*. Pressbooks. Available at: <https://viva.pressbooks.pub/mswresearch/>

Maudlin, R.L. (2021). *Foundations of Social Work Research*. Pressbooks. Available at: <https://uta.pressbooks.pub/foundationsofsocialworkresearch/>

- These textbooks are open access and available for free online at the website above. If the online book is unable to accommodate your learning or accessibility needs, please contact the instructor.
- Additional required readings not found in text will be available through SU Libraries and on Blackboard.

Optional textbook

Rubin, A., & Babbie, E. (2016) *Essential Research Methods for Social Workers*. Cengage.

- Several chapters will be made available through SU Libraries and Blackboard, so students do not require their own copy. However, you can purchase a copy if you choose.

Course Requirements and Expectations:

Attendance (Course Objectives 1-5)

Attendance is required at all synchronous classes, as described in the University Attendance and Course-Specific Policies below.

Reading and Exercises (Course Objectives 1-5)

Required reading and completion of asynchronous exercises are Course-Specific Policies below. Completion of weekly readings as specified on the syllabus are integral to learning the material and will ensure your ability to fully participate in class.

Class Participation (Course Objectives 1-5)

It is expected that students are active participants in synchronous sessions. This includes active listening, contributing class discussions, and completing group exercises. See more information on class participation expectations below.

Assignments (Course Objectives 1-5)

As described below, students assignments are expected to be completed, and are required for mastery of the material and meeting CSWE competencies. See information regarding each assignment and their alignment with course objectives below.

Grading:

Grades will be determined on the following weighted allocation of points:

<u>Activity:</u>	<u>Value:</u>	
Class Participation	10%	(Course Objectives 1,2,3,4,5)
CITI Training	5%	(Course Objective 2)
Research Team Quizzes		(Course Objectives 1,2,3,4,5)
Hypotheses & Variables	10%	
Measurement, Sampling & Design	10%	
Data Analysis & Program Evaluation	10%	
Midterm Exam	15%	(Course Objectives 1,2,3,4,5)
Research Proposal Workbook		(Course Objectives 1,2,3,4,5)
I: Research Question & Literature Review	5%	
II. Conceptualization & Methodology	5%	
III. Peer Review	5%	
IV. Proposal Presentation	5%	
V. Full Proposal	20%	
TOTAL POSSIBLE POINTS	100%	

Grading Table

Grades	Percentage Range
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D-	60-69
F	0-59

A grade of "Incomplete" will only be given in extenuating circumstances and in accordance with University policy. Any requests for an "Incomplete" must be submitted before the end of the semester. The student must make arrangements with the instructor and use the form mandated by the university prior to the final week of classes. Simply completing the form will not guarantee that the grade of "Incomplete" will be granted.

University Attendance Policy:

Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty will use “ESPR” and “MSPR” in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted to any student for whom the Never Attended flag is raised in Orange SUccess. More information regarding Orange SUccess can be found [here](http://orangesuccess.syr.edu/getting-started-2/), at <http://orangesuccess.syr.edu/getting-started-2/>.

Students should also review the university’s religious observance policy and make the required arrangements at the beginning of each semester.

Course Specific Policies:

General policies

1. Students are required to read all assigned materials and complete asynchronous exercises *before* the Wednesdays synchronous class for the week in which they are assigned, and to come to class prepared to raise thoughtful questions and contribute to the discussion in a relevant manner (Readings support all course objectives).
2. It is the student’s responsibility to ask for clarification of readings or for additional help as needed if you are having trouble with any aspect of the course. You are welcome to make an appointment to meet with me at any point during the course.
3. I commit to checking e-mail 2-3 times per day, Monday-Friday. I do not always respond immediately to an e-mail once I get it. Depending on the issue at hand, some matters require more thought than others, and I may consult with other faculty and staff. I commit to responding to emails within 2 business days (not including weekends and holidays).
4. Questions and concerns requiring sustained discussion should be brought to class or to office hours. Such discussion will not be conducted via email.

In-class policies

1. During in-person sessions, it is expected that students are participating and engaged. Students are not to be viewing other websites other than course content, using other electronic devices, or texting/messaging or other conversing with others outside of the group or class conversation.
2. Lectures, class discussions, interactive class exercises, and film will be used to facilitate the teaching process. There will be a planned template of topics for each class session and schedule on the syllabus, but topics may be moved or continued to the following week depending on class and instructor needs.

Attendance policies

1. Attendance at all classes is expected.

2. If you must be absent, it is required that you e-mail to let me know that you cannot attend. It is the student's responsibility to arrange to make up for lost work, get missed lecture notes from classmates, acquire handouts from missed sessions, etc.
3. Your final grade will be affected if you miss more than 2 scheduled class and have not met with me to provide professional documentation for your absence.
4. Lateness to class will also affect the final grade. Every 2 late arrivals of more than 10 minutes late will equal 1 absence.
5. A student missing more than 6 scheduled classes cannot earn a grade higher than a C, regardless of performance on assignments. Missing 8 or more classes may result in course failure. Please see me if you have questions about this policy.
6. Absences due to medical or personal emergencies, such as a visit to the doctor due to illness or being unable to get to campus because of snow, will count toward the total amount of class time you can miss regardless of professional documentation.

Session Attendance Policy:

Attendance for in-person sessions is mandatory. Students must request approval to miss a in-person session due to an unavoidable conflict. Students that receive approval to miss a in-person session will be expected to complete an assignment in place of the in-person session. The assignment should be completed before the next in-person session.

Any sessions missed without approval will result in the student receiving an absence for that week's in-person session. Any student that enrolls in the class after the start of the first in-person session will be able to submit an alternate assignment for the first session only as provided by the faculty.

Excusable Absence Policy:

If a student misses an in-person session due to a conflict that is out of the student's control, the student must:

- Provide proof of conflict to the instructor and request approval.
- (Submission does not guarantee approval.)
- If approved, instructor must provide an alternative assignment.
- The alternative assignment should be completed by the next in-person session.
- As described above, missing more than 6 sessions regardless of reason will affect your grade in the course.

This course will be conducted in-person with synchronous, 80-minute sessions, and independent work on some weeks with asynchronous online content. You must complete asynchronous content in the course to receive full participation credit.

Assignment policies

1. All work is to be completed by the assigned due date unless prior arrangements are made with the instructor.
2. **Policy on Incompletes and Late Assignments:**
Assignments are due on the day and time noted in the course syllabus. Accommodations for late work are up to the instructor's discretion; you must seek and be granted specific approval for any late work.

Assignments turned in late without prior arrangements will be reduced 10 points (one letter grade) for each day they are late, and .42 points for each hour it is late.

- Example 1: An 90% (A-) will drop to a 80% (B-) if the student turns it in one day (24 hours) after the deadline.
 - Example 2: An 90% (A-) paper will drop to an 87.9% if the student turns it in five hours after the deadline.
3. All individual papers and assignments for this course must be written in the format outlined in the 7th Edition of the Publication Manual of the American Psychological Association (APA). The manual is available at the Syracuse University bookstore.
 4. All papers must be double-spaced and use 12-point Times New Roman font with 1-inch margins on all sides. They must be submitted in Microsoft Word (.doc or .docx) format.
 5. Your writing should be clear, concise, well-organized and formatted as a “final product.” Your papers must not exceed the maximum page length of the assignment.
 6. It is recommended that students seek guidance and editorial assistance from the University Writing Center (<http://tutortrac.syr.edu/>) as necessary.

Collaborative Group Work

In this course, students will be assigned to a group to complete Research Team Exercises and Research Team Quizzes in class. Each student is expected to contribute to development of the content of each exercise and to take part in its completion during class.

Stay Safe Pledge

Syracuse University’s Stay Safe Pledge reflects the high value that we, as a university community, place on the well-being of our community members. This pledge defines norms for behavior that will promote community health and wellbeing. Classroom expectations include the following: wearing a mask that covers the nose and mouth at all times, maintaining a distance of six feet from others, and staying away from class if you feel unwell. Students who do not follow these norms will not be allowed to continue in face-to-face classes; repeated violations will be treated as violations of the Code of Student Conduct and may result in disciplinary action.

Turnitin:

This class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at Syracuse University and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Diverse Opinions and Confidentiality

Because social work is a profession that embraces diversity and honors the confidentiality of its clients/consumers, social work students are likewise expected to display such tolerance and respect for the differing feelings, beliefs, and orientations of their fellow students. At times, students may share information with the class that they do not want discussed outside of the class. Students are expected to maintain the confidentiality of their fellow class members. Lack of professional behavior in this regard will affect your class participation grade.

Sensitive Content in Course:

This course will involve content that may trigger post-traumatic response in some students. Though it is not the intent of the instructor to describe vivid situations or provide course material that contains such, there will be frank discussion about social work practice that implicates several sensitive areas. Please peruse the syllabus and promptly contact the instructor if you are concerned that a topic area might trigger a post-traumatic response for you, and we will work to accommodate your needs where possible.

Teaching Methods

Multiple methods will be used for acquiring knowledge and skills including: discussion, lectures, group projects, and exercises. This course has been designed to maximize the benefits of both independent and collaborative work. Research teams will be established in the second week of class, and will work together throughout the semester. In order for the course to be successful, all students should be prepared to make an active contribution to the research team process by engaging with the in-class exercises and assignments and through critical reflection on the readings and other course topics.

Experiential exercises will be regularly utilized in this course. In general, Monday classes will focus on discussion and experiential exercises in research teams. Wednesdays will be asynchronous lectures and independent work.

All assignments and exercises are designed as opportunities for you to practice the very tasks you will be required to do as social workers. These experiential opportunities are intentionally aligned with course objectives and CSWE Competencies.

Assignments:

1. **CITI Training on Ethics in Human Subjects Research: 5% (Course Objective 2)**

2. **Research Team Quizzes: 30% (Course Objectives 1, 2, 3, 4, 5)**

Throughout the semester, Wednesday synchronous classes will be spent engaging in research exercises with a research team. These teams will be established at the start of the semester. On three Wednesdays, you will be given quizzes to complete as a team. They are collaborative and teams may use their textbooks and notes. Each will count as 10% of your grade and will include multiple choice and short answer questions. These quizzes will evaluate your ability to complete tasks in social work research and evaluation.

- | | |
|---|---------------------|
| a. Hypotheses and Variables (10%) | In-class: Mon 10/1 |
| b. Measurement, Sampling & Design (10%) | In-class: Mon 10/18 |
| c. Data Analysis & Program Evaluation (10%) | In-class: Mon 11/15 |

3. **Midterm Exam: 15% (Course Objectives 1, 2, 3, 4, 5)**

Mon 10/25 - In-Person

This will be a cumulative exam covering material from Weeks 1 - 7. The midterm exam will consist of multiple choice and short answer questions that require a practical application of research knowledge. Students will be allowed to use one single-page 8.5' x 11' double-sided sheet of notes during the exam.

4. **Participation: 10% (Course Objectives 1, 2, 3, 4, 5)**

This portion of the grade includes (but is not limited to):

- a. Attendance at all classes. A student missing more than 20% of classes cannot earn a grade higher than a C, regardless of performance on assignments and if absences are excused.
- b. In-class quizzes: these may be given periodically to test your mastery of the material, and to give you practice questions for the midterm exam and research team quizzes.
- c. Class participation includes actively contributing to class discussions and group activities.
- d. Practicing professional behavior in class.
- e. Addressing the instructor and your peers with professional courtesy and respect
- f. Refraining from “sidebar” conversations while others are speaking
- g. Refraining from cell phone use—both in and out of the classroom—during class time.
- h. Only using screens for notetaking or class work.
- i. Providing feedback to peers, and answering questions asked by instructor/peers.

5. **Research Proposal: 40% Total (Course Objectives 1, 2, 3, 4, 5)**

The iterative and culminating project in this class is a research proposal that integrates the material you have learned over the course the semester. This proposal will occur in stages, with each subsequent component building off of the previous part. Students will have opportunities to refine their work in response to instructor feedback before submitting the next part. This assignment is broken into five components as described below.

Part 1: Research Question and Literature Review (5%)	Due: Fri 10/1 at 11:59pm
Part 2: Conceptualization & Methodology (5%)	Due: Fri 11/19 at 11:59pm
Part 3: Peer Review (5%)	Due: Fri 11/29 at 11:59pm
Part 4: Proposal Presentation (5%)	In-class: Mon 12/6 & Wed 12/8
Part 5: Full Proposal (20%)	Due: Fri 12/17 at 11:59pm

Additional information will be provided about each component later in the semester. All assignments are to be submitted on Chalk. Assignments should be submitted in Microsoft Word (.doc or .docx) format. **DO NOT** submit your assignment in other formats (e.g., PDF or Apple Pages). Submitting a paper in the incorrect format will result in points being deducted.

Syracuse University Policies:

Students should review the University’s policies regarding: Diversity and Disability <https://www.syracuse.edu/life/accessibilitydiversity/>; the Religious Observances Notification and Policy http://supolicies.syr.edu/studs/religious_observance.htm; and Orange SUccess - <http://orangesuccess.syr.edu/getting-started-2/>

Disability-Related Accommodations

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://disabilityservices.syr.edu>, located in Room 309 of 804 University Avenue, or call (315) 443-4498, TDD: (315) 443-1371 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue students with documented Disabilities Accommodation Authorization Letters, as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

Religious Observances Policy

SU religious observances policy, found at http://supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes and by the submission deadline for flexibly formatted classes.

For fall and spring semesters, an online notification process is available through:

MySlice/StudentServices/Enrollment/MyReligiousObservances

Academic Integrity Policy:

Syracuse University's Academic Integrity Policy holds students accountable for the integrity of the work they submit. Students should be familiar with the policy and know that it is their responsibility to learn about course-specific expectations, as well as about university policy. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first offense by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of Academic Integrity Policy. The instructor reserves the right to utilize software to check for plagiarism on any and all student assignments. For more information and the complete policy, see <http://academicintegrity.syr.edu/academic-integrity-policy/>

COURSE SCHEDULE:

Mondays: In-Person Classes: 3:45 - 5:05 pm Eastern Time*

Wednesdays: Asynchronous Lectures & Activities*

(*Exceptions noted below.)

Week 1 - Overview of Social Work Research; Anti-Oppressive Research & De-colonizing Research

*Two in-person sessions:

*Mon 8/30 3:45-5:05pm

*Wed 9/2 3:45-5:05pm

Topics:

Overview of the Class
Purposes of Research
Ethical Issues in Social Work Research
Anti-Oppressive Research
Decolonization of research

Required Readings:

*Mon 8/30

DeCarlo et al. (2020) Chapter 1: Introduction to Research

Wed 9/2:

DeCarlo et al. (2020) Chapter 6: Ethical Issues in Social Work Research

Strier, R. (2007). Anti-Oppressive Social Work Research: A preliminary definition. *British Journal of Social Work*, 37(5), 857-871. <https://doi.org>

Asselin, H., & Basile, S. (2018). Concrete ways to decolonize research. *ACME: An International Journal for Critical Geographies*, 17(3), 643-650. Available at:
http://depositum.uqat.ca/id/eprint/953/1/asselin_basile_acme_2018.pdf

Suggested Readings:

Aschwanden, C. (2015). "Science isn't broken."

<https://fivethirtyeight.com/features/science-isnt-broken/>

Fisher-Borne, M., Cain, J. M., Martin, S.L. (2014). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education*, 34(2), 165-181.

Gambrill, E. (2001). "Social work: An authority-based profession." *Research on Social Work Practice*, 11(2): 166-175.

Mathebane, M. S., & Sekudu, J. (2018). A contrapuntal epistemology for social work: An Afrocentric perspective. *International Social Work*, 61(6), 1154-1168.

<https://doi.org/10.1177/0020872817702704>

Pos, K., & Brown, L. (2005). Becoming an anti-oppressive researcher. *Research as resistance: Critical, indigenous and anti-oppressive approaches*, 255.

Smith, L. T. (2021). *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd. Available from SU Libraries [here](#).

Week 2 - Quantitative and Qualitative Methods; Research Questions

Topics:

Stages of the Research Process
Comparing Qualitative, Quantitative & Mixed Methods
The role of theory
Guest Lecture: Syracuse Library Services & Scholarly Sources

Required Readings:

DeCarlo (2020) Chapter 2: Starting your Research Project
Chapter 3: Searching the Literature
Chapter 4: Critical Information Literacy

Assignments:

CITI Training Completion Report Due, Fri 9/10 at 11:59pm

Suggested Readings:

Mudrick, N. R., Breslin, M. L., Liang, M., & Yee, S. (2012). Physical accessibility in primary health care settings: results from California on-site reviews. *Disability and Health Journal*, 5(3), 159-167.
Smith, C. J., & Young, D. S. (2017). A retrospective look at the experience of parental incarceration and family reentry during adolescence. *Social Work in Public Health*, 32(8), 475-488.

Week 3 - Theory, Conceptualization, & Writing about Research

Topics:

Criteria for Inferring Causality
Conceptualization of Variables, Relationships & Hypotheses
Research Questions
Academic Writing, Literature Review & Research Proposals
Guest Lecture: Conducting literature Reviews

Required Readings:

Maudlin (2021) Chapter 5.2 Conceptualization
DeCarlo (2020): Chapter 9: Writing your Research Question
Chapter 7 Theory and Paradigm
Chapter 8: Reason and Causality

Week 4 - Quantitative Measurement - Sources of Error, Reliability & Validity

Topics:

Operational Definitions of a Variable
Levels of Measurement
Sources of Measurement Error
Reliability & Validity

Required Readings:

DeCarlo (2020): Chapter 11: Quantitative Measurement

Rubin & Babbie (2014) Chapter 8: Measurement in Quantitative and Qualitative Inquiry

Week 5 - Measurement II - Data Collection & Survey Design

Topics:

Ethical Guidelines during Data Collection

Surveys

Open Ended & Closed Ended Questions

Critically Appraising Quantitative Instruments

Required Readings:

DeCarlo (2018): Chapter 12: Survey Research

Rubin & Babbie (2014): Chapter 9: Quantitative and Qualitative Measurement Instruments

Assignment:

Research Team Quiz: Hypotheses & Variables - in class Mon 9/27.

Research Proposal Part I - Research Question & Literature Review due Fri 10/1 at 11:59pm

Week 6 - Sampling and Generalizability; Choosing Methodology

Topics:

Sampling and Generalizability

Probability Sampling and Nonprobability Sampling

Types of Probability Sampling Designs

Choosing Methodology

Required Readings:

DeCarlo (2020): Chapter 10: Quantitative Sampling

Suggested Readings:

Pilkay, S., & Lee, S. (2015). Effects of court-appointed special advocate intervention on permanency outcomes of children in foster care. *Journal of Social Service Research*, 41(4), 445-453.

Week 7 - Experimental Design & Quantitative Analysis I

Topics:

Criteria for Inferring Nomothetic Causality (Review)

Threats to Internal Validity

Pre-Experimental, Quasi-Experimental and Experimental Designs

Dealing with Quantitative Data

Coding Variables

Univariate Statistics

Required Readings:

DeCarlo (2020): Chapter 13: Experimental Design
Chapter 14: Univariate Analysis

Week 8 - Quantitative Analyses II

Topics:

Bivariate statistics - Testing relationships between variables
Crosstabulations, Correlations and t-tests
ANOVA
Multiple Regression Techniques

Required Readings:

DeCarlo (2020): Chapter 15: Bivariate Analysis
Chapter 16: Reporting Quantitative Results
Rubin & Babbie: Chapter 17: Quantitative Data Analysis

Assignments:

Research Team Quiz: Sampling, Measurement & Design - in-class Mon 10/18

Week 9 - Midterm Exam; Qualitative Data Collection & Analysis

Topics:

Conducting Qualitative Research
Interviews & Focus Groups
Qualitative Data Analysis

Required Readings:

Maudlin (2021) Chapter 9: Unique Feature of Qualitative Research
DeCarlo (2020): Chapter 17: Qualitative Data and Sampling
Chapter 18: Qualitative Data Collection
Chapter 19: Approaches to Qualitative Data Analysis

Rubin & Babbie: Chapter 18: Qualitative Data Analysis

Assignment:

Midterm Exam - in-class Wed 10/25

Suggested Readings:

Smith, Y. (2014). Rethinking decision making: An ethnographic study of worker agency in crisis intervention. *Social Service Review*, 88(3), 407-442.

Week 10 - Qualitative Analysis II

Topics:

Strategies to increase Rigor in Qualitative Studies
Coding Techniques
Mixed Methods
Comparing Quantitative & Qualitative Methods

Required Readings:

- DeCarlo (2020): Chapter 20: Quality in Qualitative Studies: Rigor in Research Design
Chapter 21: A Survey of Qualitative Designs
Rubin & Babbie: Chapter 15: Additional Methods in Qualitative Inquiry

Week 11 - Program Evaluation & Action Research

Topics:

- Program Evaluation in Social Work
Participatory Action Research
Culturally Responsive Program Evaluation

Required Readings:

- DeCarlo (2020): Chapter 23: Program Evaluation
Maudlin (2021): Chapter 11: Real-World Research
Hood, S., Hopson, R. K., & Kirkhart, K. E. (2015). Culturally Responsive Evaluation. In *Handbook of Practical Program Evaluation: Fourth Edition* (pp. 281-317). Wiley
Blackwell. <https://doi.org/10.1002/9781119171386.ch12>

Suggested Readings:

- Gardner, F. (2000). "Design evaluation: Illuminating social work practice for better outcomes." *Social Work*, 45(2): 176-182.

Week 12 - Research in Practice, Unobtrusive Research & Secondary Data Analysis

Topics:

- Administrative data
Secondary Data
Strengths and weaknesses of using existing data
Single System Designs

Required Readings:

- Rubin & Babbie: Chapter 16: Analyzing Available Records: Quantitative and Qualitative Methods

Suggested Readings:

- Lundervold, D. A. & Belwood, M. F. (2000). The best kept secret in counseling: Single-case (N=1) experimental designs. *Journal of Counseling and Development*, 78, 92-102.

Assignments:

- Research Team Quiz: Data Analysis & Program Evaluation - in-class Mon 11/15
Proposal Part II - Conceptualization and Methodology - Due Fri 11/19 at 11:59pm

Thanksgiving Break - No Classes: 11/21-11/28

Week 13 - Advanced Quantitative Methods & Proposal Workshop

Assignments:

Proposal Part III: Peer-Review - Due BEFORE CLASS Mon 11/29 at 12:00pm

Topics:

Testing Moderation & Mediation
Interpreting Quantitative Tables
Quantitative Analyses in Excel

Readings:

DeCarlo (2020): Chapter 24: Sharing and Consuming Research

Rubin & Babbie: Chapter 17: Quantitative Data Analysis

Wang, X., & Maguire-Jack, K. (2018). Family and environmental influences on child behavioral health:
The role of neighborhood disorder and adverse childhood experiences. *Journal of
Developmental & Behavioral Pediatrics, 39*(1), 28-36.

Week 14 - Presentations & Closing

*Two synchronous Sessions

*Mon 12/6 3:45-5:05pm

*Wed 12/8 3:45-5:05pm

Assignments:

Research Proposal: Presentations - In-class Mon 12/6 and Wed 12/8

Exam Week:

Assignments:

Proposal Part V - Full Proposal - Due Friday 12/17 at 11:59pm

SWK 361 Schedule - Topics (Graded Assignments in **boldface)**

Week	Date	Topic	Format
1	Mon 8/30	Overview of Class, Purposes of Research	In-Person
	Wed 9/2	Anti-Oppressive Research & De-Colonizing Research	In-Person
2	Mon 9/6	Qualitative and Quantitative Methods; Research Questions	In-Person
	Wed 9/8	<i>Guest Lecture & Activity: Scholarly Articles (Bird Library 046)</i>	In-Person
	Fri 9/10	CITI Completion Report Due (5%)	
3	Mon 9/13	Theory, Conceptualization, & Writing About Research	Asynchronous
	Wed 9/15	<i>Guest Lecture & Activity: Literature Reviews (Bird Library 046)</i>	Synchronous
4	Mon 9/20	Activity: Conceptualization, Hypotheses & Variables	In-Person
	Wed 9/22	Quantitative Measurement: Error, Validity & Reliability	Asynchronous
5	Mon 9/27	Research Team Quiz: Hypotheses and Variables (10%)	In-Person
	Wed 9/29	Data Collection & Survey Design	Asynchronous
	Fri 10/1	Proposal: Part I - Research Question & Literature Review (5%)	
6	Mon 10/4	Activity: Measurement & Data Collection	In-Person
	Wed 10/6	Sampling & Generalizability; Choosing Methodology	Asynchronous
7	Mon 10/11	Activity: Measurement, Sampling & Design	In-Person
	Wed 10/13	Experimental Design & Quantitative Analysis I	Asynchronous
8	Mon 10/18	Research Team Quiz: Measurement, Sampling & Design (10%)	In-Person
	Wed 10/20	Quantitative Analysis II	Asynchronous
9	Mon 10/25	Midterm Exam (15%)	In-Person
	Wed 10/27	Qualitative Data Collection & Analysis	Asynchronous
10	Mon 11/1	Activity: Data analysis & Program Evaluation	In-Person
	Wed 11/3	Qualitative Analysis II	Asynchronous
11	Mon 11/8	Program Evaluation, Single-System Designs and Action Research	In-Person
	Wed 11/10	Culturally Responsive Evaluation	Asynchronous
	Fri 11/5	Proposal: Part II - Conceptualization & Methodology (5%)	
12	Mon 11/15	Research Team Quiz: Data Analysis & Program Evaluation(10%)	In-Person
	Wed 11/17	Research in Practice and Unobtrusive Research	Asynchronous
	Fri 11/19	Proposal: Part III - Peer Review (5%)	
		11/21-11/28 : <i>Thanksgiving Break - No Classes</i>	
13	Mon 11/29	Activity: Proposal Workshop	In-Person
	Wed 12/1	Advanced Methods & Special Topics	Asynchronous
14	Mon 12/6	Proposal: Part IV - Presentation (5%)	In-Person
	Wed 12/8	Proposal: Part IV - Presentation (5%) & Closing	In-Person
Exam	Wed 12/17	Proposal: Part V - Full Proposal (20%)	

