

**THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK
DSW PROGRAM Spring 2018**

SW 622 Translational Research

Credit hours: 3 Hours
Class time: Selected Thursdays 6:30 p.m. - 8:30 p.m. (All times are Eastern Time)
Instructor: Shandra Forrest-Bank, Ph.D.
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Zoom link: <https://tennessee.zoom.us/j/552809286>

Note from the professor: I encourage you to communicate with me. Email is usually the best way to connect with me and I welcome you to schedule individual meetings with me on Zoom to talk over your research ideas. I can be available directly following most sessions or we can schedule other times as needed. Please note that the role of the instructor in this course is different than the Capstone courses since I am not on most students' Capstone committees. You will need to work closely with your Capstone 2 committee chair while you work on the course assignments toward putting together your projects. They are the Co-PIs of your studies. Also, please understand that I am not able to review your assignments before they are due but will give you feedback when they are graded so you can apply it as you move forward to implement your projects.

I. Course Description

This course is designed to guide DSW students through the process of developing a specific and feasible research project that evaluates and/or informs clinical practice. The course will focus on the research skills necessary for planning and managing a comprehensive research project, from the development of the idea, to the logistics involved in planning the project, to the appropriate analytic strategy that will be applied. Students will develop a rationale and purpose for their research and hone their specific research questions. They will conceptualize and plan the research design and methodology that optimally address their research questions, and prepare a research proposal with the writing skills and content of a publishable manuscript. Students will consider the ethical concerns specific to their projects and complete the necessary formal submission of their research protocols for gaining Institutional Review Board approval. A key aim of the course is for students to complete the course fully prepared to implement the research study that will be the basis for their Capstone 2 projects.

II. Course Rationale

Students completing a DSW must develop an appreciation and understanding of the scientific method so that they will be able to extend the knowledge base of social work through building and applying research evidence. This course facilitates the application of research design and methods for social science research to improve social work practice.

III. Course Competencies

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

1. Develop a coherent and compelling argument for conducting a research study based on review of relevant research;
2. Craft research questions that specifically target the identified need or research gap;
3. Identify the research methodological approach and explain why it best fits the research questions;
4. Define the specific design for the project and explain what the quality and limitations of the findings will be based on that design;

5. Design, plan, and manage, an ethical, feasible, and practical research study that has direct implications for practice;
6. Describe the potential implications the study might have to inform social work;
7. Secure access to specific sample and/or source of data and specify sampling strategies;
8. Develop specific tools to recruit participants and collect data;
9. Identify variables and how they will be measured;
10. Demonstrate transparency and acknowledgement of ethical concerns as well as limitations to reliability and validity;
11. Complete and submit necessary documentation for Institutional Review Board;
12. Demonstrate ability to identify and apply appropriate analytical strategies targeting research questions and specific data that will be used;
13. Work collaboratively with colleagues and provide critical feedback to peers regarding research methodology;
14. Integrate recommendations and critical feedback from committee members, supervisors, peers, and instructor as they progress through research process.

IV. Student Learning Objectives

Students will be able to:

1. Demonstrate knowledge about research methods and how to apply them for practice evaluation and enhancement;
2. Conceptualize and develop a research project that evaluates and/or informs clinical practice, harnessing available empirical knowledge and adhering to an evidence-based practice model;
3. Recognize and address ethical and cultural competency concerns in conducting research with vulnerable populations and navigate human subjects procedures;
4. Demonstrate ability to identify appropriate statistical methods for analysis of research outcomes.

V. Learning Environment

This course involves both asynchronous and synchronous learning experiences in the online class environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for independent and collaborative learning. The course may include lectures, PowerPoint, discussion blogs, reading assignments, small group work, assignments involving social media, and online activities.

VI. Text Required for Course

Thomas, G. (2013). *How to do Your Research Project: A Guide for Students in Education and Applied Social Sciences* (Second Edition). London: Sage.

Other assigned readings will be posted on Canvas.

VII. University and College of Social Work Policies

CODE OF CONDUCT: It is the responsibility of the student to read the College of Social Work Ethical Academic and Professional Conduct Code located in the College of Social Work MSSW Handbook (www.utk.csw.edu).

HONOR STATEMENT: The University of Tennessee maintains a commitment to an atmosphere of intellectual integrity and academic honesty. Students of the University must pledge that they neither knowingly give nor receive any inappropriate assistance in academic work (Please see *Hilltopics*).

UNIVERSITY CIVILITY STATEMENT: Civility is genuine respect and regard for others - politeness,

consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

DIVERSITY AND INCLUSION: The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

STUDENTS WITH DISABILITIES POLICY: For course adaptations or accommodations because of a documented disability or to share emergency information, contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087 to ensure that you are properly registered for services.

VIII. Information Literacy/Technological resources

This course will be conducted online using Canvas and Zoom. Students must have a working knowledge of all aspects of Canvas, particularly accessing assignments and learning resources, viewing powerpoint presentations, submission of assignments, and utilizing Canvas for communication with the instructor and students. In addition, students will need to have accounts on Zoom and be familiar with how to participate in and lead meetings online. Contact OIT if you need assistance with technology: <https://help.utk.edu/footprints/contact/>.

IX. Course Expectations, Assignments, Assessment, and Evaluation Methods

Course Expectations

Students are expected to follow the course syllabus and prepare for sessions by completing all readings, tasks, and assignments before 6:30 P.M. on the Thursdays they are listed under in the syllabus calendar (unless a different time is noted). Canvas will provide the platform for communication about the course outside of synchronous sessions. Online synchronous sessions will be conducted via Zoom. In addition to attendance in all synchronous sessions, students are expected to participate in discussions, classroom exercises, group work, and complete all assignments, both graded and not graded. Class sessions will not be recorded. PPTs will be made available on Canvas. Please note that the course is outlined in the syllabus, but the instructor might also assign readings and other tasks to support the course as it progresses over the semester.

An extension of time for an assignment due to medical or personal emergency is sometimes made at the discretion of the instructor. A student who wishes an extension should consult with the instructor **at least 24 hours in advance of the due date. Late assignments will be penalized 10% for each calendar day past the**

due date unless alternative arrangements were made with the instructor prior to the due date. Assignments submitted more than 5 days late will receive a maximum of 80% credit.

Assignments

The following list provides a description of the graded assignments for the course. **Find the detailed expectations for each assignment on Canvas.**

1. Introduction: Background, Issue, & Solution (BIS) (Do not exceed 3 pages)

This assignment is the introduction of the Capstone 2 research proposal (and the basis for the Capstone 2 manuscript).

2. Outline of literature review, and statement of purpose

For this assignment, students will complete a concept mapping exercise and prepare an outline of the literature review section of the Capstone 2 research proposal which will present a compelling argument for why there is a need for the research project. The outline must present the plan to take the reader from the BIS to the current specific study being proposed while covering all of the topics needed to do so, including concept definitions, theoretical propositions, and review of relevant research literature. A statement of purpose written in a paragraph or 2 will come at the end of the outline.

3. Research proposal (15- 20 pages)

Students will submit the full research proposal, including the BIS, review of the literature, and methods sections (Procedures, Sample, Ethics, Measures, Analytic Strategy).

4. Powerpoint presentation (No more than 20 slides)

This assignment will help students examine the overall organization and quality of the research projects, and receive constructive feedback from group members. (The presentation will also serve as the basis for Capstone 2 defense presentations). You will present and discuss the slides in your small groups. Time is allotted during class but groups should meet outside of class if additional time is needed. The expectation is that everyone will give focus to each other's presentations and contribute by offering thoughtful and useful critique and feedback using the worksheet provided on Canvas. You need be able to receive critique as well. Approach your group work with genuine intent to help and support each other. **Do not cut and paste large pieces of text from your papers or your IRB protocols into your slides.**

5. Timeline and project plan

Conducting a research study and writing up the findings means managing a large project with a specific deadline. This assignment will assist you in thinking through all of the steps that you will take, the logistics in accomplishing them, and when and in what order they need to be done. Prepare a tool that you will use to identify the tasks involved in conducting your project, establish deadlines to accomplish them, and track your progress.

6. Institutional Review Board (IRB) protocol

You cannot begin to conduct any research that involves human subjects without approval from the IRB. This requires thinking through every detail of how your project will be conducted, how the participants might be impacted, and what you are going to protect the rights and well-being of the participants to your best ability. For the course you will submit the same document you submit to the UTK IRB and all of the supplementary materials (including flyer, informed consent, copy of survey).

Students must also submit the Project Status worksheet with your IRB protocol that summarizes the progress you have made on your project to date. It will be reviewed by the instructor, given some additional comments, and sent to your Capstone Chair.

7. Class and group participation

You are expected to participate in the class sessions and group work. This means completing the tasks assigned to prepare for class, attending class sessions, engaging in the discussions and activities, and completing the worksheets to demonstrate your ongoing integration and participation.

Attendance and participation in the Zoom sessions is worth up to 5 points.

The other 10 points are designated to the following:

Discussion Board "Beginning the Course Discussion"	Jan 11	(not graded)
Problem Formulation Worksheet	Jan 18	2 points
Research Approach Worksheet	Jan 25	2 points
IRB Preparation Worksheet	Feb 1	2 points
Design, Procedures, and Sample Worksheet	Mar 1	2 points
Answering the Research Questions Worksheet	Mar 8	2 points
IRB Peer Review Worksheet	Mar 29	(no submission required)
PPT Feedback	Apr 5	(no submission required)

If you miss a class you are expected to consult with a peer about what you missed and submit your work regardless.

Assessment and Evaluation

Each assignment will be reviewed by the instructor one time only. Feedback will be provided at that time.

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| 1. Class and group attendance, participation, worksheets due following group activities | 15% | See above and in course outline |
| 2. BIS | 5% | Due Jan 25 |
| 3. Outline of literature review and statement of purpose | 10% | Due Feb 15 |
| 4. Timeline and project plan | 5% | Due Feb 22 |
| 5. Powerpoint presentation | 5% | Due Apr 5 |
| 6. Research Proposal | 35% | Due Apr 12 |
| 7. Institutional Review Board application and explanation of status with project | 25% | Due Apr 26 |

Grading Scale for SW622

A (94-100)	C (74-77)
A- (90-93)	C- (70-73)
B+ (88-89)	D (60-69)
B (84-87)	F (<60)
B- (80-83)	
C+ (78-79)	

COURSE OUTLINE			
Week 1 Jan 11		NO ZOOM SESSION	Participate in the discussion board “Beginning the Course Discussion”
<p>Topics covered: Course overview Problem formulation</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read through the course syllabus. • Participate in the discussion board “Beginning the Course Discussion” by 8:30 P.M. • Make an appointment to meet with your committee chair before the end of the month. • Read Thomas (2013) Chapter 1. • Complete the <i>Problem Formulation Worksheet</i>. • Find the BIS assignment on Canvas and review the instructions. 			
Week 2 Jan 18		MEET ON ZOOM	<i>Problem Formulation Worksheet due</i>
<p>Session topics: Research approach Project management</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read Thomas Chapters 2 & 5 • Read Kraus (2005) • Bring your completed <i>Problem Formulation Worksheet</i> to class. • Download and complete a draft of the <i>Research Approach Worksheet</i> and bring it with you to class. • Find the Timeline and Project Plan assignment on Canvas and review the instructions. <p>Session plan:</p> <ul style="list-style-type: none"> • Meet as whole class • Break into assigned small groups <ul style="list-style-type: none"> ○ Each group member will concisely present their preliminary research ideas. ○ Help each other identify challenges and specific next steps to start moving the projects forward. 			
Week 3 Jan 25		NO ZOOM SESSION	BIS due <i>Research Approach Worksheet due</i>
<p>Session topics: Research ethics and gaining IRB approval Confidentiality versus Anonymity</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Complete IRB CITI course if you have not already done so. • Open an account in the IRB Imedris system. <ul style="list-style-type: none"> ○ Go to https://research.utk.edu/training-workshops/compliance/imedris/imedris-resources/ ○ Click on the “Getting Started” guide and follow the instructions. 			

<ul style="list-style-type: none"> • Watch the UTK IRB video/PPT presentation “The Path to IRB Approval”: http://sf.ites.utk.edu/utk/Play/08dd3b57785d4d29894340c5107612f51d?catalog=d2e37151-13be-4abf-a4b4-d251e6d01504. • Review the “IRB Mindset” PPT on Canvas. • Download and complete draft of the <i>IRB Preparation Worksheet</i>. 			
Week 4 Feb 1		MEET ON ZOOM	<i>IRB Preparation Worksheet</i> due
<ul style="list-style-type: none"> • Meet with committee chair by this date. • Prepare to explain what ideas you have formulated so far. • Use your worksheets to identify gaps/barriers/struggles in conceptualizing your project and/or identifying/accessing data you will use. • Does your committee chair think your project sounds feasible or have ideas for a more manageable project? • Is there anything your committee chair thinks you should read or consider as you move forward to develop your study? • What are the next steps your committee chair expects of you? • Plan your next meeting. • How long will your chair need to review your IRB protocol before you submit it in Imedris? 			
<p>Session topics: Literature review Purpose statement Research questions</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read Thomas Chapter 3-4. • Download and complete a draft of the <i>Mapping/Outlining the Literature Review Assignment</i>. • Download the Visual Understanding Environment software: http://vue.tufts.edu/ <p>Session plan: 1. Meet in course Zoom session.</p>			
Week 5 Feb 8		MEET ON ZOOM	
<p>Session topics: Research design</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read Thomas Chapter 6 • Read De Vaus, D. A., & de Vaus, D. (2001) “Chapter 1: The Context of Design” <p>Session plan: 1. Meet in course Zoom session.</p>			
Week 6 Feb 15		NO ZOOM SESSION	<i>Mapping/Outlining the Literature Review Assignment</i> due by 8:30 PM
Use this session to finish the <i>Mapping/Outlining the Literature Review Assignment</i> or work on your Timeline and Project Plan .			

Week 7 Feb 22		MEET ON ZOOM	Timeline and Project Plan due
<p>Session Topic: Methods Section Sample and Procedures</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read Rudestam & Newton (2007) “The Method Chapter: Describing Your Research Plan” • Read Thomas Chapter 7 • Download and review <i>Design, Procedures, and Sample Worksheet</i> 			
Week 8 Mar 1		MEET ON ZOOM	<i>Design, Procedures, and Sample Worksheet due</i>
<p>Session topics: Measurement Analytic strategy</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Read Thomas Chapter 8 • Download <i>Answering the Research Questions Worksheet</i> <p>Session plan: 1. Meet in course Zoom session.</p>			
Week 9 Mar 8		OPEN CONSULTATION SESSION ON ZOOM	<i>Answering the Research Questions Worksheet due</i>
<p>Dr. Forrest-Bank will be available during this session to provide consultation and answer questions for anyone who wishes to attend.</p> <p>Dr. Staudt (Associate Professor in the CSW and Vice Chair of the UTK IRB Committee) will be available for one hour of the session to field IRB questions.</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Prepare an electronic draft of your IRB protocol in Imedris using the “IRB UTK Form 1 Instructions July 2016” • Prepare questions you may have about your methodology. • Prepare questions you may have about filling out the form or procedures in your protocol. 			
Week 10 Mar 15 Spring Break		NO SESSION	
Week 11 Mar 22		NO ZOOM SESSION	
<p>Session topics: Peer review of IRB protocols</p> <p>Preparation:</p> <ul style="list-style-type: none"> • Update your IRB protocol with any revisions you can in Imedris and print and save it to a PDF. 			

<ul style="list-style-type: none"> Send your protocol to at least two of your group members. (Decide among your group how you want to split this up if needed.) <p>Session plan:</p> <ol style="list-style-type: none"> Review each other's protocols carefully and complete the <i>IRB Peer Review Worksheet</i> for each of the protocols you review. Send the completed peer reviews to your group members and submit them on Canvas. 			
Week 12 Mar 29		NO ZOOM SESSION	
<p>Make sure you have kept your Capstone Chair informed about your study's progress. Send your IRB protocol to your Capstone Chair for feedback.</p>			
Week 13 Apr 5		ZOOM SESSION MEET IN SMALL GROUPS	PPT assignment due
<p>Session topics: Research proposal presentations</p> <p>Preparation for session:</p> <ul style="list-style-type: none"> Come to class prepared to share your PPT Presentation with your group. Download the <i>PPT Feedback Worksheet</i>. <p>Session plan:</p> <ol style="list-style-type: none"> Meet in course Zoom session. Break into small groups and complete the <i>PPT Feedback Worksheet</i> as each group member presents. Send your feedback to your group members (you do not need to submit this worksheet on Canvas). 			
Week 14 Apr 12		NO ZOOM SESSION	Research Proposal due by 12:00 Midnight
Week 15 Apr 19		MEET ON ZOOM	
<p>Session topics: Course wrap-up</p> <p>Session plan:</p> <ol style="list-style-type: none"> Meet in course Zoom session. 			
Week 16 April 26		NO ZOOM SESSION	IRB protocol and explanation of project status due