

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE  
COLLEGE OF SOCIAL WORK**

**SW 519 SOCIAL WORK RESEARCH  
Section 002**

Summer Session 1 & 2: **June 5- August 7, 2018** **Room 230**

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**Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.csw.utk.edu](http://www.csw.utk.edu)). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

**The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*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/>

**Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

**Dimensions of Diversity**

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. Council on Social Work (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, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, 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.

### **Course Description**

This is a required Foundation course. This course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice with and on behalf of at-risk populations and to evaluate programs and practices. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and relevant information and computer technologies.

### **Course Rationale**

Social workers must be critical consumers of research and possess the knowledge of research and its method in order to use research as a tool for competent and accountable evidence-based practice with and on behalf of at-risk populations. Toward that end, it is essential that social workers have the foundation knowledge, skills, and tools necessary to formulate questions about practice and policy, access and critically appraise the research literature available to answer such questions, and to prepare for more advanced methods used to evaluate programs and practices.

### **Course Competencies**

By completion of this course, students are expected to demonstrate (through course activities, assignments and/or exams):

1. **Recognize and explain differences between an evidence-based helping professional and one guided by tradition, authority, dogma, and speculation** 4.2, 4.4, 4.5 [*Content: role, history, knowledge acquisition, and current status of research in social work; basic assumptions, concepts, foundations, and limitations of the traditional scientific approach and challenges to these*]

- foundations; principles, logic, limitations, and alternative conceptualizations of qualitative and quantitative research designs];*
2. **Access relevant data bases for research evidence to support or refute social work practice, program and policy decisions** 4.3 [*Content: evidence based practice, purpose of a literature review, sources of literature, and assess the quality of available literature*]
  3. **Critically evaluate the methodological rigor of different kinds of qualitative and quantitative research and use this information to prioritize knowledge into a hierarchy of evidence from the most to the least rigorous** 4.5, 4.3 [*Content: research questions/hypotheses, practice problems (and transitions to research questions and hypotheses from these practice problems), principles and methods of sampling, measurement, design; descriptive and inferential statistics; and framework for evaluating research studies*]
  4. **Critically evaluate the strengths and limitations of qualitative and quantitative research in reference to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion** 4.1 [*Content: principles and methods of sampling, measurement, and design; data interpretation; and culturally competent research*]
  5. **Prepare, enter, and manipulate data using a spreadsheet or other software programs** 4.3 [*Content: Level of measurement, hypothesis testing, compute and interpret basic descriptive and inferential statistics; and selecting statistical tests*];
  6. **Apply appropriate empirical techniques to evaluate process and outcomes with program evaluation and single client systems** 3.3, 3.4, 4.1 [*Content: case level research designs; univariate and bivariate statistics*]
  7. **Articulate the core values and ethical standards of the social work profession (based on the NASW Code of Ethics and the International Federation of Social Work Code of Ethics) to research in settings with diverse constituencies across multiple systems** 1.1 [*Content: NASW code of ethics, historical overview of ethics in research, voluntary participation, informed consent, anonymity and confidentiality, and cultural competent research*];
  8. **Effectively communicate empirically-based knowledge (or lack thereof)** 4.5, 4.3 [*Content: writing a research report, APA style, research proposal components; framework for evaluation of research studies*]

**Required Texts:** Rubin, A. & Babbie, E. (2017). Research Methods for Social Work (9th Edition). Pacific Grove, CA: Brooks/Cole.

### **Course Requirements**

Students are expected to complete **five modules** and related course assignments. **Student engagement** is expected and will be determined by your participation, attendance, and in-class discussions/activities. Student engagement in an active process which includes participatory discussion with both peers and the professor. *In this class, student engagement will span course competencies 1-8 and cover the dimensions of Knowledge, Skills, Values, and Cognitive Affective Processes in social work practice.* **No late submissions of your assignments will be accepted.** A student who wishes an extension of time for an assignment due to medical or personal emergency should consult the instructor in advance. However, an extension is not automatic and there may be a grade penalty. **Please note that technical difficulties are not an acceptable excuse for turning in an assignment late or submitting a quiz late. All technical inquiries should be directed to the OIT helpdesk.**

**Evaluation Procedures and Grades** The following scale will be used for the final course grade:

**A (190-200)** Outstanding/Superior. Student consistently exceed expectations.

**B+ (180-189)** Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course.☐

**B (170-179)** Average. Student consistently meets normal expectations for the course.☐

**C+ (160-169)** Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.☐

**C (140-159)** Poor. There is lack of understanding of course content. Student does not meet course expectations.

**F (139-Below)** Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.

### **Course Assignments:**

**Quizzes** 5 @ 20 pts each =100

**Discussion Boards:** 20 pts

**Article Critiques:** 45 points

**Ethics Certificate:** 10 points

**Original Survey:** 20 points

**Student Engagement:** 5 points

= Total: 200

- I. **Quizzes:** Students will have a quiz that covers each module in the class for a total of 5 quizzes in the course. All quizzes are in Canvas. The quizzes are open book and open note, but you are not permitted to share answers or discuss the quiz with other students. Sharing answers or helping each other constitutes cheating and will result in disciplinary action. The quizzes will be timed. Once you open a quiz, you must complete the quiz within 3 hours. Do not open the quiz until you have reviewed the material for that module and you are ready to take the quiz. Each quiz will cover all readings, lecture materials, handouts, and websites for that particular module. If you fail to take the quiz during the designated time, you will receive a penalty of 2 points for a make-up quiz. Please do not wait until the last minute to submit your answers for the quiz. Quizzes are will be open from **June 19<sup>th</sup>-July 31 @ midnight** and can be taken at a time that works for your pace and learning style.

**Quiz I will cover competencies: 1, 3, & 4 (Knowledge, Skills, Values)**  
**Quiz II will cover competencies 1, 4, 7, & 8 (Knowledge, Skills, Values)**  
**Quiz III will cover competencies 2, 3, 4, & 8 (Knowledge & Skills)**  
**Quiz IV will cover competencies 4, 5, 6, & 8 (Knowledge & Skills)**  
**Quiz V will cover competencies 1, 5, 6, & 8 (Knowledge & Skills)**

- II. **Article Critiques:** Students are required to complete **three** article critiques.

Students are expected to critically evaluate the methodological rigor of different kinds of qualitative and quantitative research articles, The articles cover the following topics: reliability and validity research; experimental research; program evaluation; survey research; qualitative research; and a variety of descriptive and inferential statistics. Articles **are available on Canvas** along with Assignment criteria and example questions for how to critically analyze each article. **Due: August 1<sup>st</sup> at midnight**

**Article Critique Application will cover competencies 1, 2, 3, 4, 5, 6, 7, & 8;**  
**Dimensions: Knowledge, Skills, and Values**

III. **Discussion Boards:** Students are expected to participate in three Discussion Boards with their classmates in this course in a timely fashion. All discussion boards are located under the tab in Course Documents. You are required to actively engaging in thoughtful discussions with your classmates. Your comment(s) must be a new thread and a detailed response to other students' comments. A simply "Yes, I agree" or "No, I don't agree" is not an acceptable comment. Your grade for the discussion board will be dependent on the quality and appropriateness of your comments. It is important to remember that this is a classroom environment. Therefore, your language and tone on the discussion board should reflect this environment. I want to encourage you to challenge and disagree with each other, but this must be done in a respectful manner. Points will given out of 5. 0 is missing, 1 demonstrates inaccuracy or insufficient competency and no discussion among

peers, 2 demonstrates partial coverage, limited or poor understanding of material and minimal discussion, 3 demonstrates basic understanding, average discussion and limited examples or application, 4 demonstrates effective application, examples beyond memorization or text content, as well as early and consistent engagement on the board, 5 demonstrates exceptional coverage, multiple examples or in-depth application and exceptional engagement with peers. **A Discussion Board rubric is available on Canvas.** The discussion boards will cover the following topics:

***Discussion Board One:*** *Module 2: Ethics in social work research & Cultural relevance and competency of standardized measurement scales* **Competencies 1, 4, & 7; Dimensions: Knowledge, Cognitive and Affective Processes, & Values (10pts)**  
***Open from June 23<sup>rd</sup> -June 30<sup>th</sup> at midnight***

***Discussion Board Two:*** *Module 3: Searching relevant databases using the Boolean Method* *Module 5: Developing a research question and operationalizing the variables* **Competencies 2, 3, & 6; Dimensions: Knowledge and Skills (5pts)** ***Open from July 7<sup>th</sup>- July 14<sup>th</sup> at midnight***

***Discussion Board Three:*** *Module 4: Developing and critiquing surveys for research via Survey Monkey and demonstrating knowledge of levels of data for statistical analyses* **Competencies 5, 6, & 8; Dimensions: Knowledge and Skills (5pts)** ***Open from July 21-28<sup>th</sup> at midnight***

**IV. Ethics Certificate Training:** In order to clearly articulate the core values and ethical standards of the social work profession in order to conduct research in settings with diverse constituencies across multiple systems, students are expected to take the National Cancer Institute web-based course about the rights and welfare of human participants in research. This two-hour tutorial is designed for those involved in conducting research involving human participants. It satisfies the NIH human subjects training requirement for obtaining Federal Funds. Upon successful completion, you will be given a certificate of completion Go to link:

<http://phrp.nihtraining.com/users/login.php> complete training and cut/save PDF your certification and paste this into the designated assignment area in Blackboard.

***Due June 19<sup>th</sup> by midnight*** **Competencies 1, 7, & 4; Dimensions: Knowledge, Cognitive and Affective Processes, & Values**

**V. Survey Assignment:** This assignment will be related to Discussion Board Three that covers Module 4. Each student will have the opportunity to create his/her own survey using Survey Monkey. Students will create an online survey about an area of social work practice interesting to them. This is a free service, but it is limited to only 10 questions and will be done through Survey Monkey. Open the Discussion Board Tab in Blackboard and click the link. Go to Survey Monkey <http://www.surveymonkey.com/> create your survey and then post the link to your survey to Discussion Board. You must take a minimum of three surveys from other classmates to receive full credit. You will then post about the surveys you took, discuss what you learned, and how they might be improved upon. Students will be

expected to engage practical and analytical conversation and discuss strengths and weaknesses of surveys via discussion board. Students will receive points for the discussion board as well as individual points for the surveys created based on the following criteria: **Open from July 21-28<sup>th</sup> at midnight** **Competencies 2, 3, & 6; Dimensions: Knowledge and Skills**

**Criteria for survey is as follows:**

- Survey has creative title related to subject content
- Minimum of 10 questions related to topic of interest
- **All four levels** of measurement/data must be represented (nominal, ordinal, interval, and ratio level questions)
- Contains one open-ended question (qualitative)
- Contains one closed or forced response question (predetermined variables)
- Contains one scale question, Likert or Semantic differential
- Questions build on each other so that there is a clear flow relating to overall topic
- Avoids jargon, double questions, and leading questions

### **Course Schedule**

**\*All Quizzes are open for the full block of time and can be completed at your own pace from June 19<sup>th</sup>-July 31 @ midnight.**

**Week One: June 5<sup>th</sup> 2018: Module One Content:** Rubin and Babbie: **Chapter 1** Introduction to Social Research; Review Syllabus

**Module One Readings Available on Blackboard:**

Blakely, K. (2007). Reflections on the Role of Emotion in Feminist Research. *International Journal of Qualitative Methods*, 6(2), 59-68

Moyzakis, W. (2004). Exploring women's descriptions of distress and/or trauma in childbirth from a feminist perspective. *Evidence Based Midwifery Online*

Umana-Taylor, A.J. & Yazedjian, A. (2006). Generational Differences and Similarities among Puerto Rican and Mexican Mothers' Experiences with Familial Ethnic Socialization. *Journal of Social and Personal Relationships*, 23, 445-464

**Week Two: June 12<sup>th</sup>: Finish Module One; Chapter 2** Evidence-Based Practice, **Chapter 3;** Introduction to Paradigms; Watch Video: Rebirthing, Death of Candace Newmaker and Rubin and Babbie **Chapter 4 page 72**

Readings: Lecroy, C., Stinson, E. (2004). The Public's Perception of Social Work: Is It What We Think It Is? *Social Work*, 49 (2), 164-174.

**Week Three: June 19<sup>th</sup>: Module Two Content:** Ethics in Human research Rubin and Babbie: **Chapter 5**; Research Ethics, IRB, Consent Forms, Read and discuss ethics case studies from History: Willowbrook, Milgram & Tuskegee; Watch documentary footage on Willowbrook; Review Willowbrook consent form; Watch documentary, Guatemala research, Dateline: Autism research retracted **Chapter 6; Culturally Competent Research**

**Additional Readings Available on Blackboard:** DiFranks, N. (2008). Social Workers and the NASW Code of Ethics: Belief, Behavior, Disjuncture. *Social Work*, 53(2), 167-176

Sherlock, C., Thyne, C. (2010). Research with Vulnerable Groups: Collaboration as an Ethical Response. *Journal of Social Work and Ethics*, 7(2)

Barskey, A. (2010). The Virtuous Social Work Researcher: *Journal of Social Work Values and Ethics*, Volume 7

**Ethics Certificate Due: June 19<sup>th</sup> by midnight**

**Week Four: June 26<sup>th</sup> No Class; Online Ethics Discussion: See Discussion Board for Details: Open from June 23<sup>rd</sup> -June 30<sup>th</sup> at midnight**

**Week Five: July 3<sup>rd</sup> Module Three:** Rubin and Babbie: **Chapter 7** Reviewing Literature & Developing Research Questions, Types of research questions: Exploratory, Explanatory, Descriptive, Evaluative (Review PDF Homelessness; Rubin and Babbie: **AND Chapters 8 pages 173-187, Chapter 9 pages 199-213, Chapters 10 & 16 Survey Research**

Readings: Schram, P. J., Gaines, L. K., (2005). Examining Delinquent Non-gang Members and Delinquent Gang Members: A Comparison of Juvenile Probationers at Intake and Outcomes. *Youth Violence and Juvenile Justice*, 3, 99-115

Readings: Journal Article: Differences Between Older and Younger Adults in Residential Treatment for Co-Occurring Disorders Siobhan A. Morse, Cayce Watson, Samuel A. MacMaster, & Brian E. Bride (2015) *Journal of Dual Diagnosis*

Paradigm Magazine: Treatment Retention in Dual Diagnosis Residential Treatment Article (Morse & Watson 2016).

**Discussion Board II: Open from July 7<sup>th</sup>- July 14<sup>th</sup> at midnight**

**Week Six: July 10<sup>th</sup> Module Four:** Rubin and Babbie: **Chapters 11, 12, 13, and 15** Sampling Probability and Non-Probability, Pre-experimental, quasi-experimental, and experimental research designs, & Single System Designs

**Week Seven July 17<sup>th</sup> Module Four:** Rubin and Babbie: **Chapters 11, 12, 13, and 15** Sampling Probability and Non-Probability, Pre-experimental, quasi-experimental, and experimental research designs, & Single System Designs

***Survey & Discussion Board III: Open from July 21-28<sup>th</sup> at midnight***

**Week Eight: July 24<sup>th</sup> Module Five:** Rubin and Babbie: **Chapters 18, 19, & 21** Qualitative Research, Methods and Analysis, Data Collection and Coding, Statistical Applications including Descriptive Statistics, Measures of Variability, Central Tendency, and Selecting the appropriate statistical test for level of data and grouping variables.

**Week Nine: July 31<sup>st</sup> Finish remaining content from Module Five; **\*\*\*Article Critiques Due: August 1st @ Midnight****