

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

SW 519 – FOUNDATION RESEARCH

ONLINE

Summer 2018

Instructor Name: Sukyung Yoon, MSW, PhD Candidate

Class Time: 6:00pm – 7:00pm CST

(Every Thursday, May 31, June 7, June 14 and June 21, June 28)

Office: 115 Henson Hall

Office Hours: By Appointment

Email: syoon11@vols.utk.edu

Live Online Dates:

5/31, 6/7, 6/14, 6/21, 6/28, 6:00PM – 7:00PM CST, (7PM – 8:00 PM EST)

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). 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 100 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. 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.

Course Description

This is a required concentration foundation course for the MSSW Program. The purpose of this course is to help students understand and appreciate the value of research as a tool for professional evidence-based practice with and on behalf of at-risk populations. In this class students will learn to evaluate social work 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 should have knowledge of research and its methods 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 critical that social workers have the foundational 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

At the end of the course, students should be able to:

1) Recognize and explain differences between an evidence-based helping professional and one guided by tradition, authority, dogma, and speculation.

4.1 Content: the 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) Use technology ethically and appropriately to access relevant data bases for research evidence to support or refute social work practice, program and policy decisions.

4.2, 1.4 Content: evidence-based practice, purpose of a literature review, how to use technology to appropriately access data bases and other sources of literature, and assess the quality, credibility and limitations of available literature including research gained from electronic sources; how to use and translate research evidence to inform and improve practice, policy and service delivery

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.

4.2, 4.3 Content: research questions/ hypotheses, practice problems and transitions/ translations of these practice problems into research questions and hypotheses, 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 within the context of social, economic and environmental justice

4.2 Content: principles and methods of sampling, measurement, and design; data interpretation; and culturally competent research

5) Prepare, enter, and manipulate data using spreadsheets or other software programs.

4.1, 1.4 Content: level of measurement, hypothesis testing, how to compute and interpret basic descriptive and inferential statistics; and how to select statistical tests

6) Select and apply appropriate empirical techniques to evaluate process and outcomes with program evaluation and single client systems. Assess the utility of the research to inform practices and programs

4. 3 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, The National Association of Social Workers (NASW) and Association of Social Work Boards (ASWB) & ASWB Standards for Technology and Social Work Practice and the international Federation of Social Work Code of Ethics to research in settings with diverse constituencies across multiple systems ensuring that the conduct, evaluation, dissemination and implementation of research using technological approaches do so in a manner that ensures ethical credibility and informed consent of the participant.

1.1, 1.4 Content: NASW code of ethics, historical overview of ethics in research, voluntary participation, informed consent, anonymity and confidentiality, and culturally competent research

8) Communicate empirically-based knowledge effectively (or lack thereof) and apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels.

4.2, 4.3 Content: writing a research report, APA style, research proposal components; framework for evaluation of research studies.

Prerequisites

Graduate standing with admission to the MSSW Program.

Required Text

Allen Rubin & Earl Babbie (2016). Essential research methods for social work (4th edition). Boston, MA: Cengage

Recommended Text

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed). Washington, DC.

Required Software

IBM SPSS, Version 25. This program is offered to students at no cost through the OIT software distribution page:

<http://webapps.utk.edu/OIT/SoftwareDistribution/Home/Menu/>

or <https://apps.utk.edu/vpn/index.html>

If you encounter a problem with technology, please contact the UT OIT helpdesk.

<http://help.utk.edu/footprints/contact/>

The Grading Scale

The following scale will be used for the final course grade:

A (95-100) Outstanding/Superior: Exceptional performance. Consistently exceeds expectations.

B+ (90-94) Very Good: Student consistently meets, and occasionally exceeds, normal expectations for the course.

B (85-89) Good: Student consistently meets normal expectations for the course.

C+ (80-84) Average: There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.

C (70-79) Poor: There is lack of understanding of content. Student does not meet expectations.

F (69-Below) Very Poor: There is a lack of attendance or incomplete assignments. Course expectations are not met.

Assignments

1. Student Engagement (15%)

(Course Competences: 2, and 7. Dimensions of measurement: cognitive and affective processes, values and skill)

Students are expected to be active participants in this online class. Students are expected to attend all scheduled zoom meetings. If a student is unable to attend, she/he should let the instructor know in advance. Students should arrive for class prepared to discuss course material and participate actively in the classroom with a respectful manner via canvas. Lastly, students should submit all assignments in a timely manner.

Down load SPSS program

IBM SPSS, Version 25. This program is offered to students (at no cost) through the OIT software distribution page:

[http:// webapps.utk.edu/OIT/SoftwareDistribution/Home/Menu/](http://webapps.utk.edu/OIT/SoftwareDistribution/Home/Menu/)

or <https://apps.utk.edu/vpn/index.html>

If you encounter a problem with technology, please contact the UT OIT helpdesk.

<http://help.utk.edu/footprints/contact/>

Introduce yourself on Canvas, *Due May 30th Wednesday

1. Name
2. What are your hobbies?
- 3, What is your interest area in Social Work?
4. Describe your social work practical experience, if any.
5. Describe your Research Experience, if any.
6. What do you want to learn via this class?
7. What is your plan after graduation?

2. Ethics Activity Participation (The assignment is due June 7th 11:59pm) (15%)

(Course Competences: 1, 2, 7 and 8, Dimensions of measurement: Knowledge, cognitive and affective processes, values)

This grade gives accountability for your viewing of two documentaries

Deadly Deception on the Tuskegee Syphilis Study and *The Belmont Report*.

After viewing both videos and reading the assigned readings, you will participate in an online discussion about the videos.

To receive full credit for this assignment, each student must post their own response to the videos and comment on at least three other students' responses (for total four posts from each student in the discussion board).

Ethical Safeguards for Human Subject Research:

Belmont Report Video: https://www.youtube.com/watch?v=wn5qAUC_uzg

Access to the Belmont Report: <https://archive.org/details/belmontreporteth00unit>

Deadly Deception Documentary:

Deadly Deception Documentary: <https://www.youtube.com/watch?v=qNa8CnC4sSU>

Tuskegee Timeline: <https://www.cdc.gov/tuskegee/timeline.htm>

3. UTK CITI Human Subjects Training (20%)

(The assignment is due June 25th 11:59pm)

(Course Competences: 1, 2, 3,4,7 and 8, Dimensions of measurement: Knowledge, cognitive and affective processes, values)

This grade gives accountability for completing the UTK CITI Training for research with human subjects. This is a basic course in human subjects training, and all researchers must complete this before conducting research with human subjects. You will register with CITI, complete the basic course in human subjects, and submit a PDF version of your completed certificate on the Canvas website. In addition, you will write up what you learned from the human subjects training and submit a reflection paper (1 - 2 pages). Please submit your PDF certificate and your reflection paper together on or before June 21st, 2018. You may begin this assignment here:

<https://research.utk.edu/training-workshops/online-rcr/citi/>

4. Data Analysis (The assignment is due July 5th 11:59pm) (25%)

(Course Competences: 2, 5 and 6. Dimensions of measurement: Knowledge, cognitive and affective processes, and skill)

Students will be provided data and conduct data analysis using SPSS. Related content will be covered in the class. Students will be required to independently conduct basic analyses in the software, SPSS. Students will submit a written summary about the results of the statistical analyses. Students will also submit applicable statistical output.

5. Quizzes (25%) (Announced later)

(Course Competences: 1, 2, 3, 4, 7 and 8. Dimensions of measurement: Knowledge, cognitive and affective processes, values)

Throughout this semester, students will be given five quizzes. Each quiz will cover both class sessions and required reading materials from all preceding weeks, although the primary emphasis will be upon information from the previous week. Quizzes will be posted on Canvas and available for several days.

Late Work

Assignments, quizzes must be submitted no later than the due date and time. If there is emergency, students should let the instructor know in advance.

Recording and Sharing of Materials

Course materials by the instructor, video or audio recording of lectures without consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Collaborative Learning Environment Statement

This course will be offered online in both an asynchronous and synchronous fashion.

As an instructor,

I will provide relevant materials and meaningful engaging activities to complete and clear methods of assessment to accomplish the objectives of the course.

I will respond in timely manner and respectful attitude.

As a student,

You will engage in the course materials, activities and assessments of this class in a timely manner and with a respectful attitude.

You will take responsibility for accessing technological help as needed through **UT OIT helpdesk**. [<http://help.utk.edu/footprints/contact/>]

By participating with each other and honoring and conducting our roles well, we will be able to create a collaborative learning environment.

- Course Outline -

If you may miss an online session, please let me know in advance (syoon11@vols.utk.edu).

Module1 Thursday, May 31st, 2018

LIVE ONLINE CLASS Thursday, May 31st, 2018 6:00PM – 7:00PM CST, (7PM – 8:00 PM EST)

Introductions; introduce yourself by the Wednesday before the first live class (by May 30th) on Canvas.

Review of syllabus, introduction to social work research and to evidence-based practice. Problem Formulation.

Required readings: Rubin & Babbie, Chapters 1, 2, 3, and 4

Introduction to Research, Ethics and The Research Process

Optional readings:

Brekke, J. S. (2012). Shaping a science of social work. *Research on Social Work Practice*, 22(5), 455-464.

Norman, R. E., Byambaa, M., De, R., Butchart, A., Scott, J., & Vos, T. (2012). The long-term health consequences of child physical abuse, emotional abuse, and neglect: a systematic review and meta-analysis. *PLoS medicine*, 9(11), e1001349.

Adams, K. B., Matto, H. C., & LeCroy, C. W. (2009). Limitations of evidence-based practice for social work education: Unpacking the complexity. *Journal of Social Work Education*, 45(2), 165-186.

Introduce yourself on Canvas, Please *Due May 30th Wednesday

1. Name
2. What are your hobbies?
3. What is your interest area in Social Work?
4. Describe your social work practical experience, if any.
5. Describe your Research Experience, if any.
6. What do you want to learn via this class?
7. What is your plan after graduation?

Module 2 Thursday June 7th, 2018

LIVE ONLINE CLASS Thursday June 7th, 2018 6:00PM – 7:00PM CST, (7PM – 8:00 PM EST)

Required readings: Rubin & Babbie, Chapters 5, 6, 7, 8, and 9

-Ethical and Cultural Issues in Social Work Research, Problem formulation and Measurement.

Optional readings:

Jackson, K. F. (2010). Ethical considerations in social work research with multiracial individuals. *Journal of social work values and ethics*, 7(1), 1-10.

Kulis, S., Napoli, M., & Marsiglia, F. (2002). Ethnic pride, biculturalism, and drug use norms of urban American Indian adolescents. *Social Work Research*, 26(2), 101-112.

Felderhoff, B. J., Hoefler, R., & Watson, L. D. (2016). Living Up to the Code's Exhortations? Social Workers' Political Knowledge Sources, Expectations, and Behaviors. *Social Work*, 61(1), 29-35. doi:10.1093/sw/swv053

Grabe, S., Grose, R. G., & Dutt, A. (2015). Women's land ownership and relationship power: A mixed methods approach to understanding structural inequities and violence against women. *Psychology of Women Quarterly*, 39(1), 7-19.

Pudasainee-Kapri, S., & Razza, R. A. (2015). Associations Among Supportive Coparenting, Father Engagement and Attachment: The Role of Race/Ethnicity. *Journal of Child and Family Studies*, 24(12), 3793-3804.

Ethics Activity Participation Due June 7th 11:59pm

Quiz#1 and #2 Due June 11th 11:59pm

Module 3 Thursday June 14th, 2018

LIVE ONLINE CLASS Thursday June 14th, 2018 6:00PM – 7:00PM CST, (7PM – 8:00 PM EST)

-Sampling and Surveys, Designs for Evaluating Programs and Practice

Required readings: Rubin & Babbie, Chapters 10, 11, 12, 13 and 14

Optional readings:

Martinez, K. K., & Wong, S. E. (2009). Using prompts to increase attendance at groups for survivors of domestic violence. *Research on Social Work Practice, 19*(4), 460-463.

Huang, J., Sherraden, M., & Purnell, J. Q. (2014). Impacts of Child Development Accounts on maternal depressive symptoms: Evidence from a randomized statewide policy experiment. *Social Science & Medicine, 112*, 30-38.

Quiz #3 Due June 18th

Module 4 Thursday June 21st, 2018

LIVE ONLINE CLASS Thursday June 21st, 2018 6:00PM – 7:00PM CST, (7PM – 8:00 PM EST)

-Data Analysis

UTK CITI Human Subjects Training Due: June 25th 11:59 pm

Quiz #4 * Due June 25th 11:59 pm

Module 5 Thursday June 28th, 2018

LIVE ONLINE CLASS Thursday June 28th, 2018 6:00PM – 7:00PM CST, (7PM – 8:00 PM EST)

-Data Analysis

Quiz #5 *Due July 2nd 11:59 pm

Thursday July 5th, 2018

Data analysis assignment Due: July 5th