

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**Research and Evaluation in Social Work Practice**

**SOWK 506**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

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**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

Social work practitioners need research literacy and research skills in order to be accountable and to evaluate their own practice, programs, and service delivery in the field. Toward that end, this course introduces the methods of social work research, including problem formulation, research ethics, research designs, measurement, data collection, sampling, and data analysis. Through a social justice/anti-racist/global perspective, we focus on the application of critical thinking skills and research methods that support practice at the micro/mezzo/macro levels including practice effectiveness research, the evaluation of social work programs and services, and developing the knowledge base for social work practice. Students will build skills in critically reviewing and analyzing research studies using both qualitative and quantitative methods to prepare for their professional roles as critical consumers of research in social and behavioral science. This course will also provide students with an experience of proposing evaluation research studies related to their field placements (as available). Ultimately, their proposals may be relevant to the practice world; in the best-case scenario, student proposals developed in this course can provide community agencies with a significant step forward in obtaining knowledge about how their programs function.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

| **Assignment** | Article Critique  | Knowledge, Skills |
| --- | --- | --- |
| **Assignment** | Evaluation Research Proposal  | Knowledge, Skills, Values |

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Research Ethics Tutorial/CITI Training Certification | Knowledge, Skills |
| --- | --- | --- |
| **Assignment** | Midterm Exam | Knowledge, Skills |
| **Assignment** | Article Critique | Knowledge, Skills) |
| **Assignment** |  Evaluation Research Proposal  | Knowledge, Skills, Values |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [*Turn-It-In*](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading.  The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%B   3.00/84-87%B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%C    2.0 /72-75%C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake course. | D+ 1.33/64-67%D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** |

### **Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Assignment 1** **Due:**

**Research Ethics Tutorial (CITI Training Certification):**

Description of Assignment:

In this class students will come to learn about the concern for the safety of human subjects that surrounds all phases of the research process. There is now a certification that can be obtained to better ensure that researchers are more aware of their responsibilities regarding human subjects. CITI Certification is offered through CITI Program (<https://www.citiprogram.org/>) by enrolling as a Loyola University Chicago student. Students need to complete the Group 1 Lakeside Investigator Course by obtaining at least an 80% or higher on each of the course modules.

The expectation in this course is that each student will complete the online certification process prior to the end of the course. Students who do not provide the instructor with a copy of their certification will be given an “I” (Incomplete) in the course until the certification process is satisfactorily completed. Instructions for the online tutorial are contained in a file under “Syllabus/Course Documents” in Sakai for this course.

Assignment worth % of the final grade for the course.

**Assignment 2** **Due:**

**Midterm:**

Description of Assignment:

A mid-term will be used to test the student’s objective knowledge of material covered in the first part of the semester.

Assignment worth % of the final grade for the course.

**Assignment 3** **Due:**

**Article Critique:**

Description of Assignment:

During the second part of the semester, students will be given an article to critique. The critique will focus on key research concepts covered in class which may include any of the following research methodology sections from problem formulation, literature review, sampling, design, measurement, data collection and analysis. A Research Guide will be provided to direct questions to be answered for the article critique. One quantitative and one qualitative article will be provided for each critique. Materials will be provided under Article Critique on the Sakai menu.

Assignment worth % of final grade for the course.

**Assignment 4** **Due:**

**Evaluation Research Proposal:**

Description of Assignment:

Working either individually, in pairs, or in groups (determined by the instructor), students are expected to develop a research or program evaluation proposal (~20 pages) focused on a specific social problem or a need that has been identified through their field placement(s). The proposal can employ any type of qualitative, quantitative, or mixed methods research design. Students will complete a proposal that includes identification of a research question, literature review, and methodology section, including a sampling plan, data collection plan, and data analysis plan. Should students choose to work in pairs or a group to develop a proposal that is focused on program evaluation, all students participating in that pair or group are responsible for collective interface with the agency itself; in other words, the student whose agency is selected should not bear more of the work than her/his/their classmates. Students are not required to use any specific or pre-identified theory or methodology when designing their projects. However, they should be able to justify their choice of approach and explain how it relates to building practice knowledge.  A complete description of the components of the proposal is included in Sakai under Assignments.

Assignment worth % of the final grade for the course.

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT(S)**

* Engel, R. J., & Schutt, R. K. (2017). *The practice of research in social work* (4th ed.).
* Sage.
* Royce, D. (2020). *Research methods in social work* (8th ed.). Cognella.
* Royce, D., Thyer, B. A., & Padgett, D. K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6th ed.). Cengage Learning.
* Rubin, A., & Babbie, E. (2017). *Research methods for social work* (9th Edition). Brooks/Cole-Cengage Learning.

**RECOMMENDED TEXT(S)**

* Denicolo, P., & Becker, L. (2012). *Developing research proposals*. Thousand Oaks, CA: Sage.
* Harris, S. R. (2014). *How to critique journal articles in the social sciences*. Thousand Oaks, CA: Sage.
* Dudley, J. R. (2020). *Social work evaluation: Enhancing what we do* (3rd ed.). Lyceum Books, Inc.
* Punch, K. (2006). *Developing effective research proposals (2nd edition)*. Thousand Oaks, CA: Sage.
* Pyrczak, Fred. (2017). *Evaluating research in academic journals* (6th edition). Pyrczak Publishing
* Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2003). *Evaluation: A systematic approach.* Thousand Oaks, CA: Sage.
* Trochim, W. M. K & Donnelly, J. P (2008). *Research methods knowledge base* (3rd ed). Thomson Custom Pub, Mason, OH.
* Wyatt Knowlton, L., & Phillips, C. C. (2013). *The logic model guidebook: Better strategies for great results* (2nd ed.). Thousand Oaks, CA: Sage.

#### COURSE SCHEDULESee “Course Schedule” for week-by-week class/module objectives, required, and recommended content.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**RESOURCES**

**Professional Journals**

Social Work Research

Journal of the Society for Social Work and Research

Research on Social Work Practice

Journal of Social Work Research and Evaluation

Evaluation and Program Planning Journal

Evaluation: The International Journal of Theory, Research and Practice.

Research Evaluation

American Journal of Evaluation

**Websites**

Society for Social Work and Research: <http://sswr.org/>

Wayne State University Center for Social Work Research: <http://research.socialwork.wayne.edu/>

U.S. Department of Health and Human Services: <http://www.hhs.gov/>

HHS Agency for Healthcare Research and Quality: <http://www.ahrq.gov/>

[SAMHSA’s National Registry of Evidence-Based Programs and Practices](http://www.nrepp.samhsa.gov/): <http://www.nrepp.samhsa.gov/>

[SAMHSA: A Guide To Evidence-Based Practices (EBP) on The Web](http://www.samhsa.gov/ebpwebguide/index.asp): <http://www.samhsa.gov/ebpwebguide/index.asp>

#### COURSE SCHEDULE

**Module 1**

**OVERVIEW OF SOCIAL WORK RESEARCH (including overview of evaluation approaches)**

This module focuses on providing an overview of social work research ethics.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Overview of Course; Science, Society, and Social Work Research
2. Definition and Purposes of Research
3. Ways of Knowing
4. Power and Privilege in the Research Setting
5. Research and Social Work
6. Evidence-Based Practice

**Required Content**

* Engel & Schutt: Chapter 1
* Goar, C. (2008). “Experiments in Black and White: Power and Privilege in Experimental Methodology.” Pp. 153-162 in White Logic, White Methods: Racism and Methodology (Tukufu Zuberi and Eduardo Bonilla-Silva, Eds.). New York, Rowman & Littlefield.

**Recommended Content**

* Hartman, A. (1990). Many Ways of Knowing. *Social Work, 35*(1), 3-4.
* Wallace, W. (1971). *The Logic of Science in Sociology*. NY: Aldine Press.

#### Module 2

#### ETHICS IN THE PRACTICE OF SOCIAL WORK RESEARCH

This module focuses on developing research knowledge, by specifically understanding the research process and developing research questions.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Ethical and Scientific Guidelines for Social Work Research
2. Human subjects research
3. Ethical principles
4. Institutional Review Boards
5. Internet research

**Required Content**

* Engel & Schutt: Chapter 3
* VIDEO: Deadly Deception: The Tuskegee Study

**Recommended Content**

* Keller, H. & Lee, S. (2003). Ethical issues surrounding human participants’ research using the internet. *Ethics & Behavior, 13*(3), 211-219.
* Martin, J. (2000). Methodological and ethical issues in research on lesbians and gay men. *Social Work Research, 24*(1): 51-60.

#### Module 3

#### DEVELOPMENT OF RESEARCH KNOWLEDGE

#### This module focuses on developing research knowledge, by specifically understanding the research process and developing research questions.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. The Process of Social Work Research
2. Formulating social work research questions and hypothesis
3. Conducting literature reviews
4. Engaging theory
5. Social research standards

**Required Content**

* Engel & Schutt: Chapter 2
* Rubin, A. (2014). A half-century of social work research: Advances and new challenges. *Social Work, 15*(1), 182-195.

**Recommended Content**

* Bonilla-Silva, Eduardo & Zuberi, Tukufu (2008) “Toward a Definition of White Logic and White Methods” Pp. 8 – 34 in White Logic, White Methods: Racism and Methodology (Tukufu Zuberi and Eduardo Bonilla-Silva, Eds.). New York, Rowman & Littlefield. **(E-Book on Course Reserves).**

#### Module 4

#### PROBLEM FORMULATION, OPERATIONAL and CONCEPTUAL DEFINITIONS; MEASUREMENT

#### This module focuses on the intricate aspects of research such as problem formulation and conceptualization.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Comparing Quantitative, Qualitative, and Mixed-Methods of Inquiry; Conceptualization in Qualitative and Qualitative Inquiry
2. Philosophies of quantitative, qualitative, and mixed methods inquiry
3. Mixed methods design
4. Strengths and limitations of mixed methods

**Required Content**

* Engel & Schutt: 4 & Chapters 12 (pgs. 331-340)169-181
* Voith, L. A., Hamler, T., Francis, M. W., Lee, H., Korsch-Williams, A. (2020). Using a trauma-informed, socially just research framework with marginalized populations: Practices and barriers to implementation. *Social Work Research*, *44*(3), 69-181. doi: 10.1093/swr/swaa013

**Recommended Content**

* Agha, E., & Rai, A. (2020). Notes from the field: Culturally adapted research methods for South Asian participants*. Professional Development Journal, 23*(1), 27-31.
* Powers, M. C. F., & Freedman, D. A. (2012). Applying a social justice framework to photovoice research on environmental issues: A comprehensive literature review. *Critical Social Work*, *13*(2), 80-100.

**Module 5**

**PROBLEM FORMULATION, OPERATIONAL and CONCEPTUAL DEFINITIONS*;* MEASUREMENT CONTINUED**

This module continues to focus on problem formulation, measurement, and definition.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Measurement
2. Conceptualization
3. Operationalization
4. Levels of measurement
5. Measurement error

**Required Content**

* Engel & Schutt: 4 & Chapters 12 (pgs. 331-340)
* Bach, M. (Host). (2019, August 8). Defining and measuring poverty (No. 16) [Audio podcast episode]. In *Ceteris never Paribus*. https://ceterisneverparibus.net/defining-and-measuring-poverty-episode-16/

**Recommended Content**

* Ortega, D. M., & Richey, C. A. (1998). Methodological issues in social work research with depressed women of color. *Journal of Social Service Research, 23*(2), 47-70.

**Module 6**

**SAMPLING**

This module focuses on the specifics of sampling and recruitment.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Sampling
2. Sampling methods
3. Sampling distribution
4. Recruitment strategies with diverse populations

**Required Content**

* Engel & Schutt: Chapter 5

**Recommended Content**

* Bungay, V., Oliffe, J., & Atchison, C. (2016). Addressing underrepresentation in sex work research: Reflections on designing a purposeful sampling strategy. *Qualitative Health Research*, *26*(7), 966-978. doi: 10.1177/1049732315613042
* Heckathorn, D.D. (2002). Respondent-driven sampling II: Deriving valid population estimates from chain-referral samples of hidden populations. *Social Problems, 49,* 11-34.

 **Module 7**

**SURVEY DESIGN**

This module focuses on the tenets of survey design.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Survey Research
2. Survey Research in Social Work
3. Designing Questionnaires
4. Writing Questions
5. What Can Surveys Uncover?
6. Refining and Testing Questions
7. Survey Designs

**Required Content**

* Engel & Schutt: Chapter 9
* Knoepke, C. E. (2017). Differences in response groups for a survey using multimodal return: Implications for social work research. *Social Work Research*, *41*(3), 187-191. doi: 10.1093/swr/svx010

**Recommended Content**

* Aday, L., & Cornelius, L. J. (2006). Designing and conducting health surveys: A comprehensive guide (3rd ed.). Jossey-Bass. Chapter 1

**Module/Class 8**

**DATA COLLECTION AND APPROACHES: QUANTITATIVE METHODS (PART 1)**

This module focuses on quantitative data collection and design approaches.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Causation and Research Design
2. Research design alternatives
3. Criteria for quantitative research
4. Comparing research designs

**Required Content**

1. Engel & Schutt: Chapter 6
2. Nardi, P. (2017). Correlation and causation. In P. M. Nardi (Ed.), *Critical thinking: Tools for evaluation research* (pp. 92-10. University of California Press.

**Recommended Content**

1. Proctor, E.K. (1990). Evaluating clinical practice: issues of purpose and design. *Social Work Research & Abstracts*, (January), 32-40.

#### Module 9

#### DATA COLLECTION AND APPROACHES: QUANTITATIVE METHODS (PART 2); SINGLE-SUBJECT DESIGN

**Learning Objectives**

After successfully completing this module, students will be able to:

* Group Experimental Designs
	+ Threats to validity
	+ Features of true experiments
	+ Types of true experimental designs
	+ Quasi-experimental designs
	+ Nonexperimental designs
	+ Measuring targets of intervention
* Single-Subject Design
	+ Types of single-subject designs
	+ Analyzing single-subject designs

**Required Content**

* Engel & Schutt: Chapter 7 & 9

**Recommended Content**

* Caspi, J. (2008). Building a sibling aggression treatment model: Design and development research in action. *Research on Social Work Practice*, *18*(6), 575-585. doi: 10.1177/1049731508316051
* Lo, H. H. M., Ng, S. M., & Chan, C. L. W. (2015). Evaluating compassion-mindfulness therapy for recurrent anxiety and depression: A randomized control trial. *Research on Social Work Practice*, *25*(6), 715-725. doi: 10.1177/1049731514537686

#### Module 10

#### DATA COLLECTION APPROACHES: QUALITATIVE METHODS

This module continues to focus on quantitative research methods, specifically focusing on single-subject designs.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Qualitative Methods
2. Fundamentals of qualitative methods
3. Participant observation
4. Intensive interviewing
5. Focus groups
6. Community-based Participatory Research

## Required Content

* Engel & Schutt: Chapter 10
* Johnson, R. Burke. Examining the validity structure of qualitative research. (In Milinki, A.K. (1999) *Cases in Qualitative Research* (pp 160-165), Glendale, CA: Pyrczak Publishing.

## Recommended Content

* Best, A. (2003). Doing race in the context of feminist interviewing: Constructing whiteness through talk. *Qualitative Inquiry* 9(6), 895-914.
* Krefting, L. (1991). Rigor in qualitative research: The assessment of trustworthiness. *The American Journal of Occupational Therapy*, *45*(3), 214-222.

#### Module/Class 11

#### EVALUATION DESIGN

This module focuses on qualitative methods for data collection.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Evaluation Research
2. Logic models
3. Questions for evaluation research
4. Design decisions

**Required Content**

* Engel & Schutt: Chapter 13
* Harvey, C., Jedlicka, H., & Martinez, S. (2020). A program evaluation: Equine-assisted psychotherapy outcomes for children and adolescents. *Child and Adolescent Social Work Journal,* *37*, 665-675. https:/doi.org/10.1007/s10560-020-00705-0
* Savaya, R., & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. *Administration in Social Work*, *29*(2), 85-103. doi: 10.1300/J147v29n02\_06

**Recommended Content**

* Kautz, J., Netting, F.E., Huber, R., Borders, K., & Davis, T. (1997). The Government Performance and Results Act of 1993: Implications for social work practice. *Social Work***,** *42*(4), 364-373.
* Marrs Fuchsel, C. L. (2014) Exploratory evaluation of Sí,YoPuedo: A culturally competent empowerment program for immigrant Latina women in group settings. *Social Work with Groups*, *37*(4), 279-296, doi: 10.1080/01609513.2014.895921

#### Module 12

#### QUANTITATIVE DATA MANAGEMENT AND ANALYSIS

This module focuses on the components of evaluation research.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Quantitative Data Analysis; Secondary data analysis
2. Introducing statistics
3. Univariate distributions
4. Describing relationships among variables
5. Secondary data sources
6. Big data

**Required Content**

* Engel & Schutt: Chapters 14 and 12 (pgs. 322-331)

Rai, A., Villarreal-Otalora, T., Blackburn, J., & Choi, Y. J. (2020). Correlates of stalking-related deaths among intimate partner violence victims in the United States. *Journal of Family Violence*, *35*, 705-716. <https://doi.org/10.1007/s10896-020-00137-5>

**Recommended Content**

* Harris, N., Brazeau, J., Clarkson, A., Brownlee, K., & Rawana, E. P. (2012). Adolescents’ perspectives on strengths-based group work and group cohesion in residential treatment for substance abuse. *Journal of Social Work Practice in the Addictions*, *12*, 333-347. Doi: 10.1080/1533256X.2012.728485

#### Module 13

#### QUALITATIVE DATA MANAGEMENT AND ANALYSIS

This module focuses on quantitative data and secondary data management.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Qualitative Data Analysis
2. Features of qualitative data analysis
3. Techniques of qualitative data analysis
4. Content analysis
5. Computer-assisted qualitative data analysis

## Required Content

* Engel & Schutt: Chapter 11
* Nichols, A. J. (2020). Advocacy responses to intimate partner stalking: Micro, mezzo, and macro level practices. *Journal of Family Violence*, *35*, 741-753. https://doi.org/10.1007/s10896-019-00125-4

**Recommended Content**

* Moylan, C. A., Derr, A. S., & Lindhorst, T. (2015). Increasingly mobile: How new technologies can enhance qualitative research. *Qualitative Social Work*, *14*(1), 36-47. doi: 10.1177/1473325013516988

#### Module 14

#### GROUP PRESENTATIONS

This module focuses on the techniques of qualitative data analysis. Presentations - Students to present their research projects to the class.

**Learning Objectives**

After successfully completing this module, students will be able to:

* **Presentations-Students to present their research projects to the class.**

**Module 15**

**GROUP PRESENTATIONS**

This module focuses on observing and providing feedback to student presentations. Presentations - Students to present their research projects to the class.

**Learning Objectives**

After successfully completing this module, students will be able to:

* **Presentations-Students to present their research projects to the class.**

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.