CONCORD UNIVERSITY

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Course Prefix, Number and Title: SOWK 370 Social Work Research Methods

Course CRN # and Section: CRN 20213, Section 30

Semester Taught (including year): Spring 2019   **Professor: Dr. Sarah Whittaker**

Credit Hours: 4   **Office Location: Marsh Hall 212**

Prerequisites: SOWK 161, 271, &   **Office Hours: M - F 11:00-12:00**
**   Math 105 (may be taken concurrently)**

**   Formal Admission to Social Work Program**

Course Time (if applicable): M 1600-1829; Lab M 1830-1930 **Email: whittakers@cocnord.edu**

Building and Room Number (if applicable): HEC   **Phone: 304-384-5228**

Office Fax: 304-384-6091

College/Department Website:
www.concord.edu/sws

Course Description/Rationale:

The course entails the study of quantitative and qualitative research methods of building knowledge for generalist social work practice. The course is designed to equip the social work student with the basic ability to engage in the tasks involved in conducting a research study. Emphasis is placed on helping students evaluate all levels of social work practice and apply research findings to practice. The course consists of two inter-related components: a 3 hour credit course component consisting of primarily lecture, discussion, and the application and critique of readings; and a 1 hour credit lab. The lab augments the class experience by utilizing activities designed to familiarize the student with the steps of the research process. This includes, but is not limited to, identifying research problems, writing research questions and hypotheses, operationalizing concepts, data analysis, interpretation of data results, and accessing information from library resources.

Course Management System (Blackboard/Moodle or other systems): Blackboard

Hardware/Software Needed (include privacy policies, if applicable): N/A

Text requirements:

Grinnell, R., Williams, M. & Unrau, Y. (2019). Research Methods for Social Workers: An Introduction, (12th Ed.). Kalamazoo, Michigan: Pair Bond Publications.

Texts Recommended:

Grinnell, R. & Unrau, Y. Social Work Research Proposals: A Workbook. Kalamazoo, Michigan: Pair Bond Publications.

Perrin, R. (2004). *Pocket Guide to APA Style.* Boston: Houghton Mifflin Co.

Szuchman, L. T. & Thomlison, B. (2016). *Writing With Style: APA Style for Social Work* (4th Ed.). Belmont, CA: Brooks/Cole-Thomason Learning.

Concord University Educational Goal(s):

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.

National Standards (if applicable) For example, NCTM, IRA, CAEP, etc.

<div align="center">

Council on Social Work Education (CSWE)

Social Work Competencies

</div>

Upon graduation from Concord University's Social Work program, students will master the following core competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

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

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

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

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Council on Social Work Education, 2015. Educational Policy and Accreditation Standards.

Specific Learning Outcomes:

Students will:

1. Identify and critically analyze the historical factors that have influenced present social programs and policies on human rights and social and economic justice. (Comp 1 & 3)
2. Identify, compare, analyze at least six fields or social work practice; at varying levels (micro, mezzo, macro) and within various settings of diverse types and sizes (Comp 3)
3. Recognize the range of auspices and dependencies of social service within various practice fields. (Comp 2)
4. Identify and discuss the prevailing interventive methods and theories of social work practice including use of self, social systems, strengths perspective, person-in-environment perspective and the role of the generalist social work practitioner. (Comp 1, 6, & 7)
5. Begin to define, discuss, and analyze social work as a profession, use of self, and the generalist model. (Comp 1, 3, 6, 7, & 8)
6. Enhance their awareness and appreciation for the concept of human diversity and for the role of the social work profession in combating oppression and discrimination against groups within society (Comp 2 & 3)
7. Begin to evaluate their value systems and the appropriateness of their value systems to social work practice and the Code of Ethics. (Comp 1)
8. Understand the importance of research and critical thinking to the social work profession and of the ethical issues in conducting and utilizing research. (Comp 4)
9. Understand the effects of social oppression and social and economic injustice on individuals, groups, and society. (Comp 2, 3, & 5)

Course Requirements:

Activity:	Grade points:
Test 1	20
Test 2	20
Test 3	20
Literature Review	5
Research Proposal/Paper	15
Presentation of Research Proposal	5

Class Attendance & Participation	5
Lab Exercises	10
Total	**100**

1. **Examinations:** There will be three tests. The exam questions will be taken from the material covered in class, assigned readings, and lab exercises.
2. **Research Proposal/Paper:** Each student will complete a research proposal. The topic of the research must be relevant to social work practice. The project will include the identification of a research problem and research questions, the review of literature, the design of the study, description of method of data collection and analysis, and writing the paper. All topics for the proposals must be approved by the instructor. Use the attached approval form for your proposal. The research paper must be written using the format of the Publication Manual of the American Psychological Association for in-text citations, reference lists and paper format. No credit will be given for papers that are not in APA format and fully documented. The literature review will be submitted prior to entire paper and is graded.
3. **Presentation of Research Proposal:** Each student will present their research proposal to the classroom. It is expected the presentation will include a Power Point presentation. The presentation needs to be approximately five to ten minutes in length.
4. **Class Attendance & Participation:** Regular class and lab attendance is mandatory. If a student misses more than one weekly night class or two T-R classes, points will be deducted from their attendance/participation grade. Additionally, if students do not participate in class/lab discussions and exercises, points will be deducted from their grade. It is expected students read assignments prior to class and can demonstrate this by actively participating in class discussions and activities.
5. **Lab Exercises:** During each lab session, students will be assigned an activity to complete. This may involve tasks related to completion of the research project paper.

Grading Policy and Scale, Make-up Policy, Late Work:

The final course grade will be based upon the total number of points accumulated on the above activities:

A   90-100 points
B   80-89 points
C   70-79 points
D   60-69 points
F   Below 60 points

Late Assignments:
Dependent on the assignment, the instructor may allow late submissions. Understand however, that students must email the instructor (whittakers@concord.edu) a statement requesting the late submission option prior to the assignment deadline. If the student elects to take this option, the highest score possible is an 89%. Remember to have late submissions submitted by the date given by the instructor. The instructor has sole discretion for approval of late submissions.

Course Timeline (Schedule of Assignments/Assessments/Presentations):
Reading assignments from the text or other articles are to be read prior to class as the basis for class

discussion. Students should be prepared to discuss appropriate content. Readings outside of the texts will be assigned periodically throughout the semester.

Course Outline and Schedule:

Reading assignments from the text or other articles are to be read prior to class as the basis for class discussion. Students should be prepared to discuss appropriate content. Readings outside of the texts will be assigned periodically throughout the semester.

COURSE OUTLINE AND SCHEDULE:

All readings are from the Grinnell text: Research Methods for Social Workers: An Introduction.

Week 1: Discuss syllabus and course expectations, research in social work and research questions
Read: Chapter 1& 2

Week 2: Literature Reviews
Read: Chapters 3

Week 3: Ethical Issues in Social Work Research and Culturally Competent Research
Read: Chapter 4 & 5

Week 4 & 5: Quantitative, Qualitative and Mixed Methods Research Approaches
Read: Chapter 6, 7, & 8

TEST #1 – Chapters 1 - 8

Week 6: Measurement
Read: Chapter 9

Week 7: Measuring Instruments
Read: Chapter 10

Week 8: Sampling
Read: Chapter 11

Week 9: Single Subject Designs
Read: Chapter 12

Week 10: Group Designs - Literature Review Draft Due
Read: Chapter 13

TEST#2 – Chapters 9 - 13

Week 11: Collecting Quantitative and Qualitative Data
Read: Chapter 14 & 15

Week 12: Selecting a Data-Collection Method
Read: Chapter 16

Week 13: Quantitative & Qualitative Data Analysis
Read: Chapter 17 & 18

Week 14:
Project Presentations **- Proposal Paper Due**

Test # 3

ASSIGNMENTS MAY BE AMENDED BY INSTRUCTOR

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All

students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

> University Closure
> No students or employees are to report.

> Classes Cancelled
> Students do NOT report BUT employees are expected to report to work at their normal time.

> Operating on an Inclement Weather Delay
> Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)

> *Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

 Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):