

**San José State University**  
**School of Social Work**  
**ScWk 240, Research Methods and Design**  
**Course Code 48918, Section 5**  
**Fall 2013**

<b>Instructor:</b>	Fred Prochaska, Ph.D., M.P.H., M.S.W.
<b>Office Location:</b>	WSQ 217-I – (shared with others)
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<b>Office Hours:</b>	Wednesdays 3 to 5:30 PM in office, and after class
<b>Class Days/Time:</b>	Wednesday 6:00 to 8:45 PM
<b>Classroom:</b>	Central Classroom Building, Room 101

***Canvas and MYSJSU Messaging***

This course, ScWk 240 Research Methods and Design, will be using San Jose State's online learning management system **Canvas** for the upcoming semester.

**Login URL:** <https://sjsu.instructure.com>

Please note that it should NOT have the "www" at the start of the URL like many other websites.

**Username:** SJSU 9-digit ID number.

**Password:** Self-generated password for your SJSUOne account.

**Courses:** Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

**It is recommended that you visit the eCampus Canvas website**

at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

For questions regarding the course or course materials, please contact me, the instructor.

**For issues related to Canvas, please contact the eCampus Help Desk.** The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a help ticket using the following  
URL: <https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx>.
- While logged into Canvas, click on the word **Help** on the upper right corner of the screen.

You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

## Catalog Description

Scientific method and problems of knowledge. Basic concepts and models of research methodology, qualitative research, program and practice evaluation in social work. Critical analysis of existing research on diverse and oppressed populations. (3 units)

## Course Description

ScWk 240 is the first course in the graduate social work research sequence during the foundation year. This course develops knowledge and skills needed for using research evidence to inform practice and policy. Topics covered include key research methods and statistics, program evaluation concepts, and critical thinking skills related to making professional decisions about research information. Students develop experience in analyzing research and its use within specific practice contexts and with diverse individuals, families, and communities. ScWk 240 provides the conceptual base for the second course in the graduate research sequence (ScWk 242), as well as for the Master of Social Work Special Project (ScWk 298).

## Course Structure

This course is designed to provide a combination of traditional classroom and hybrid learning experiences, which includes a blend of online and face-to-face activities. This means that students will need to spend some time each week on their computer using Canvas to participate in discussions, review narrated power points, take quizzes and submit assignments. It is very important that you pay careful attention to all of the materials posted at the Canvas course web site, keep up to date with readings, assignments, and other work, and stay up-to-date. Much of the content covered in the course is sequential and must be understood before beginning subsequent sessions and learning modules. Some in-class sessions will be shortened to accommodate the additional time students will need to spend with online learning.

## Course Student Learning Objectives

The following Competencies/Program Objectives (PO) are realized through this course:

<b>Program Objective</b>	<b>Student Learning Objectives</b>
Apply ethical principles, codes of ethics and professional social work values skillfully in practice and in resolving ethical conflicts (PO 2).	1. Apply decision-making strategies that are grounded in social work values, ethics & person-centered principles (2a).
Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment in order to synthesize information, communicate professional judgments, and practice effectively in the context of specific fields of practice (PO 3).	2. Routinely exercise critical, higher order thinking in evaluating and seeking information to make reasoned professional decisions (3a). 3. Demonstrates skillful written and oral communication that is clear, focused and relevant to practice context (3c).
Apply research skills to the evaluation of practice and the use of research to inform practice (PO 6).	4. Critically analyze research evidence in order to identify benefits and limitations of findings for use within particular practice contexts (6c).

Integrate knowledge and theory of human behavior and the social environment from diverse perspectives into advanced social work within the context of a specific field of practice (PO 7).	5. Demonstrate the ability to critically evaluate and apply information about human behavior and the social environment from diverse perspectives (7b).
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### ***Required Texts/Readings***

Rubin, A. (2007). *Statistics for evidence-based practice and evaluation. 3rd edition.* Belmont CA: Brooks/Cole Cengage Learning. Available at Spartan Bookstore.

Rubin, A., Babbie, E., & Lee, P.A. (2008). *Research methods for social work: Custom edition prepared exclusively for San Jose State University.* Belmont, CA: Wadsworth/Thomson Learning. Available at Spartan Bookstore.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781557987914. Available at Spartan Bookstore.

### ***Additional Readings Available Online at Canvas Course Site***

Aarons, G. A., Hurlburt, M. & Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors. *Administration and Policy in Mental Health, 38*, 4-23.

Church, C. & Rogers, M. (2006). *Designing for results: Integrating monitoring and evaluation in conflict transformation programs.* San Francisco: Search for Common Ground. Available on Canvas.

Coughlan, M., Cronin, P., & Ryan, F. (2007). Step-by-step guide to critiquing research part 1: Quantitative research. *British Journal of Nursing, 16*(11), 658-663. Available on Canvas.

Fleischer, D. N. & Christie, C. A. (2009). Evaluation use: Results from a survey of U.S. American Evaluation Association members. *American Journal of Evaluation, 30*(2), 158-175. Available on Canvas.

Fixsen, D. L., Blase, K. A., Naoom, S. F., & Wallace, F. (2009). Core implementation components. *Research on Social Work Practice, 19*, 531-540.

Hall, W. J., et al. (2012). Process evaluation results from the HEALTHY physical education intervention. *Health Education Research, 27*(2), 307-318.

Hernandez, M. & Hodges, S. (2006). Applying a theory of change approach to interagency planning in child mental health. *American Journal of Community Psychology, 38*, 165-173.

- Palinkas, L.A., & Soydan, (2012). New horizons of translational research and research translation in social work. *Research on Social Work Practice, 22*(1), 85-92.
- Ryan, F., Coughlan, M., & Cronin, P. (2007). Step-by-step guide to critiquing research part 2: Qualitative research. *British Journal of Nursing, 16*(12), 738-744. Available on Canvas.
- Saunders, R. P., Evans, M. H., Joshi, P. (2005). Developing a process evaluation plan for assessing health promotion program implementation: A how-to guide. *Health Promotion Practice, 6*, 134-147.
- Sveiby, K-E., & Simons, R. (2002). Collaborative climate and effectiveness of knowledge work—an empirical study. *Journal of Knowledge Management 6*(5), 420-433
- University of Wisconsin Cooperative Extension (2010). *Enhancing Program Performance with Logic Models*. PDF version on Canvas or students may view the contents in an interactive online format:  
[http://www.uwex.edu/ces/lmcourse/interface/coop\\_M1\\_Overview.htm](http://www.uwex.edu/ces/lmcourse/interface/coop_M1_Overview.htm)

### ***Other Supplemental Readings***

- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage. ISBN: 9781412916073
- Kreuger, L. W., & Neuman, W. L. (2006). *Social Work Research Methods with Research Navigator*. Boston, MA: Pearson. ISBN-10: 0205470114.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage. ISBN: 9780761919711

### ***Library Liaison***

For assistance in the library go to the King Library Reference Desk (2<sup>nd</sup> floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Teresa Slobuski, [Teresa.Slobuski@sjsu.edu](mailto:Teresa.Slobuski@sjsu.edu) or 408-808-2318.

### ***Classroom Protocol***

For in-person class meetings, students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one's peers, as well as to the instructors. Students are asked to refrain from using cell phones, earphones, or other devices. Students are expected to use laptop computers and tablet devices only for classroom related work.

"For online sessions and interaction, students are expected to maintain professionalism and courtesy according to standards similar to in-person classroom situations."

### ***Dropping and Adding***

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

***Assignments and Grading Policy:*** Your grade in this course will be based on your presentations, written work, tests and participation as follows:

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Student Learning Objectives</b>
Exam #1 Covers Weeks 1, 2, 3, & 4: Evidence-based practice, quantitative & qualitative methods	10	In class: Week 5 (9/18/13)	1, 4
Exam #2 Covers Weeks 5, 6, & 7: Descriptive & inferential statistics	10	In class: Week 8 (10/9/13)	4
Exam #3 Covers Weeks 8, 9, 10, & 11: Program evaluation	10	In class: Week 12 (11/6/13)	2, 4
Online Quizzes	10	Various – During Weeks 2 through 7	4, 5
Online Discussion Board Postings	5	Various Dates - TBA During Weeks 9 to 14	3
Program Evaluation Introduction and Design Outline Assignment	10	Week 11 (10/30/13)	1, 3, 4
Logic Model Assignment	5	In class: Weeks 13 (11/13/13) & 14 (11/20/13)	1, 3
Program Evaluation Design Paper	30	Week 16 (12/4/13)	3, 5
In-class participation	10	Ongoing	3

### **Penalty for Late Work**

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), please contact me 24 hours prior to the due date. If you submit an assignment after the due date and time without prior notification, a 10% grade deduction may apply.

## **Online Quizzes: Weeks 2 – Various Dates During first weeks of the semester – 6 points total**

Online quizzes will include a series of questions (multiple choice, fill-in, and/or short essay) addressing content covered in the course. Course content includes lecture material and learning exercises presented in class and online, and assigned readings. Additional details will be presented during the semester

## **Online Discussion Board Postings –Various Dates – 5 points total**

***\*\*\* Remember that posts are usually viewable by the entire class. All posts should be conducted with professionalism and courtesy,***

There will be two types of discussion board postings: 1) OPTIONAL course check-in discussions and 2) MANDATORY course discussions.

There will be two OPTIONAL course check-in discussions open during the semester. The first is a general ongoing check-in about course questions and answers, and class logistics. The second is specifically about technical issues where we can assist each other with tips helpful in enhancing the use of Canvas and other technologies. Students may participate as desired or needed.

The MANDATORY course discussions are graded and each student is required to post one original message to the discussion board for each respective topic assigned. For certain discussion topics (TBA), in addition to the one original post, students must also post a reply to at least one other classmate's posting for each of the topics assigned. Minimum and maximum word requirements for original posts and replies will be specified for each discussion board topic.

All posts should: 1) demonstrate your understanding of the topics assigned, 2) include relevant course content, 3) demonstrate critical thinking, not just repeating facts from the readings or lecture, and 4) provide evidence and reasons for your opinions or stance on the topic. Due dates for posts (original and replies) will be provided for each discussion topic; please be aware of due dates and participate in a timely fashion.

## **In Class Exam #1 Week 5 (9/18/13) – 10 points**

This in-class exam will include 20 multiple-choice questions (worth one-half point each) addressing content covered in weeks 1, 2, 3, 4 & 5. This content includes: 1) the role of research and evidence-based practice in social work, 2) research within the transcultural perspective of social work, 3) ethical guidelines to research, 4) quantitative research designs, 5) quantitative sampling, 6) quantitative data collection, 7) reliability and validity in quantitative measurement, 8) qualitative research designs, 9) qualitative sampling 10) qualitative data collection, and 11) credibility and trustworthiness in qualitative data. This exam is worth 10 points.

### **In Class Exam #2 Week 8 (10/9/13) – 10 points**

This in-class exam will include 20 multiple-choice questions addressing content covered in weeks 6, 7, & 8. This content includes: 1) reading and critiquing a research article, 2) principals of statistical analysis, 3) descriptive statistics (frequency, percentage, mean, median, mode, & range), and 4) inferential statistics (t-test, ANOVA, chi-square, correlation, and regression). This exam is worth 10 points.

### **In Class Exam #3 Week 12 (11/6/13) – 10 points**

This in-class exam will include 20 multiple-choice questions addressing content covered in weeks 8, 9, 10, & 11. This content includes: 1) program evaluation concepts, 2) theory of change and logic model concepts, 3) indicators/measurements, and 4) program evaluation plan components. This exam is worth 10 points.

### **Program Evaluation Design Preparation Assignment: Due 10/30/13 (Week 11) – 10 points**

This assignment is intended to help you prepare an introduction and an outline of the major design components of your program evaluation plan in preparation for the Program Evaluation Design paper due at the end of the semester. Please see the instructions of that final assignment below. Additional details will be presented during the semester.

### **Logic Model Presentation Weeks 13 (11/13/13) and 14 (11/20/13) – 5 points**

Each student will present the logic model for the program they have chosen for their program evaluation paper. A logic model template will be made available on Canvas. The logic model includes inputs, outputs (activities, participation) and short-term, intermediate and long-term outcomes. Students should also plan to discuss the assumptions of the program, as well as the external factors affecting the program and client participation. Each presentation should last 5 minutes. Additional details will be presented later in the semester.

### **Program Evaluation Plan Week 16 (12/4/13) – 30 points**

The purpose of the Program Evaluation Plan assignment is to: 1) Apply program evaluation concepts to a social work field of practice, 2) Apply research methods knowledge and quantitative analysis concepts in the development of an original program evaluation design, 3) Assess student competencies in program evaluation and research method content, and 4) Assess student writing competency. This assignment serves as the official assessment of writing competency for graduate students. The Writing Evaluation Grading Rubric is used to assess writing competency. A minimum score of 80% on the Writing Evaluation Grading Rubric is required to pass writing competency.

Each student will consider one program in the agency where they are placed for their internship, or employment or former employment and write a 12 to 15 page paper that addresses the following components: 1) agency description, 2) program description, 3) logic model, 4) evaluation plan, 5) reliability and validity, 6) credibility and trustworthiness, 7) ethical considerations, 8) timeline, 9) engaging stakeholders, and 10) overall strengths and limitations of the evaluation plan. Additional assignment directions will be made available.

**Class Participation: - 10 points**

Students are encouraged and expected to participate in large and small-group discussions. In-class verbal participation includes critically analyzing information, bringing examples and applications of the concepts being covered, discussing readings, and providing additional insights on issues based on student’s knowledge and expertise. Students should notify the instructor in advance if they are not able to attend class or if they need to leave class early.

**APA Format and Writing Requirements:**

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

**Grading**

The grading and evaluation distribution for the class is outlined below.

Percentage	Grade
99-100%	A +
93-98%	A
90-92%	A -
88-89%	B +
83-87%	B
80-82%	B -
78-79%	C +
73-77%	C
70-72%	C -
67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

## *University Policies*

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (formerly called the Disability Resource Center) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## *School of Social Work Policies*

### **School of Social Work Writing Policy**

The Instructor will return selected assignments (as specified elsewhere in the syllabus) ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

**A unique error is an error that will be counted 1 time.** For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

## ***University Resources***

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **SJSU Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## ScWk 240: Research Methods & Design, Fall 2013, Course Schedule

This schedule is subject to change with fair notice. I will announce any changes in class.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21/13  Course Introduction	<p><b>Course Introduction</b> - topics:</p> <ol style="list-style-type: none"> <li>1) <u>The role of research and evidence-based practice in social work</u></li> <li>2) <u>Research within the transcultural perspective of social work</u></li> <li>3) <u>Ethical guidelines to research</u></li> </ol> <ul style="list-style-type: none"> <li>• Overview of course</li> <li>• Role of evidence based practice and implementation science in social work</li> <li>• The transcultural perspective and research</li> <li>• Ethical guidelines in conducting, reporting and using research</li> </ul> <p>✓ This session addresses Student Learning Objective #1</p>
2	8/28/13	<p><b>Overview of Major Types of Research Methods</b> - topics:</p> <ol style="list-style-type: none"> <li>1) <u>Research approaches: Descriptive, exploratory, explanatory, and evaluative research</u></li> <li>2) <u>Research methods: Quantitative and qualitative</u></li> <li>3) <u>Quantitative research designs</u></li> </ol> <ul style="list-style-type: none"> <li>• Benefits &amp; limitations of different types of quantitative research designs</li> <li>• Review of Lees, D. G., &amp; Ronan, K. R., (2008) (Single subject study)</li> <li>• Review of Courtney, M. et al. (2009) (Experimental design)</li> </ul> <p>✓ This session addresses Student Learning Objective #4</p> <p><u>Online Learning and Quiz: Complete prior to in-class session</u></p> <ul style="list-style-type: none"> <li>• Defining descriptive, exploratory, explanatory and evaluative research</li> <li>• Differences between quantitative and qualitative research</li> <li>• When to use quantitative research</li> <li>• Common types of quantitative research designs: Experimental, quasi-experimental, cross-sectional, case-control, single subject &amp; longitudinal</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Readings:</u></p> <p>Rubin, Babbie, &amp; Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> <li>• Supplement, Section 1 “Introduction to the Research Methods Supplement,” Section 2 “Wise Consumers of Research,” and Section 5, “Quantitative vs. Qualitative Research”</li> <li>• Ch. 10, “Causal Inference and Correlational Designs” pages 230 to 240</li> <li>• Ch. 11, “Experimental Designs”</li> <li>• Ch. 12, “Single Case Evaluation Designs”</li> </ul>
3	9/4/13	<p><b>Quantitative Research Methods</b> - topics:</p> <ol style="list-style-type: none"> <li>1) <u>Quantitative sampling</u></li> <li>2) <u>Quantitative measurement and data collection</u></li> <li>3) <u>Reliability and validity in quantitative measurement</u></li> </ol> <ul style="list-style-type: none"> <li>• Benefits and limitations of different types of quantitative sampling, data collection and methods of establishing reliability and validity of quantitative measurements</li> <li>• Review of measurements in Domino (2013) and Courtney (2009) articles</li> </ul> <p>✓ This session addresses Student Learning Objective #4</p> <p><u>Online Learning and Quiz: Complete prior to in-class session</u></p> <ul style="list-style-type: none"> <li>• Common types of sampling in quantitative research: Probability sampling, random sampling, &amp; matched comparison groups</li> <li>• Common types of quantitative data collection: Surveys &amp; secondary data</li> <li>• Common methods of establishing reliability and validity of quantitative measurements</li> </ul> <p><u>Readings</u></p> <p>Rubin, Babbie, &amp; Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> <li>• Supplement Section 11 “Establishing Validity and Reliability of Measures,”</li> <li>• Ch. 8: “Measurement”</li> <li>• Ch. 14, “Sampling” Pages 344-355</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• Ch. 15, “Survey Research” pages 366-368 and pages 373-374 and pages 380-381</li> <li>• Ch. 16, “Analyzing Existing Data: Quantitative and Qualitative Methods” pages 391-395</li> </ul>
4	9/11/13	<p><b>Qualitative Research Methods</b> - topics:</p> <ol style="list-style-type: none"> <li>1) <u>Qualitative Research Designs</u></li> <li>2) <u>Qualitative Sampling</u></li> <li>3) <u>Qualitative Data Collection</u></li> <li>4) <u>Credibility and trustworthiness in qualitative data</u></li> </ol> <p><u>Online Learning and Quiz: Complete prior to in-class session:</u></p> <ul style="list-style-type: none"> <li>• When to use qualitative research</li> <li>• Common qualitative research paradigms: Narrative/life history, phenomenology, grounded theory, naturalism/ethnography, and case study.</li> <li>• Common types of sampling in qualitative research: Non-probability sampling, convenience sampling, &amp; selection of key informants.</li> <li>• Common types of qualitative data collection: Interviews, focus groups &amp; observation</li> <li>• Credibility and trustworthiness of qualitative data</li> </ul> <p><u>In-Class Module:</u></p> <ul style="list-style-type: none"> <li>• Benefits and limitations of different types of qualitative research paradigms, sampling procedures, data collection and methods of establishing credibility and trustworthiness of qualitative data</li> <li>• Review of Willis, D. G. et al. (2010) (Phenomenology) and Henwood, B. F. et al. (2010) (Exploratory)</li> </ul> <p>✓ This session addresses Student Learning Objective #4</p> <p><u>Readings:</u></p> <p>Rubin, Babbie, &amp; Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> <li>• Supplement Section 13, “Qualitative Designs,” Section 14, “Verification of Qualitative Data,”</li> <li>• Ch. 17, “Qualitative research: General principles” pages 417-430</li> <li>• Ch. 18, “Qualitative Research: Specific Methods,” 437-448</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
5	9/18/13	<p><b>Literature Reviews and Introduction to Statistics</b> - topics:</p> <ol style="list-style-type: none"> <li>1) <u>Reading and critiquing research articles</u></li> <li>2) <u>Introduction to statistics</u></li> </ol> <p><u>In-Class Module:</u></p> <ul style="list-style-type: none"> <li>• <b><u>In-Class Exam #1 (covers weeks 1-4)</u></b></li> <li>• Steps in the process of reading and critiquing research articles</li> <li>• Introduction to principles of statistical analysis</li> <li>• Descriptive statistics for categorical variables (frequency &amp; percentage)</li> <li>• Descriptive statistics for continuous variables (mean, median, mode, &amp; range)</li> </ul> <p>✓ This session address Student Learning Objective #2, &amp; #4</p> <p><u>Readings::</u></p> <p>Coughlan, M., Cronin, P., &amp; Ryan, F. (2007). Step-by-step guide to critiquing research part 1: Quantitative research. <i>British Journal of Nursing</i>, 16(11), 658-663.</p> <p>Ryan, F., Coughlan, M., &amp; Cronin, P. (2007). Step-by-step guide to critiquing research part 2: Qualitative research. <i>British Journal of Nursing</i>, 16(12), 738-744.</p> <p>Rubin, <i>Statistics for Evidence-Based Practice and Evaluation</i>,</p> <ul style="list-style-type: none"> <li>• Chapter 1, “Why Study Statistics?”</li> <li>• Chapter 3, “Frequency Distributions”</li> <li>• Chapter 5, “Measures of Central Tendency”</li> </ul>
6	9/25/13	<p><b>Inferential Statistics and Hypothesis Testing</b> - topics:</p> <ul style="list-style-type: none"> <li>• <u>Introduction to inferential statistics (hypothesis testing)</u></li> <li>• <u>T-tests</u></li> <li>• <u>Chi-Square tests</u></li> </ul> <p><u>Online Lecture and Quiz: Complete prior to in-class session:</u></p> <ul style="list-style-type: none"> <li>• The meaning of statistical significance</li> <li>• P values and the normal curve</li> <li>• Normal curves, outliers, and confidence level</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> <li>• T-tests</li> <li>• Chi-Square</li> </ul> <p><u>In-class Module:</u></p> <ul style="list-style-type: none"> <li>• In-class exercises on inferential statistics and t-tests</li> <li>• Review of Padgett, D. F. et al. (2011) (Descriptive statistics and chi-square)</li> </ul> <p>✓ This session addresses Student Learning Objectives #2, &amp; #4</p> <p><u>Readings:</u></p> <p>Rubin, <i>Statistics for Evidence-Based Practice and Evaluation</i>,</p> <ul style="list-style-type: none"> <li>• Chapter 10, “Hypothesis Testing and Statistical Significance”</li> <li>• Chapter 12, “The <i>t</i>-Test”</li> <li>• Chapter 14 ”Cross-Tabulation and Chi-Square</li> </ul>
7	10/2/13	<p><b>ANOVA, Correlation, and Regression - topics:</b></p> <p>1) <u>Inferential statistics (hypothesis testing)</u></p> <p><u>Online Learning and Quiz: Complete prior to in-class session:</u></p> <ul style="list-style-type: none"> <li>• ANOVAs</li> <li>• Correlation</li> <li>• Regression (multivariate)</li> </ul> <p><u>In-Class Module:</u></p> <ul style="list-style-type: none"> <li>• In-class exercises on ANOVA, Chi-square, Correlation &amp; Regression</li> <li>• Review of Courtney, M. et al. (2009) (Multivariate)</li> </ul> <p>✓ This session addresses Student Learning Objective #4</p> <p><u>Readings:</u></p> <p>Rubin, <i>Statistics for Evidence-Based Practice and Evaluation</i>,</p> <ul style="list-style-type: none"> <li>• Chapter 13 ”Analysis of Variance”</li> <li>• Chapter 15, “Correlation”</li> <li>• Chapter 17 “Regression”</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/9/13	<p><b>Introduction to Program Evaluation</b> - topic:</p> <ul style="list-style-type: none"> <li>• <u>Introduction to Program Evaluation</u></li> </ul> <p><u>In-class Module:</u></p> <ul style="list-style-type: none"> <li>• <b><u>In-Class Exam #2 (covers weeks 5, 6, 7)</u></b></li> <li>• When to use program evaluation</li> <li>• Needs assessments, process and outcome evaluations</li> <li>• Overview of logic models</li> <li>• Overview of the theory of change as a tool for program planning and evaluation</li> <li>• Identifying assumptions</li> <li>• Identifying external factors</li> <li>• Discussion of the program evaluation assignment directions</li> <li>• Identification of the program that will be the focus of each student's program evaluation paper</li> </ul> <p>✓ This session addresses Student Learning Objective #4 and #5</p> <p><u>Readings:</u></p> <p>Rubin, Babbie, &amp; Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> <li>• Ch. 13, "Program Evaluation" page 306; 314-334</li> </ul> <p>University of Wisconsin Cooperative Extension (2010). <i>Enhancing Program Performance with Logic Models</i></p> <ul style="list-style-type: none"> <li>• Section 1: What is a Logic Model? [option of online or pdf version]</li> <li>• Section 2: More about outcomes [option of online or pdf version]</li> </ul>
9	10/16/13	<p><b>Program Evaluation Strategies and Methods</b> - topics:</p> <p>1) <u>Program evaluation continued</u></p> <p><u>Online Module: Complete prior to class and post to the discussion board</u></p> <ul style="list-style-type: none"> <li>• Engaging stakeholders</li> <li>• Identifying long-term goals</li> <li>• Backwards mapping and connecting outcomes</li> <li>• Identifying intermediate and short-term outcomes</li> <li>• Creating indicators/measurements for the outcomes</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>In-Class Module:</u></p> <ul style="list-style-type: none"> <li>• Case vignettes on developing a logic model for a hypothetical program</li> <li>✓ This session addresses Student Learning Objective #5</li> </ul> <p>Readings:</p> <p>Hernandez, M. &amp; Hodges, S. (2006). Applying a theory of change approach to interagency planning in child mental health. <i>American Journal of Community Psychology</i>, 38, 165-173.</p> <p>University of Wisconsin Cooperative Extension: <i>Enhancing Program Performance with Logic Models</i></p> <ul style="list-style-type: none"> <li>• Section 3: More About your Program Logic [option of online or pdf version]</li> <li>• Section 4: What does a logic model look like? [option of online or pdf version]</li> </ul>
10	10/21/13	<p><b>Developing Your Program Evaluation Research Plans - topics:</b></p> <p>1) <u>Program evaluation continued</u></p> <p><u>Online Module: Complete prior to class and post to the discussion board</u></p> <ul style="list-style-type: none"> <li>• Creating a process program evaluation plan</li> <li>• Linking process evaluation to research methods concepts</li> </ul> <p><u>In-Class Module:</u></p> <ul style="list-style-type: none"> <li>• Activity to guide process evaluation plan for program evaluation plan paper</li> <li>✓ This session addresses Student Learning Outcomes #3, &amp; #4</li> </ul> <p>Readings:</p> <p>Hall, W. J., et al. (2012). Process evaluation results from the HEALTHY physical education intervention. <i>Health Education Research</i>, 27(2), 307-318.</p> <p>Saunders, R. P., Evans, M. H., Joshi, P. (2005). Developing a process evaluation plan for assessing health promotion program implementation: A how-to guide. <i>Health Promotion Practice</i>, 6, 134-147.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	10/30/13	<p><b>Designing Outcome Analysis Plans</b> – topic:</p> <p>1) <u>Program evaluation continued</u></p> <p><u>Online Module: Complete prior to class and post to the discussion board</u></p> <ul style="list-style-type: none"> <li>• Creating an outcome evaluation plan</li> <li>• Linking outcome evaluation to research methods concepts</li> </ul> <p><u>In-Class Module:</u></p> <ul style="list-style-type: none"> <li>• Activity to guide outcome evaluation plan for program evaluation plan paper</li> </ul> <p>✓ This session addresses Student Learning Objectives #3, &amp; #4</p> <p><u>Readings:</u></p> <p>University of Wisconsin Cooperative Extension (2010). <i>Enhancing Program Performance with Logic Models</i></p> <ul style="list-style-type: none"> <li>• Section 6: How good is my logic model? [option of online or pdf version]</li> <li>• Section 7: Using logic models in evaluation: indicators and measures [option of online or pdf version]</li> </ul> <p><b>Program Evaluation Introduction &amp; Design Outline Assignment Due Today</b></p>
12	11/6/13	<p><b>Logic Models and Dissemination of Results</b> - topics:</p> <p>1) <u>Dissemination of program evaluation results</u></p> <p>2) <u>Logic Model</u></p> <p><u>In-Class Module:</u></p> <ul style="list-style-type: none"> <li>• <b><u>In-Class Exam #3 Covers weeks 8, 9, 10, &amp; 11</u></b></li> <li>• Strategies for sharing evaluation findings</li> <li>• Using evaluation findings to make program decisions</li> <li>• Review of student logic models</li> </ul> <p>✓ This session addresses Student Learning Objective #3</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Readings:</u></p> <p>Church, C. &amp; Rogers, M. (2006). <i>Designing for results: Integrating monitoring and evaluation in conflict transformation programs.</i></p> <ul style="list-style-type: none"> <li>• Ch. 10 “Evaluation Utilization”</li> </ul> <p>Fleischer, D. N. &amp; Christie, C. A. (2009). Evaluation use: Results from a survey of U.S. American Evaluation Association members. <i>American Journal of Evaluation</i>, 30(2), 158-175</p>
13	11/13/13	<p><b>Logic Model Student Presentations - topics:</b></p> <ol style="list-style-type: none"> <li>1) <u>Logic model presentations</u></li> <li>2) <u>Retuning to implementation science</u></li> </ol> <p><u>In-Class Module:</u></p> <ul style="list-style-type: none"> <li>• Student logic model presentations</li> <li>• Returning to implementation science topics</li> </ul> <p>✓ This session addresses Student Learning Objective #3 &amp; #5</p> <p><u>Readings:</u></p> <p>Fixsen, D. L., Blase, K. A., Naoom, S. F., &amp; Wallace, F. (2009). Core implementation components. <i>Research on Social Work Practice</i>, 19, 531-540.</p>
14	11/20/13	<p><b>Logic Model Student Presentations (continued) - topics:</b></p> <ol style="list-style-type: none"> <li>1) <u>Logic model presentations</u></li> <li>2) <u>Research translation and translational research</u></li> </ol> <p><u>In-Class Module:</u></p> <ul style="list-style-type: none"> <li>• Student logic model presentations</li> <li>• Research translation and translational research</li> </ul> <p>✓ This session addresses Student Learning Objective #3 &amp; #5</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><u>Readings:</u></p> <p>Palinkas, L.A., &amp; Soydan, (2012). New horizons of translational research and research translation in social work. <i>Research on Social Work Practice</i>, 22(1), 85-92.</p>
15	<p>11/27/13</p> <p><i>Online Only Session</i></p>	<p><b>Application of Evaluation Research in Organizations</b> - topics:</p> <p><i>Please Note: This session is online only since classes do not meet after 6 PM on the evening prior to Thanksgiving.</i></p> <ol style="list-style-type: none"> <li>1) <u>Evidence-based practice, implementation science and research translation</u></li> <li>2) <u>Organizational influence on research use</u></li> <li>3) <u>Partnerships between researchers and practitioners</u></li> </ol> <p><u>Online Module: Complete prior to class and post to the discussion board:</u></p> <ul style="list-style-type: none"> <li>• Linking evidence-based practice, implementation science and research translation</li> <li>• The role of the “learning organization” in promoting research use</li> <li>• The role of researcher-practitioner partnerships in promoting research use</li> </ul> <p><u>Readings:</u></p> <p>Aarons, G. A., Hurlburt, M. &amp; Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors. <i>Administration and Policy in Mental Health</i>, 38, 4-23.</p> <p>Sveiby, K-E., &amp; Simons, R. (2002). Collaborative climate and effectiveness of knowledge work—an empirical study. <i>Journal of Knowledge Management</i> 6(5), 420-433.</p>
16	12/4/13	<p><b>Course Wrap-up, Review, and Next Semester</b> -topics:</p> <ol style="list-style-type: none"> <li>1) <u>Overview of the course</u></li> <li>2) <u>Looking forward to next semester</u></li> </ol> <p><b>****<u>Program Evaluation Plan Paper Due</u>****</b></p>

## **Social Work Professional Writing Competency Policy and the Graduate Writing Assessment Requirement (GWAR)**

Students admitted after September 1, 1987 must comply with the English Competency policy adopted by the Academic Senate of SJSU (S94-7). This policy states: "...all students entering California State Universities after implementation of the proficiency / diagnostic examination shall be required to demonstrate their competency with regard to writing skills as a requirement for graduation." In addition to these admission requirements, "...each department may establish its own criteria within these policy guidelines and candidates must abide by the department decision" (see <http://info.sjsu/web-dbgen/catnarr/policies/n15.html>, Nov. 2, 2001).

### Current Implementation of Policy

1. In the MSW Program the Professional Writing Competency policy is that all students must successfully pass a written assessment assignment administered in ScWk 240. This policy applies to all students, including those who have already passed:
  - English 100W (or equivalent).
  - The WST exam.
  - TOEFL
2. Transfer students from other graduate programs within or outside the state of California, as well as BASW students who are substituting another course for ScWk 240, must also complete the written assessment assignment.
3. If a student is deficient in writing ability, the student will be referred to the Graduate Advisor to develop a remedial plan. The student may also be reassessed in ScWk 242.
4. Students must successfully complete the Professional Writing Competency requirement before they can be advanced to candidacy with Graduate Studies & Research during fall semester of their final year. Students must also successfully complete this requirement prior to enrolling in ScWk 298.

# **SJSU Campus Emergency Procedures**

## **FIRES EARTHQUAKES AND OTHER DISASTERS**

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

## **MEDICAL EMERGENCIES**

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

## **EVACUATION PROCEDURES**

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

**POLICE - FIRE - MEDICAL EMERGENCY  
DIAL 9 – 1 – 1**

**For further information visit the University Police Web site at: <http://www.sjsu.edu/police/>**