

**SAN JOSÉ STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**ScWk 240 – RESEARCH METHODS AND DESIGN  
Course Code: 46652; Section 03**

**Fall 2009**

**Melissa Martin-Mollard, PhD, MSW**

**Class Meeting Time: Friday, 12:00-2:45pm**

**Classroom Location: SH 312**

**Office Location: WSQ 217G**

**Office Hours: Friday 10:00am – 12:00pm  
or by appointment**

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**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. It provides students with the foundation concepts and skills for conducting research and it prepares them to build knowledge in the profession of social work, using both qualitative and quantitative methods of analysis. The course prepares students to critically assess current knowledge about Latinos, African Americans, Asian Americans, and other diverse and oppressed populations. Emphasis is placed on concepts necessary to evaluate one's own practice, as well as the service delivery process. 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).

**Learning Objectives**

At the conclusion of this course, students will be expected to:

1. Demonstrate understanding of the scientific method of investigation;

Program Objectives: M 4.2 (Research)

2. Demonstrate understanding of the basic principles of research design, utilizing both quantitative and qualitative methods applicable to professional social work;

Program Objectives: M 4.2 (Research)

3. Demonstrate critical thinking and information literacy skills in investigating social problems and designing a research project or evaluation in a professional social work context;

Program Objectives: M 4.1 (Critical thinking /Information Literacy)

4. Critically review empirical evidence and understand strategies for investigating social work issues and problems, particularly as they impact disenfranchised, oppressed, or marginalized populations.

Program Objectives: M 4.2 (Research) and M 1.2 (Diversity)

5. Demonstrate knowledge of how to frame empirically testable hypotheses, pose answerable research questions, select appropriate research methodologies, and draw valid conclusions from data;

Program Objectives: M 4.2 (Research)

6. Operationalize concepts and outcomes, identify and interpret themes, and select and design culturally appropriate measures and other methods of data collection for research with ethnic minorities and other populations-at-risk;

Program Objectives: M 4.2 (Research)

7. Demonstrate understanding of basic ethical issues involved in designing and conducting social work research;

Program Objectives: M 1.3 (Ethics)

8. Demonstrate understanding and use of technologies such as the Internet, computerized search engines, and software relevant to social work research;

Program Objectives: M 4.1 (Critical thinking /Information Literacy)

9. Demonstrate communication skills professionally and appropriately in relation to diverse client populations, colleagues, and communities, especially in terms of research reports, proposals, and oral and written modes of disseminating information.

Program Objectives: M 2.3 (Communication)

### **Title IV-E Competencies**

This class covers the following curriculum competencies for the Title IV-E Child Welfare Training Programs:

7.8 - Student understands the purpose of outcome measurement and is able to seek client, organization, and community feedback for purposes of monitoring practice, service refinement, and outcome evaluation.

8.10 - Student understands how to use information, technology, and evidence-based research to evaluate and improve policy, practice, and program effectiveness.

## **COURSE REQUIREMENTS**

### **Learning Experiences**

This course will consist of a weekly lecture/seminar, discussion of assigned readings, in-class exercises, and presentation of supplemental materials. The major learning experience assignments for this class are three written assignments that constitute the main sections of a research proposal, and 2 sixty-minute in-class examinations.

### **Grading and Evaluation**

Class Participation	10%	
Written Assignment #1	10%	(9/18/09 at the beginning of class)
Examination #1	15%	(10/9/09 at the beginning of class)
Written Assignment #2	20%	(10/23/09 at the beginning of class)
Examination #2	15%	(11/20/09 at the beginning of class)
Written Assignment #3	30%	(12/4/09 at the beginning of class)

The final grade will be calculated as follows:

98–100	A+	87–89	B+	77–79	C+	67–69	D+	0–59	F
93–97	A	83–86	B	73–76	C	63–66	D		
90–92	A-	80–82	B-	70–72	C-	60–62	D-		

### **Class Participation**

Class participation will be assessed according to engagement in class discussions and involvement in group exercises.

### **Course Assignments**

**Written Assignment #1: “Introduction” to research proposal, plus a title page (due on 9/18/09 at the beginning of class).**

Additional information regarding this assignment will be distributed.

Introduction (2 pages): The introduction has two important objectives: it provides a context for the study and it presents the research questions and/or hypotheses. This section needs to incorporate up-to-date literature (e.g., current demographic statistics and trends, new and innovative studies) to articulate clearly the problem that you wish to investigate in addition to providing a rationale for the methodology used. The essential questions that should be answered by this section are: (a) what is the practical and theoretical importance of this study, especially in the context of the transcultural perspective?; and (b) how will the findings of this study contribute to knowledge both in social work and other disciplines?

**Examination #1: At the beginning of class 10/9/09.**

The sixty-minute examination will cover all course materials, i.e., readings, lecture notes, and class examples for weeks 1 through 6. The format of this exam will consist of short answer and essay questions that will ask you to synthesize what you have learned and apply it to an area of social work practice.

**Written Assignment #2: Adding the “Literature Review,” including a theoretical framework (due on 10/23/09 at the beginning of class).**

Additional information regarding this assignment will be distributed.

Literature Review, 5-6 pages (total 7 pages including your revised Introduction from Written Assignment #1):

The literature review provides an integrated and synthetic summary of the literature that pertains to your problem area, with a particular focus on the variables you examined in your study. Themes, findings or chronology may be used to organize this section. Please note that the literature review is not an annotation (i.e., direct summary of each article, book, book chapter or report); rather, it presents an overview of how these sources of information converge or diverge to illustrate and support your research goals. It is strongly recommended that you review the formats of various literature reviews found in your ScWk 240 reader and examine articles in scholarly journals such as *Social Work Research*, *Health & Social Work*, *Social Work*, *Social Services Review*, and *Child Welfare* to assist in the development of this section.

The theoretical framework is used to explain, organize and predict the findings of your study. You need to present in a brief fashion the theory or conceptual model (e.g., ecological systems theory, stages of racial identity development) that informed your study design and method of analysis. It is strongly recommended that you select only one theory/conceptual framework for your study, but more than one is acceptable.

Your research questions and or hypothesis(es) should be clearly stated in this section (moved from your introduction to the end of the review). For quantitative research, indicate the relationship(s) you believe exist between the independent and dependent variables in your study. For qualitative research, state the overarching question(s) that guide your project.

For this assignment, you should use no fewer than 15 references to support your work.

**Examination #2: At the beginning of class 11/20/09.**

The sixty-minute examination will cover all course materials, i.e., readings, lecture notes, and class examples since week 1, but will concentrate on weeks 7 through 12. The format of this exam will consist of short answer and essay questions that will ask you to synthesize what you have learned and apply it to an area of social work practice.

**Written Assignment #3: Adding the “Methodology” section, plus abstract and appendices (due on 12/4/09) at the beginning of class).**

Additional information regarding this assignment will be distributed.

Methods, 3 to 5 pages (total 10-13 pages, including reworked introduction and literature review, but not including references or appendices). This is your completed research proposal plus abstract, references, and appendices (e.g., copies of instruments). This section meticulously describes the process by which your investigation will be conducted. You should describe the process of your study in an organized manner detailed enough so that it can be replicated by another researcher if desired.

Research Design

Describe the type of design you will use (e.g., experimental, quasi-experimental, exploratory, case study, single-subject, single-system, or program evaluation). Projects using qualitative approaches need to clarify the data collection format (e.g., face-to-face interviews, observations). If you use a triangulated approach, describe each approach in a clear and direct manner.

Sample

Describe your sampling frame and indicate the sampling design used (e.g., random sampling, convenience sampling, purposive sampling, cluster sampling, theoretical sampling)? Why is this the best sampling approach? What will be your sample size? If you plan to sample hard-to-reach individuals, describe how you will access them. If you do a phone survey or a mailed questionnaire, report the expected response rate based on the number of phone numbers you plan to call or surveys you will mail. Provide a description of the anticipated demographic profile of the study sample.

Study Site

Where do you plan to find your research participants? Will they come from one agency, one particular county, one state, or multiple sites? Will you question them on the street, in their homes, in your office?

Operationalization of Variables

Describe the major variables in your study. For example, if you are planning to study “teen moms,” you’ll need to define what you mean by teen mom. For instance, a teen mom is “a young women between the ages of 13 and 17 who has at least one child for whom she is the primary caregiver...” Other examples would be: caregiver, bisexual, substance abuser, clinical worker, developmentally disabled, homeless, self-esteem, depression, life satisfaction, and social support.

## Measures

Qualitative. What types of questions will you use to collect data (e.g., closed-ended, open-ended, semi-structured or a combination)? What are the major areas of questioning you will cover in the interview? If you do an observation-based study, describe how you will conduct your observations and document your field notes.

Quantitative. What measures will you use, i.e., provide the name and appropriate citation if published? Are the measures self-administered or administered by the researcher(s)? Provide a brief description of each measure including the number of items, how scores are summarized, and a few key items that illustrate the scale if you are unable to duplicate the measure due to copyright restrictions.

Describe any translation that was done to your measure(s), e.g., one-way translation, double translation, decentering. Also, refer the reader to the appendix for a copy of all the study materials, data collection forms, and interview guides. Please note that some published measures cannot be duplicated and placed in the appendix due to copyright restrictions. In that case, simply refer the reader to the written correspondence that you had with the author or distributor of the measure.

## Reliability and Validity

Describe the reliability and validity of the quantitative instrument(s) you used as reported in the literature or by the author of the published measures. If you used qualitative measures, discuss the extent to which your ethnic background, gender, and/or observer role may have affected your results, such as your ability to elicit and observe "natural behavior" when people are aware that they are being observed. See Kirk and Miller (1986), listed on the recommended reading list, for a detailed discussion of reliability and validity in qualitative research.

## Human Subjects

Describe how the confidentiality or anonymity of the study participants and data will be protected and the type of consent that will be obtained (e.g., informed consent, implied consent, and parental consent).

## Procedures and Data Collection Techniques.

Describe the procedure for collecting your data. It's important to give a step-by-step procedure so that the reader knows exactly how you plan to gather data. If you are using a triangulated approach, describe the procedures for each approach in detail. Describe the time frame for your study. Describe any other protocols you plan to follow in the implementation process.

### Limitations

Briefly describe the potential limitations that affect the internal and external validity of your research, e.g., issues regarding the study design, sampling technique and sample size, measurement and instruments, data collection, and human subject issues.

### **APA Format and Writing Requirements**

All papers must follow current American Psychological Association (APA) format guidelines (5<sup>th</sup> 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.

### **Late Assignments**

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), you must discuss your situation with me at least 48 hours prior to the time the assignment is due. If you submit an assignment after the due date and time without discussing with me, 10% of the total assignment point value will be deducted automatically. For example, if an assignment is worth 30 points, 3.0 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements.

## **UNIVERSITY, COLLEGE, & DEPARTMENT POLICY INFORMATION**

### **Reasonable Accommodation of Disabilities**

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with me, see me during office hours, or contact me by e-mail as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) to establish record of their disability. No matter where students reside, they should contact the SJSU DRC to register. The DRC Web site: <http://www.drc.sjsu.edu/>

### **Academic Integrity**

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the

university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could result in suspension or expulsion from San José State University. Additional information on academic integrity can be found at [http://sa.sjsu.edu/judicial\\_affairs/index.html](http://sa.sjsu.edu/judicial_affairs/index.html)

Due to the increase of scholarly works being plagiarized, San José State University and its faculty are beginning to implement safeguards, one of which is an electronic anti-plagiarism service called *Turnitin.com*. For the protection and education of all students, using an anti-plagiarism service will add your scholarly papers to the academic database so that others cannot plagiarize your hard work. Details will be discussed in class.

### **ScWk 240/242 and Social Work Professional Writing Competency Policy**

Students admitted after September 1, 1987 must comply with the English Competency policy adopted by the Academic Senate of SJSU (S94-7). In the MSW Program the Professional Writing Competency policy is that all students must successfully pass a written assessment assignment administered in ScWk 240 (i.e., Assignment #3). Students who do not pass the written assessment assignment in ScWk 240 may be reassessed in ScWk 242 through the final research proposal. Please refer to the full policy located at the end of the syllabus.

### **TEXTBOOK AND READING ASSIGNMENTS**

The following textbooks are required:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Pyrzczak, F., & Bruce, R. R. (2007). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (6<sup>th</sup> ed.). Los Angeles: Pyrczak Publishing.

Rubin, A., Babbie, E., & Lee, P.A. (2009). *Research methods for social work: Custom edition prepared exclusively for San Jose State University*. Belmont, CA: Wadsworth/Thomson Learning.

School of Social Work Research Sequence. (2009). *ScWk 240 course reader*. Available through the School of Social Work.

### **Recommended Supplemental Readings**

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.

Kreuger, L. W., & Neuman, W. L. (2006). *Social Work Research Methods with Research Navigator*. Boston, MA: Allyn & Bacon.

## TOPIC OUTLINE AND READING ASSIGNMENTS

The readings listed below should be read by the week indicated, and students should be prepared to discuss this material in class (subject to change with fair notice).

### MODULE ONE: FOUNDATIONS FOR RESEARCH AND ETHICS

#### Week 1 -- Social Work Research -- The Current State of the Art

- (8/28/09)
- Overview of course
  - The importance of social work research
  - Accountability in the social services
  - Library and Internet resources for social work

#### Week 2 -- The Logic of Scientific Method

- (9/4/09)
- Conceptual bases for research
  - Quantitative and qualitative research and methods
  - Exploratory, descriptive, and explanatory studies
  - Impact/outcome studies, program evaluation, needs assessment, process evaluation
  - Hypotheses and theories; induction and deduction
  - Problem formulation
  - Political issues in research

#### Readings:

Pyrzczak & Bruce, *Writing Empirical Research Reports*,

Ch. 1, "Structuring a Research Report."

Ch. 2, "Writing Simple Research Hypotheses."

Ch. 3, "A Closer Look at Hypotheses."

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*

Supplement Ch. 1, "Introduction to the Research Methods Supplement"

Supplement Ch. 2, "Wise Consumers of Research"

Supplement Ch. 3, "Follow Your Passion – Selecting a Research Topic"

Supplement Ch. 4, "Research and Scientific Inquiry"

Ch. 1, "Why Study Research?"

Ch. 2, "Evidence-Based Practice"

Ch. 3 "Philosophy and Theory in Science and Research"

Ch. 6 "Problem Formulation"

Gambrill, E. (2006). Evidence-based practice and policy: Choices ahead. *Research on Social Work Practice*, 16(3), 338-357.

#### Week 3 -- Ethical Issues in Social Science Research

- (9/11/09)
- Human subjects review process
  - Confidentiality versus anonymity
  - Research bias
  - Professional and peer review of published research

Readings:

Pyrczak & Bruce, *Writing Empirical Research Reports*,  
Ch. 4, "Writing Research Objectives and Questions."  
Ch. 5, "Writing Titles"  
Ch. 6, "Writing Introductions and Literature Reviews"

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Supplement Ch. 5, "Quantitative Versus Qualitative Research"  
Supplement Ch. 6, "Building a Model – Thinking of Variables..."  
Supplement Ch. 7, "Examining Research Topics and Terms"  
Supplement Ch. 8, "Evaluating Ethics in Research"  
Ch. 4, "The Ethics and Politics of Social Work Research"  
Ch. 5, "Culturally Competent Research"  
Ch. 23, "Writing Research Proposals and Reports"

Caldwell, J. Y. et al. (2005). Culturally competent research with American Indian and Alaskan Natives: Findings and recommendations of the first symposium of the work group on American Indian research and program evaluation methodology. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center*, 12(1), 1-21.

Malone, R. E. (2006). "It's like Tuskegee in reverse": A case study of ethical tensions in institutional review board review of community-based participatory research. *American Journal of Public Health*, 96(11), 1914-1919.

**MODULE TWO: METHODOLOGY OF SOCIAL RESEARCH AND THE EVALUATION OF SOCIAL WORK PRACTICE**

Week 4 -- Measurement

- (9/18/09)
- Operationalization and operational definitions of variables and outcomes
  - Levels of measurement
  - Reliability and validity

**WRITTEN ASSIGNMENT #1 Due at beginning of class**

Readings:

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Supplement Ch. 10, "Measurement Exercise"  
Ch. 7, "Conceptualization and Operationalization"  
Ch. 8, "Measurement"  
Ch. 9, "Constructing Measurement Instruments"  
Ch. 20 (pp. 479-481), "Quantitative Data Analysis"

Chavez, L. M., Matias-Carrelo, L., Barrio, C., & Canino, G. (2007). The cultural adaptation of the Youth Quality of Life Instrument-Research version for Latino children and adolescents. *Journal of Child and Family Studies, 16*(1), 75-89.

Week 5 -- Measurement in Social Research and Evaluation; Surveys and Interviews

- (9/25/09)
- Formal instruments, client assessment
  - Designing and implementing surveys and questionnaires
  - Internal and external validity
  - Culturally sensitive instrumentation
  - Cultural influences on validity and reliability
  - Case example: The measurement of ethnicity and acculturation
  - Interviewing

Readings:

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Supplement Ch. 11, "Establishing Reliability and Validity of Measures"  
Chapters 7, 8, and 9 from Week 4's reading  
Ch. 15, "Survey Research"

Schmidt, L. A., Ye, Y., Greenfield, T. K., & Bond, J. (2007). Ethnic disparities in clinical severity and services for alcohol problems: Results from the National Alcohol Survey. *Alcoholism: Clinical and Experimental Research, 31*(1), 48-56.

Week 6 -- Sampling

- (10/2/09)
- Sampling Methodology: Probability and non-probability sampling procedures
  - Sampling bias
  - Enhancing participation by ethnic minorities and special populations

Readings:

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Supplement Ch. 9, "Sampling Scenarios"  
Ch. 14, "Sampling"

Villarruel, A. M., Lemmott, J. S., Jemmott, J. B., & Eakin, B. L. (2006). Recruitment and retention of Latino adolescents to a research study: Lessons learned from a randomized clinical trial. *Journal of Specialists in Pediatric Nursing, 11*(4), 244-250.

Week 7 -- Group Research Designs

- (10/9/09)
- Experimental and control group models

Readings:

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Ch. 10, "Causal Inference and Correlational Designs"  
Ch. 11, "Experimental Designs"

Huston, A. C., Duncan, G. J., McLoyd, V. C., Crosby, D. A., Ripke, M. N., Weisner, T. S., & Elder, C.A. (2005). Impacts on children of a policy to promote employment and reduce poverty for low-income parents: New hope after 5 years. *Developmental Psychology, 41*(6), 902-918.

Glogowska, M., Roulstone, S., Enderby, P., Peters, T., & Campbell, R. (2001). Who's afraid of the randomised controlled trial? Parent's views of an SLT research study. *International Journal of Language and Communication Disorders, 36*, 499-505.

### **EXAMINATION #1 at beginning of class**

#### Week 8 -- Single System Designs

- (10/16/09)
- Alternative methods for controlling threats to validity
  - Spreadsheet modeling of client progress
  - Celeration lines
  - Goal attainment scaling

#### Readings:

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Supplement Ch. 12, "Research Design Scenarios"  
Ch. 12, "Single-Case Evaluation Designs"

Bradshaw, W., & Roseborough, D. (2004). Evaluating the effectiveness of cognitive behavioral treatment of residual symptoms and impairment in Schizophrenia. *Research on Social Work Practice, 14*(2) 112-120.

### **MODULE THREE: QUALITATIVE RESEARCH**

#### Week 9 -- Introduction to Qualitative Research

- (10/23/09)
- Comparing and contrasting qualitative and quantitative approaches
  - The contributions of qualitative inquiry to knowledge building
  - What are qualitative data?

#### Readings:

Creswell, *Qualitative Inquiry and Research Design*  
Ch. 1, "Introduction"  
Ch. 2, "Philosophical, paradigm, and Interpretive Frameworks"  
Ch. 3, "Designing a Qualitative Study"

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Supplement Ch. 13, "Qualitative Designs"  
Ch. 17, "Qualitative Research: General Principles"

- Pyrczak & Bruce, *Writing Empirical Research Reports*,  
Ch. 7, "Writing Definitions"  
Ch. 8, "Writing Assumptions, Limitations, and Delimitations"  
Ch. 9, "Writing Method Sections"  
Ch. 13, "Writing Abstracts"

## **WRITTEN ASSIGNMENT #2 Due at beginning of class**

### Week 10 -- Theoretical Traditions and Orientations

- (10/30/09) • Ethnography, phenomenology, narrative analysis, grounded theory, and other theoretical traditions
- Presenting qualitative research in scholarly reports

#### Readings:

- Creswell, *Qualitative Inquiry and Research Design*  
Ch. 4, "Five Qualitative Approaches to Inquiry"  
Ch. 5, "Five Different Qualitative Studies"  
Appendices (examples of the studies in the five approaches)

- Pyrczak & Bruce, *Writing Empirical Research Reports*,  
Ch. 14, "A Closer Look at Writing Reports of Qualitative Research"

- Birzer, M. L., & Smith-Mahdi, J. (2006) Does race matter? The phenomenology of discrimination experienced among African Americans. *Journal of African American Studies*, 10(2), 22-37.

### Week 11 -- Designing Qualitative Research Studies

- (11/6/09) • Developing research questions for qualitative studies
- Sampling strategies and sample size
  - Mixed methodologies/triangulation

#### Readings:

- Creswell, *Qualitative Inquiry and Research Design*  
Ch. 6, "Introducing and Focusing the Study"  
Appendices (examples of the studies in the five approaches)

- Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Ch. 18, "Qualitative Research: Specific Methods"

- Banyard, V. L., & Williams, L. M. (2007). Women's voices on recovery: A multi-method study on the complexity of recovery from child sexual abuse. *Child Abuse and Neglect*, 31, 275-290.

Week 12 -- Research Standards and Quality in Qualitative Research

- (11/13/09) • Credibility and trustworthiness in qualitative research  
• Guidelines for rigorous qualitative research

Readings:

Creswell, *Qualitative Inquiry and Research Design*  
Ch. 10, “Standards of Validation and Evaluation”

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Supplement Ch. 14, “Verification of Qualitative Data”

**MODULE FOUR: PROGRAM EVALUATION**

Week 13 -- Needs Assessment, Formative Evaluations

- (11/20/09) • Program mission, goals, and objectives  
• Program monitoring

Readings:

Rubin, Babbie, & Lee, *Research Methods for Social Work: Custom Edition*  
Ch. 13, “Program Evaluation”

Nesman, T.M., Batsche, C., & Hernandez, M. (2007). Theory-based evaluation of a comprehensive Latino education initiative: An interactive evaluation approach. *Evaluation and Program Planning, 30*, 267-281.

**EXAMINATION #2 at beginning of class**

Week 14 -- THANKSGIVING HOLIDAY

(11/27/09)

Week 15 -- Accountability and Research

- (12/4/09) • Ideologies and politics in research  
• Dilemmas in reporting research findings  
• Responsibility and accountability to participants, stakeholders, sponsors, and the profession

Readings:

Kleinfield, J., & McDiarmid, G. W. (1986). Living to tell the tale: Researching politically controversial topics and communicating the findings. *Educational Evaluation and Policy Analysis, 8*(4), 393-401.

Staudt, M. (1997). Pseudoissues in practice evaluation: Impediments to responsible practice. *Social Work, 42*(1), 99-106.

**WRITTEN ASSIGNMENT #3 due at the beginning of class**

## RESEARCH SEQUENCE BIBLIOGRAPHY

- Bloom, M., Fischer, J., & Orme, J. G. (2006). *Evaluating practice: Guidelines for the accountable professional* (5th ed.). Boston, MA: Allyn & Bacon.
- Bye, L., & Alvarez, M. (2007). *School social work: Theory to practice*. Belmont, CA: Thomson Brooks/Cole.
- Cox, D., & Pawar, M. (2006). *International social work: Issues, strategies, and programs*. Thousand Oaks, CA: Sage Publications.
- Fong, R., & Furuto, S. (2001). *Culturally competent practice*. Boston, MA: Allyn & Bacon.
- Frame, M. W. (2003). *Integrating religion and spirituality into counseling: A comprehensive approach*. Belmont, CA: Thomson Brooks/Cole.
- Gibbs, J.T., & Huang, L.N. (2003). *Children of color: Psychological interventions with culturally diverse youth* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass Publishers.
- Glicklen, M. D., & Sechrest, D. K. (2003). *The role of the helping professions in treating the victims and perpetrators of violence*. Boston, MA: Allyn & Bacon.
- Johnson, J. (2004). *Fundamentals of substance abuse practice*. Belmont, CA: Thomson Brooks/Cole.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York: Guilford Press.
- McInnis-Dittrich, K. (2005). *Social work with elders: A biopsychosocial approach to assessment and intervention*. Boston, MA: Pearson Education, Inc.
- Moniz, C. & Gorin, S. (2007). *Health and mental health care policy: A biopsychosocial perspective* (2<sup>nd</sup> ed.). Boston, MA: Allyn & Bacon.
- Morgan, D. L. (1988). *Focus groups as qualitative research*. Newbury Park, CA: Sage Press.
- Neukrug, E. S., & Fawcett, R. C. (2006). *Essentials of testing and assessment: A practical guide for counselors, social workers, and psychologists*. Belmont, CA: Thomson Brooks/Cole.
- Polansky, N. A. (1986). There is nothing so practical as a good theory. *Child Welfare*, 65(1), 3-15.
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- Royse, D., Thyer, B. A., Padgett, D. K., & Logan, T. K. (2006). *Program evaluation: An introduction* (4<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing.
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## **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.

# San José State University

## Social Work Programs Evaluation and Grading Criteria

Instructors in the Social Work program promote and evaluate critical thinking<sup>1</sup> and communication<sup>2</sup> skills to help students achieve academic and professional excellence. These skills encompass one's ability to organize ideas, reason concretely and abstractly, and apply objective and subjective reasoning to ideas, situations, and theories.

One method to evaluate students' critical thinking and communication skills is via written assignments. The Publication Manual of the American Psychological Association (APA; 5<sup>th</sup> ed.) is a format guide widely used in many social work assignments. However, alternate formats may be expected for writing assignments such as, but not limited to, process recordings, case or progress notes, court reports, and biopsychosocial and family assessments. Please refer to your course syllabus for guidance on APA assignment requirements. If you need writing or editing assistance, please consult with your instructor.

Grades are calculated based upon the scale below:

98-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or less	F
93-97	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

Plagiarism<sup>3</sup> is unacceptable. It may be monitored by your instructor with commercial plagiarism detection services.<sup>4</sup> Cheating is also unacceptable.<sup>5</sup> Any student who plagiarizes or cheats will be dealt with according to San José State University policies and procedures, which may include expulsion from the university.

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<sup>1</sup> Critical thinking is the use of intellectual skills that address relevance, accuracy, clarity, depth, and breadth of ideas, situations, and theories. It enables one to self-assess mindfully her or his understanding and thought processes; it includes analyzing an issue or situation, its context, and its elements from multiple perspectives; and, it generates self-improvement as one becomes sophisticated in theorizing, conceptualizing, and communicating.

<sup>2</sup> Communication is fundamental to social work and occurs in written, oral, and nonverbal forms. All communications, including case notes, reports, and proposals, should be clear and cohesive. Effective communication is essential to effective and efficient social work practice on micro, mezzo, and macro levels.

<sup>3</sup> According to SJSU Academic Senate policy F88-10, “. . . plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to, 1.2.1. The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work” ([http://www.cob.sjsu.edu/FACSTAFF/KWAN\\_S/conduct.htm](http://www.cob.sjsu.edu/FACSTAFF/KWAN_S/conduct.htm)).

<sup>4</sup> See Academic Senate policy on plagiarism detection (<http://www.sjsu.edu/senate/S02-4.htm>)

<sup>5</sup> At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another's test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

## **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/>