San José State University  
School of Social Work  
ScWk 240, Research Methods and Design, Code # 43549  
Section #04, Fall, 2011  

Instructor: Amando Cablas  
Office Location: Social Work, TBA  
Telephone: (408) 703-6251  
Email: acablas@juno.com  
Office Hours: TBA  
Class Days/Time: Monday, 6:00p – 8:45pm  
Classroom: MacQuarrie Hall 322

Research Sequence Web Page  
Copies of the course assignments and assignment examples can be found on the Research Sequence Web Page at http://www.sjsu.edu/socialwork/courses/Research/ or accessible through the “Courses” page on the School of Social Work website.

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. It provides students with the foundation concepts and skills for using research evidence to inform and improve practice, policy, and social service delivery, as well as to evaluate their own practice. The course prepares students to identify evidence-based interventions and to consider how to employ evidence-based interventions. It also provides students with the ability to understand and use quantitative and qualitative research methods and to build knowledge using scientific and ethical approaches. The course prepares students to critically assess current knowledge about diverse individuals, families, and communities. 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).
**Course Student Learning Objectives**

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

PO 2. Apply social work ethical principles to guide professional practice
PO 3. Apply critical thinking to inform and communicate professional judgments
PO 4. Engage diversity and difference in practice
PO 6. Engage in research informed practice and practice informed research
PO 7. Apply knowledge of human behavior and the social environment
PO 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Upon completion of ScWk 240 students will be able to:

1. Student demonstrates the ability to critically appraise, integrate and apply evidence-based knowledge and practice principles (Program Objective 3a)
2. Student demonstrates the capacity to analyze the gathering, assessment and evaluation of information to inform practice model design and use (Program Objective 3b)
3. Student demonstrates a beginning capacity and skills to gather and synthesize practice evaluation findings, including client feedback, to support and increase the professional knowledge base (Program Objective 6a)
4. Student demonstrates knowledge of how to consult and utilize research evidence to inform ongoing practice and policy at all levels (Program Objective 6b)
5. Student demonstrates a beginning ability to systemically monitor, analyze and evaluate interventions, including the use of evidence to determine future action (Program Objective 10d)
6. Student demonstrates knowledge of ethical decision making methods and the capacity to apply these in research (Program Objective 2c)
7. Student demonstrates the ability to critically evaluate the effectiveness of particular research methods within the transcultural perspective, for special populations and populations at risk including, cultural and ethnic minorities, women, gays and lesbians and the disenfranchised and other marginalized groups. (Program Objectives 3b; 5a)
8. Student demonstrates effective professional, oral and written communication skills in understanding general process of social work research and application to real social problems. (Program Objective 3c)
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Course Student Learning Objective/Competency (SLO)</th>
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</thead>
<tbody>
<tr>
<td>Written Assignment #1 “Introduction” to research proposal</td>
<td>10</td>
<td>9/26/11</td>
<td>2, 3, 5</td>
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<tr>
<td>Written Assignment #2 “Literature Review”</td>
<td>20</td>
<td>10/31/11</td>
<td>1, 2, 3, 4</td>
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<tr>
<td>Take Home Exam</td>
<td>30</td>
<td>11/28/11</td>
<td>1 – 5</td>
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<tr>
<td>Written Assignment #3 “Methods Section”</td>
<td>30</td>
<td>12/5/11</td>
<td>1 – 8</td>
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<tr>
<td>Class Participation</td>
<td>10</td>
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<td>1 – 8</td>
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</table>

**Required Texts/Readings**

**Textbook**


School of Social Work Research Sequence Reader Articles available by email through your instructor

**Other Readings**


Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at http://libguides.sjsu.edu/scwk. The Social Work Library Liaison is: Crystal Goldman 408.808.2015 or Crystal.Goldman@sjsu.edu.

Classroom Protocol

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 for classroom related work.

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/. 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:

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), you must discuss your situation with me at least 24 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.

Written Assignment 1: “Introduction” to Research Proposal: Due 9/26/11

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?

**Written Assignment 2: Adding the “Literature Review,” including a theoretical
framework: Due 10/31/11**

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 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.

**Take Home Examination: Due 11/28/11**

The take-home examination will cover all course materials, i.e., readings, lecture notes,
and class examples since week 1. 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 12/5/11

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, decentring. 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.

Anticipated Findings and Implications for Social Work.

Briefly state what you expect your findings to be, and explain the implications of your specific, anticipated results for social work (i.e., its influence on practice, policy, theory, and/or future research, as well as the Transcultural Perspective).

Class Participation:

Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special 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.

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<tr>
<th>Percentage</th>
<th>Grade</th>
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**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.

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 Disability Resource Center (DRC) 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 (EACH OF THE FOLLOWING IS OPTIONAL)

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

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/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/
This schedule is subject to change with fair notice. I will announce any changes in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>8/29/11</td>
<td><strong>Social Work Research -- The Current State of the Art</strong></td>
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<td></td>
<td>• Overview of course</td>
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<td>• The importance of social work research</td>
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<td>• Accountability in the social services</td>
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<td>• Library and Internet resources for social work</td>
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<td>9/5/11</td>
<td>No Class</td>
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<td>9/12/11</td>
<td><strong>The Logic of Scientific Method</strong></td>
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<td>• Conceptual bases for research</td>
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<td>• Quantitative and qualitative research and methods</td>
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<td>• Exploratory, descriptive, and explanatory studies</td>
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<td>• Impact/outcome studies, program evaluation, needs assessment, process evaluation</td>
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<td>• Hypotheses and theories; induction and deduction</td>
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<td>• Problem formulation</td>
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<td>• Political issues in research</td>
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<td><strong>Readings:</strong></td>
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<td>• Supplement Ch. 1, “Introduction to the Research Methods Supplement”</td>
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<td>• Supplement Ch. 2, “Wise Consumers of Research”</td>
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<td>• Supplement Ch. 3, “Follow Your Passion – Selecting a Research Topic”</td>
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<td>• Supplement Ch. 4, “Research and Scientific Inquiry”</td>
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<td>• Ch. 1, “Why Study Research?”</td>
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<td>9/19/11</td>
<td><strong>Ethical Issues in Social Science Research</strong></td>
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<td>Week</td>
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<td>Topics, Readings, Assignments, Deadlines</td>
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| 9/19/11 continued | 9/19/11 continued | Human subjects review process  
Confidentiality versus anonymity  
Research bias  
Professional and peer review of published research  
Documentary: “The Deadly Deception: The Tuskegee Syphilis Study”  
Readings:  
Pyrczak & Bruce, *Writing Empirical Research Reports*,  
Ch. 1, “Structuring a Research Report.”  
Ch. 2, “Writing Simple Research Hypotheses.”  
Ch. 3, “A Closer Look at Hypotheses.”  
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. 3 “Philosophy and Theory in Science and Research”  
Ch. 6 “Problem Formulation”  
Ch. 4, “The Ethics and Politics of Social Work Research”  
Ch. 5, “Culturally Competent Research”  

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

4 9/26/11 Measurement  
- Operationalization and operational definitions of variables and outcomes  
- Levels of measurement  
- Reliability and validity  

**WRITTEN ASSIGNMENT #1 Due at beginning of class**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 9/26/11 continued | **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”
| | - 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”
| 5 | 10/3/11 | **Measurement in Social Research and Evaluation; Surveys and Interviews**
| | - Formal instruments, client assessment
| | - Designing and implementing surveys and questionnaire
| | - Internal and external validity
| | - Culturally sensitive instrumentation
| | - Cultural influences on validity and reliability
| | - Interviewing
| | **Readings:**
| | - Supplement Ch. 11, “Establishing Reliability and Validity of Measures”
| | - Chapters 7, 8, and 9 from Week 4’s reading
| | - Ch. 15, “Survey Research”
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<th>Week</th>
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<td>10/24/11 continued</td>
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<td>• Supplement Ch. 12, “Research Design Scenarios”</td>
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<td>• Ch. 12, “Single-Case Evaluation Designs”</td>
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<td>9</td>
<td>10/31/11 Happy Holloween</td>
<td><strong>MODULE THREE: QUALITATIVE RESEARCH</strong></td>
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<tr>
<td></td>
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<td>Introduction to Qualitative Research</td>
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<td>• Comparing and contrasting qualitative and quantitative approaches</td>
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<td>• The contributions of qualitative inquiry to knowledge building</td>
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<td>• What are qualitative data?</td>
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<td>• Ethnography, phenomenology, narrative analysis, grounded theory, case study and other theoretical traditions</td>
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<td><strong>WRITTEN ASSIGNMENT #2 Due at beginning of class</strong></td>
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<td><strong>Readings:</strong></td>
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<td>• Supplement Ch. 13, “Qualitative Designs”</td>
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<td>• Ch. 17, “Qualitative Research: General Principles”</td>
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<td>Pyrczak &amp; Bruce, <em>Writing Empirical Research Reports</em>,</td>
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<td>• Ch. 7, “Writing Definitions”</td>
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<td>• Ch. 8, “Writing Assumptions, Limitations, and Delimitations”</td>
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<td>• Ch. 9, “Writing Method Sections”</td>
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<td>• Ch. 13, “Writing Abstracts”</td>
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<td>11/7/11</td>
<td><strong>Theoretical Traditions and Orientations</strong></td>
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- Presenting qualitative research in scholarly reports
- Comparing and contrasting ethnography, phenomenology, narrative analysis, grounded theory, case study and other theoretical traditions

**Readings:**

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


| 11/14/11 | Designing Qualitative Research Studies |

- Developing research questions for qualitative studies
- Sampling strategies and sample size

**Readings:**

- Ch. 18, “Qualitative Research: Specific Methods”


| 11/21/11 | Happy Thanksgiving |

**Research Standards and Quality in Qualitative Research**
- Mixed methodologies/triangulation
- Credibility and trustworthiness in qualitative research
- Guidelines for rigorous qualitative research

**Readings:**

- Supplement Ch. 14, “Verification of Qualitative Data”
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| **MODULE FOUR: PROGRAM EVALUATION** | **13** 11/28/11 | **Needs Assessment, Logic Models**  
- Program mission, goals, and objectives  
- Methods of needs assessment  
- Components of logic models  
- Theory of change  
**Readings:**  
- Ch. 13, “Program Evaluation”  
**TAKE HOME EXAMINATION DUE at beginning of class** |
| **14** 12/5/11 | **Process and Outcome Program Evaluations**  
- Process evaluation components  
- Outcome evaluation components  
**Readings:**  
**WRITTEN ASSIGNMENT #3 due at the beginning of class** |
| 15 12/12/11 | **Accountability and Research**  
- Ideologies and politics in research  
- Dilemmas in reporting research findings  
- Responsibility and accountability to participants,
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<td>stakeholders, sponsors, and the profession</td>
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<td>16</td>
<td>12/19/11</td>
<td>Course Review and Bridge to Advanced Social Work Research Topics</td>
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**RESEARCH SEQUENCE BIBLIOGRAPHY**


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/catkarr/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

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 dear 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.