

**San José State University**  
**School of Social Work**  
**ScWk 240, Research Methods and Design, Code #43330,**  
**Section 03, Fall, 2011**

**Instructor:** Egle Narevic, PhD, LCSW  
**Office Location:** WSQ 217  
**Telephone:** TBD  
**Email:** enarevic@gmail.com  
**Office Hours:** Friday, 10:00 – 11:45 AM and by appointment  
**Class Days/Time:** Friday, 12:00 – 2:45 PM  
**Classroom:** Sweeney Hall (SH) 346

***Research Sequence Web Page***

Copies of the course assignments and assignment examples can be found on the [Research Sequence Web Page](http://www.sjsu.edu/socialwork/courses/Research/) 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*
- PO10. *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)

<b>Assignment</b>	<b>Points</b>	<b>Due Date</b>	<b>Course Student Learning</b>
-------------------	---------------	-----------------	--------------------------------

			<b>Objective/Competency (SLO)</b>
Written Assignment #1 "Introduction" to research proposal	10	9/16/2011	2, 3, 5
Written Assignment #2 "Literature Review"	20	10/14/2011	1, 2, 3, 4
Take Home Exam	30	11/18/2011	1 – 5
Written Assignment #3 "Methods Section"	30	12/2/2011	1 – 8
Class Participation	10	Ongoing	1 – 8

## **Required Texts/Readings**

### **Textbook**

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

Pyrzczak, F., & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7<sup>th</sup> ed.). Los Angeles: Pyrczak Publishing. ISBN 1-884585-97-3. 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.

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

### **Other 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: Crystal Goldman 408.808.2015 or [Crystal.Goldman@sjsu.edu](mailto: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/](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 9/16/2011.**

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 10/14/2011.**

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 11/18/2011.**

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 12/2/2011.**

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.

## 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.

Percentage	Grade
97-100%	A +
93-96%	A
90-92%	A -
87-89%	B +
83-86%	B
80-82%	B -
77-79%	C +
73-76%	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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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 [Disability Resource Center](http://www.drc.sjsu.edu/) (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***

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center 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.

### **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](http://www.sjsu.edu/larc/) 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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> 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](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## ScWk 240 - 03 / Research Methods and Design, Fall 2011, Course Schedule

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

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>MODULE ONE: FOUNDATIONS FOR RESEARCH AND ETHICS</b>
1	8/26/2011	<p><u>Social Work Research -- The Current State of the Art</u></p> <ul style="list-style-type: none"> <li>• Overview of course</li> <li>• The importance of social work research</li> <li>• Accountability in the social services</li> <li>• Library and Internet resources for social work</li> </ul>
2	9/2/2011	<p><u>The Logic of Scientific Method</u></p> <ul style="list-style-type: none"> <li>• Conceptual bases for research</li> <li>• Quantitative and qualitative research and methods</li> <li>• Exploratory, descriptive, and explanatory studies</li> <li>• Impact/outcome studies, program evaluation, needs assessment, process evaluation</li> <li>• Hypotheses and theories; induction and deduction</li> <li>• Problem formulation</li> <li>• Political issues in research</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 Ch. 1, “Introduction to the Research Methods Supplement”</li> <li>• Supplement Ch. 2, “Wise Consumers of Research”</li> <li>• Supplement Ch. 3, “Follow Your Passion – Selecting a Research Topic”</li> <li>• Supplement Ch. 4, “Research and Scientific Inquiry”</li> <li>• Ch. 1, “Why Study Research?”</li> <li>• Ch. 2, “Evidence-Based Practice</li> </ul> <p>Gambrill, E. (2010). Evidence-Informed practice: Antidote to propaganda in the helping professions? <i>Research on Social Work Practice, 20</i>(3), 302-320.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	9/9/2011	<p><u>Ethical Issues in Social Science Research</u></p> <ul style="list-style-type: none"> <li>• Human subjects review process</li> <li>• Confidentiality versus anonymity</li> <li>• Research bias</li> <li>• Professional and peer review of published research</li> <li>• Documentary: “The Deadly Deception: The Tuskegee Syphilis Study”</li> </ul> <p><u>Readings:</u></p> <p>Pyrczak &amp; Bruce, <i>Writing Empirical Research Reports</i>,</p> <ul style="list-style-type: none"> <li>• Ch. 1, “Structuring a Research Report.”</li> <li>• Ch. 2, “Writing Simple Research Hypotheses.”</li> <li>• Ch. 3, “A Closer Look at Hypotheses.”</li> </ul> <p>Rubin, Babbie, &amp; Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> <li>• Supplement Ch. 5, “Quantitative Versus Qualitative Research”</li> <li>• Supplement Ch. 6, “Building a Model – Thinking of Variables...”</li> <li>• Supplement Ch. 7, “Examining Research Topics and Terms”</li> <li>• Supplement Ch. 8, “Evaluating Ethics in Research”</li> <li>• Ch. 3 “Philosophy and Theory in Science and Research”</li> <li>• Ch. 6 “Problem Formulation”</li> <li>• Ch. 4, “The Ethics and Politics of Social Work Research”</li> <li>• Ch. 5, “Culturally Competent Research”</li> </ul> <p>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. <i>American Journal of Public Health</i>, 96(11), 1914-1919.</p>
<b>MODULE TWO: METHODOLOGY OF SOCIAL RESEARCH AND THE EVALUATION OF SOCIAL WORK PRACTICE</b>		
4	9/16/2011	<p><u>Measurement</u></p> <ul style="list-style-type: none"> <li>• Operationalization and operational definitions of variables and outcomes</li> <li>• Levels of measurement</li> <li>• Reliability and validity</li> </ul>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><b>WRITTEN ASSIGNMENT #1 Due at beginning of class</b></p> <p><u>Readings:</u></p> <p>Pyrczak &amp; Bruce, <i>Writing Empirical Research Reports</i>,</p> <ul style="list-style-type: none"> <li>• Ch. 4, “Writing Research Objectives and Questions.”</li> <li>• Ch. 5, “Writing Titles”</li> <li>• Ch. 6, “Writing Introductions and Literature Reviews”</li> </ul> <p>Rubin, Babbie, &amp; Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> <li>• Supplement Ch. 10, “Measurement Exercise”</li> <li>• Ch. 7, “Conceptualization and Operationalization”</li> <li>• Ch. 8, “Measurement”</li> <li>• Ch. 9, “Constructing Measurement Instruments”</li> <li>• Ch. 20 (pp. 479-481), “Quantitative Data Analysis”</li> </ul> <p>Chavez, L. M., Matias-Carrelo, L., Barrio, C., &amp; Canino, G. (2007). The cultural adaptation of the Youth Quality of Life Instrument-Research version for Latino children and adolescents. <i>Journal of Child and Family Studies</i>, 16(1), 75-89.</p>
5	9/23/2011	<p><u>Measurement in Social Research and Evaluation; Surveys and Interviews</u></p> <ul style="list-style-type: none"> <li>• Formal instruments, client assessment</li> <li>• Designing and implementing surveys and questionnaire</li> <li>• Internal and external validity</li> <li>• Culturally sensitive instrumentation</li> <li>• Cultural influences on validity and reliability</li> <li>• Interviewing</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 Ch. 11, “Establishing Reliability and Validity of Measures”</li> <li>• Chapters 7, 8, and 9 from Week 4’s reading</li> <li>• Ch. 15, “Survey Research”</li> </ul> <p>Flicker , S. et al. (2010). Survey design from the ground up: Collaboratively creating the Toronto Teen Survey. <i>Health Promotion Practice</i>, 11, 112-122.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	9/30/2011	<p><u>Sampling</u></p> <ul style="list-style-type: none"> <li>• Sampling Methodology: Probability and non-probability sampling procedures</li> <li>• Sampling bias</li> <li>• Enhancing participation by ethnic minorities and special populations</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 Ch. 9, “Sampling Scenarios”</li> <li>• Ch. 14, “Sampling”</li> </ul> <p>Villarruel, A. M., Lemmott, J. S., Jemmott, J. B., &amp; Eakin, B. L. (2006). Recruitment and retention of Latino adolescents to a research study: Lessons learned from a randomized clinical trial. <i>Journal of Specialists in Pediatric Nursing, 11</i>(4), 244-250.</p>
7	10/7/2011	<p><u>Group Research Designs</u></p> <ul style="list-style-type: none"> <li>• Experimental and control group models</li> </ul> <p><u>Single System Designs</u></p> <ul style="list-style-type: none"> <li>• Alternative methods for controlling threats to validity</li> <li>• Spreadsheet modeling of client progress</li> <li>• Celeration lines</li> <li>• Goal attainment scaling</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 Ch. 12, “Research Design Scenarios”</li> <li>• Ch. 10, “Causal Inference and Correlational Designs”</li> <li>• Ch. 11, “Experimental Designs”</li> <li>• Ch. 12, “Single-Case Evaluation Designs”</li> </ul> <p>McLaughlin, D. P., &amp; McFarland, K. (2011). A randomized trial of a group based cognitive behavior therapy program for older adults with epilepsy: the impact on seizure frequency, depression and psychosocial well-being. <i>Journal of Behavioral Medicine, 34</i>, 201-207.</p> <p>Bradshaw, W., &amp; Roseborough, D. (2004). Evaluating the</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		effectiveness of cognitive behavioral treatment of residual symptoms and impairment in Schizophrenia. <i>Research on Social Work Practice</i> , 14(2) 112-120.
		<b>MODULE THREE: QUALITATIVE RESEARCH</b>
8	10/14/2011	<p><u>Introduction to Qualitative Research</u></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting qualitative and quantitative approaches</li> <li>• The contributions of qualitative inquiry to knowledge building</li> <li>• What are qualitative data?</li> <li>• Ethnography, phenomenology, narrative analysis, grounded theory, case study and other theoretical traditions</li> </ul> <p><b>WRITTEN ASSIGNMENT #2 Due at beginning of class</b></p> <p><u>Readings:</u>  Rubin, Babbie, &amp; Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> <li>• Supplement Ch. 13, “Qualitative Designs”</li> <li>• Ch. 17, “Qualitative Research: General Principles”</li> </ul> <p>Pyrczak &amp; Bruce, <i>Writing Empirical Research Reports</i>,</p> <ul style="list-style-type: none"> <li>• Ch. 7, “Writing Definitions”</li> <li>• Ch. 8, “Writing Assumptions, Limitations, and Delimitations”</li> <li>• Ch. 9, “Writing Method Sections”</li> <li>• Ch. 13, “Writing Abstracts”</li> </ul> <p>De Santis, J. P. &amp; Barroso, S. (2011). Living in silence: A grounded theory study of vulnerability in the context of HIV infection. <i>Issues in Mental Health Nursing</i> 32, 345-354.</p> <p>Bradshaw, W., Armour, M. P., &amp; Roseborough, D. (2007). Finding a place in the world: The experience of recovery from severe mental illness. <i>Qualitative Social Work</i>, 6(1), 27-47.</p>
9	10/21/2011	<p><u>Theoretical Traditions and Orientations</u></p> <ul style="list-style-type: none"> <li>• Presenting qualitative research in scholarly reports</li> <li>• Comparing and contrasting ethnography, phenomenology, narrative analysis, grounded theory, case study and other theoretical traditions</li> </ul> <p><u>Readings:</u></p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Pyrzczak &amp; Bruce, <i>Writing Empirical Research Reports</i>,</p> <ul style="list-style-type: none"> <li>• Ch. 14, “A Closer Look at Writing Reports of Qualitative Research”</li> </ul> <p>Iversen, R. R. (2009). “Getting out” in ethnography: A seldom told story. <i>Qualitative Social Work</i>, 8(1), 9-26.</p> <p>Sosulski, M. R., Buchanan, N. T., &amp; Donnell, C. M. (2010). Life history and narrative analysis: Feminist methodologies contextualizing Black women’s experiences with severe mental illness. <i>Journal of sociology and social welfare</i>, 37(3), 29-57.</p>
10	10/28/2011	<p><u>Designing Qualitative Research Studies</u></p> <ul style="list-style-type: none"> <li>• Developing research questions for qualitative studies</li> <li>• Sampling strategies and sample size</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>• Ch. 18, “Qualitative Research: Specific Methods”</li> </ul> <p>Bundy-Fazioli, K., &amp; Law, M. G. (2005). “I screamed for help” A case study of one grandmother’s experience of voluntary kinship care. <i>Journal of Family Social Work</i>, 9(3), 1-18.</p>
11	11/4/2011	<p><u>Research Standards and Quality in Qualitative Research</u></p> <ul style="list-style-type: none"> <li>• Mixed methodologies/triangulation</li> <li>• Credibility and trustworthiness in qualitative research</li> <li>• Guidelines for rigorous qualitative research</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 Ch. 14, “Verification of Qualitative Data”</li> </ul> <p>Banyard, V. L., &amp; Williams, L. M. (2007). Women’s voices on recovery: A multi-method study on the complexity of recovery from child sexual abuse. <i>Child Abuse and Neglect</i>, 31, 275-290</p>
12	11/11/2011	<b>No Class. Veterans’ Day.</b>

Week	Date	Topics, Readings, Assignments, Deadlines
		<b>MODULE FOUR: PROGRAM EVALUATION</b>
13	11/18/2011	<p><u>Needs Assessment, Logic Models</u></p> <ul style="list-style-type: none"> <li>• Program mission, goals, and objectives</li> <li>• Methods of needs assessment</li> <li>• Components of logic models</li> <li>• Theory of change</li> </ul> <p><u>Process and Outcome Program Evaluations</u></p> <ul style="list-style-type: none"> <li>• Process evaluation components</li> <li>• Outcome evaluation components</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>• Ch. 13, “Program Evaluation”</li> </ul> <p>Hill, J. R., &amp; Thies, J. (2010). Program theory and logic model to address the co-occurrence of domestic violence and child maltreatment. <i>Evaluation and Program Planning</i>, 33(4), 356-364.</p> <p>Ziviani, J., Darlington, Y., Feeney, R., &amp; Head, B. (2011). From policy to practice: A program logic approach to describing the implementation of early intervention services for children with physical disability. <i>Evaluation and Program Planning</i>, 34(1), 60-68.</p> <p><b>TAKE HOME EXAMINATION DUE at beginning of class</b></p>
14	11/25/2011	<b>No Class. Happy Thanksgiving!</b>
15	12/2/2011	<p><u>Accountability and Research</u></p> <ul style="list-style-type: none"> <li>• Ideologies and politics in research</li> <li>• Dilemmas in reporting research findings</li> <li>• Responsibility and accountability to participants, stakeholders, sponsors, and the profession</li> </ul> <p><u>Course Review and Bridge to Advanced Social Work Research Topics</u></p> <p><u>Readings:</u></p> <p>Freedman, D. H. (2010). The streetlight effect. <i>Discover</i>, July/August, 55-57.</p> <p><b>WRITTEN ASSIGNMENT #3 due at the beginning of class</b></p>

## 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.
- Rothman, J. (2003). *Social work practice across disability*. Boston, MA: Allyn & Bacon.

- 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.
- van Wormer, K., Wells, J., & Boes, M. (2000). *Social work with lesbians, gays and bisexuals: A strengths perspective*. Boston, MA: Allyn & Bacon.
- Winton, M. A., & Mara, B. A. (2001). *Child abuse and neglect: Multidisciplinary approaches*. Boston, MA: Allyn & Bacon.

### **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**

## **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>.