Instructor: Fred Prochaska, Ph.D., M.P.H., M.S.W.
Office Location: WSQ 217-I (shared with others)
Telephone: (408) 924-5849 (shared with others)
Email: fred.prochaska@sjsu.edu
Office Hours: Wednesdays, Noon to 2:45 PM
Class Days/Time: Wednesday 6:00 to 8:45 P.M.
Classroom: SPXC 211

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.

Faculty Web Page and MySJSU Messaging
Copies of the course materials that are specific to this section, such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at: http://www.sjsu.edu/people/fred.prochaska or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

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

Course Description
ScWk 240 is the first course in the graduate social work research sequence during the foundation year. 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:

<table>
<thead>
<tr>
<th>Program Objective</th>
<th>Student Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply ethical principles, codes of ethics and professional social work values skillfully in practice and in resolving ethical conflicts (PO 2).</td>
<td>1. Apply decision-making strategies that are grounded in social work values, ethics and person-centered principles (2a).</td>
</tr>
<tr>
<td>Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment in order to synthesize information, communicate professional judgments, and practice effectively in the context of specific fields of practice (PO 3).</td>
<td>2. Routinely exercise critical, higher order thinking in evaluating and seeking information to make reasoned professional decisions (3a).</td>
</tr>
<tr>
<td>Apply research skills to the evaluation of practice and the use of research to inform practice (PO 6).</td>
<td>3. Demonstrates skillful written and oral communication that is clear, focused and relevant to practice context (3c).</td>
</tr>
<tr>
<td>Integrate knowledge and theory of human behavior and the social environment from diverse perspectives into advanced social work within the context of a specific field of practice (PO 7).</td>
<td>4. Critically analyze research evidence in order to identify benefits and limitations of findings for use within particular practice contexts (6c).</td>
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<td>5. Demonstrate the ability to critically evaluate and apply information about human behavior and the social environment from diverse perspectives (7b).</td>
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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Student Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibliography</td>
<td>10</td>
<td>9/12/12</td>
<td>4</td>
</tr>
<tr>
<td>Written Assignment #1: Introduction, Background and Theory Section of the Literature Review</td>
<td>15</td>
<td>10/3/12</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>Midterm</td>
<td>20</td>
<td>10/17/12</td>
<td>2, 3, 4</td>
</tr>
</tbody>
</table>
### Required Texts/Readings

#### Textbook


School of Social Work Research Sequence Reader Articles will usually be available at your instructor’s website at: [http://www.sjsu.edu/people/fred.prochaska](http://www.sjsu.edu/people/fred.prochaska)

#### 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](http://libguides.sjsu.edu/scwk). The Social Work Library Liaison is: Teresa Slobuski, Teresa.Slobuski@sjsu.edu or 408-808-2318.
**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 allowed to use laptop computers for classroom related work only. PDF copies of overhead notes will usually be posted on my website two to three days prior to each class section.

**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 email your situation to 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.

**Bibliography: Due 9/12/12 (Week 4) – 10 points**

Additional information regarding this assignment will be distributed.

The bibliography serves as a comprehensive compilation of reference materials on a research topic area. A minimum of 25 references should be included in the bibliography. Materials should be organized according to the 3 major sections of the literature review: 1) background, 2) theory and 3) review of the research evidence (10 points). This assignment will serve as the foundation for additional scholarly works that may be identified and included in the Full Literature Review.
Written Assignment #1 Introduction, Background and Theory Sections of the Literature Review: Due 10/3/12 (Week 7) - 15 points

Additional information regarding this assignment will be distributed.

Introduction (2 pages): The introduction provides a context for the research topic and its significance. This section needs to incorporate up-to-date literature (e.g. current demographic statistics and trends, new and innovative studies) to articulate clearly the your research topic. The essential questions that should be answered by this section are: (1) what is the practical and theoretical importance of this research topic, (2) how would more information and research on this topic area contribute to knowledge both in social work and other disciplines, and (3) how can the transcultural model be used to explain or understand this research topic?

Background (1 page): The background section provides statistical and/or demographic information to describe the population that is the focus of the research topic or other aspects of the research topic. Historical or policy-related information may also be included in this section if applicable.

Theory (1 page): The theoretical framework is used to organize and explain your research topic. You need to present in a brief fashion the theory or conceptual model that helps to explain the phenomenon you are studying. Select only one theory/conceptual framework for your paper.

Midterm: 10/17/12 (Week 10) – 20 points

The format of this exam will consist of short answer, essay questions and/or multiple choice questions that will ask you to synthesize what you have learned and apply it to an area of social work practice.

Article Critique: Due 11/14/12 (Week 13) – 15 points

Additional information regarding this assignment will be distributed.

Written Assignment #2 Full Literature Review. Adding new sections: Review of Evidence, Research Questions and Hypothesis (and revised Introduction, Background and Theory sections): Due 12/5/12 (Week 15) – 30 points

This assignment serves as the official assessment of writing competency. Additional information regarding this assignment will be distributed.

Revised Introduction, Background and Theory Sections: Include these sections with revisions based on instructor feedback.

Review of Evidence (3-4 pages): The review of evidence section provides an integrated summary of the literature that pertains to your research topic, with a particular focus on the research questions and hypothesis that you developed for your research topic. This section should be organized with sub-headings and should provide not only a description
of the current state of knowledge on a research topic, but also a discussion of the gaps in the knowledge base, or limitations in existing studies on a topic. 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.

Research Questions and Hypothesis (1-2 pages): 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 qualitative research, state the overarching question(s) that guide your project. For quantitative research, indicate the relationship(s) you believe exist between the independent and dependent variables in your study.

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

Class Participation – 10 points

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, if they arrive late to class, or if they need to leave class early. Attendance is usually taken during the first five minutes of each class time.

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.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>97-100%</td>
<td>A +</td>
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<tr>
<td>93-96%</td>
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<tr>
<td>90-92%</td>
<td>A -</td>
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<tr>
<td>87-89%</td>
<td>B +</td>
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<td>83-86%</td>
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<td>77-79%</td>
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<td>73-76%</td>
<td>C</td>
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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](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.

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)](http://www.drc.sjsu.edu/) 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.

Any changes will be announced in class.

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>MODULE ONE: FOUNDATIONS FOR RESEARCH AND ETHICS</strong></td>
</tr>
<tr>
<td>1</td>
<td>8/22/12</td>
<td>Social Work Research -- The Current State of the Art</td>
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<tr>
<td></td>
<td></td>
<td>• Overview of course</td>
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<td></td>
<td>• The importance of social work research</td>
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<td></td>
<td>• Accountability in the social services</td>
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<tr>
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<td>• Library and Internet resources for social work</td>
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<tr>
<td>2</td>
<td>8/29/12</td>
<td>The Logic of Scientific Method</td>
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<tr>
<td></td>
<td></td>
<td>• Conceptual bases for research</td>
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<tr>
<td></td>
<td></td>
<td>• Quantitative and qualitative research and methods</td>
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<td></td>
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<td>• Exploratory, descriptive, and explanatory studies</td>
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<td></td>
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<td>• Impact/outcome studies, program evaluation, needs assessment, process evaluation</td>
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<td></td>
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<td>• Hypotheses and theories; induction and deduction</td>
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<td></td>
<td></td>
<td>• Problem formulation</td>
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<td></td>
<td></td>
<td>• Political issues in research</td>
</tr>
</tbody>
</table>

Readings:


- 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”

<table>
<thead>
<tr>
<th>Date</th>
<th>Page(s)</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 3      | 9/5/12  | Ethical Issues in Social Science Research  
- Human subjects review process  
- Confidentiality versus anonymity  
- Research bias  
- Professional and peer review of published research  
- Documentary Video: “The Deadly Deception: The Tuskegee Syphilis Study”  
Readings:  
Pyrczak & Bruce, *Writing Empirical Research Reports*,  
- Ch. 1, “Structuring a Research Report.”  
- 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”  
| 4      | 9/12/12 | Measurement  
- Operationalization and operational definitions of variables and outcomes  
- Levels of measurement  
- Reliability and validity  
BIBLIOGRAPHY is due at the beginning of class today |
<table>
<thead>
<tr>
<th>5</th>
<th>9/19/12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Readings:</strong>&lt;br&gt;Pyrczak &amp; Bruce, <em>Writing Empirical Research Reports</em>,</td>
<td><strong>Measurement in Social Research and Evaluation; Surveys and Interviews</strong>&lt;br&gt;• Formal instruments, client assessment&lt;br&gt;• Designing and implementing surveys and questionnaire&lt;br&gt;• Internal and external validity&lt;br&gt;• Culturally sensitive instrumentation&lt;br&gt;• Cultural influences on validity and reliability&lt;br&gt;• Interviewing</td>
</tr>
<tr>
<td>Ch. 4, “Writing Research Objectives and Questions.”&lt;br&gt;Ch. 5, “Writing Titles”&lt;br&gt;Ch. 6, “Writing Introductions and Literature Reviews”</td>
<td><strong>Readings:</strong>&lt;br&gt;Rubin, Babbie, &amp; Lee, <em>Research Methods for Social Work: Custom Edition</em>&lt;br&gt;• Supplement Ch. 10, “Measurement Exercise”&lt;br&gt;• Ch. 7, “Conceptualization and Operationalization”&lt;br&gt;• Ch. 8, “Measurement”&lt;br&gt;• Ch. 9, “Constructing Measurement Instruments”&lt;br&gt;• Ch. 20 (pp. 479-481), “Quantitative Data Analysis”</td>
</tr>
</tbody>
</table>
| 6  | 9/26/12 | Sampling | • Sampling Methodology: Probability and non-probability sampling procedures  
• Sampling bias  
• Enhancing participation by ethnic minorities and special populations |
|----|---------|----------|------------------------------------------------------------------------------------------------------------------|
• Supplement Ch. 9, “Sampling Scenarios”  
• Ch. 14, “Sampling” |
| 7  | 10/3/12 | Group Research Designs | • Experimental and control group models |
|    |         | Readings: |
• Ch. 10, “Causal Inference and Correlational Designs”  
• Ch. 11, “Experimental Designs” |
|    |         |          | **WRITTEN ASSIGNMENT #1: Introduction, Background and Theory section of the Literature Review due at beginning of class** |
| 8  | 10/10/12 | Single System Designs | • Alternative methods for controlling threats to validity  
• Spreadsheet modeling of client progress  
• Celeration lines  
• Goal attainment scaling |
Readings:
- Supplement Ch. 12, “Research Design Scenarios”
- Ch. 12, “Single-Case Evaluation Designs”


**MODULE THREE: QUALITATIVE RESEARCH**

<table>
<thead>
<tr>
<th>9</th>
<th>10/17/12</th>
<th>Introduction to Qualitative Research</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Comparing and contrasting qualitative and quantitative approaches</td>
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<td></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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</table>

**MIDTERM EXAM to be given during the first hour of class.**

Readings:
- 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”


<table>
<thead>
<tr>
<th>10</th>
<th>10/24/12</th>
<th>Theoretical Traditions and Orientations</th>
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<tr>
<td></td>
<td></td>
<td>• Presenting qualitative research in scholarly reports</td>
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<td>• Comparing and contrasting ethnography, phenomenology, narrative analysis, grounded theory, case study and other theoretical traditions</td>
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<td><strong>Readings:</strong></td>
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<td>Pyrczak &amp; Bruce, <em>Writing Empirical Research Reports</em>,</td>
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<td>• Ch. 14, “A Closer Look at Writing Reports of Qualitative Research”</td>
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<thead>
<tr>
<th>11</th>
<th>10/31/12</th>
<th>Designing Qualitative Research Studies</th>
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<tr>
<td></td>
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<td>• Developing research questions for qualitative studies</td>
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<td>• Sampling strategies and sample size</td>
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<td><strong>Readings:</strong></td>
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<td>• Ch. 18, “Qualitative Research: Specific Methods”</td>
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<thead>
<tr>
<th>12</th>
<th>11/7/12</th>
<th>Research Standards and Quality in Qualitative Research</th>
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<tr>
<td></td>
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<td>• Mixed methodologies/triangulation</td>
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<td>• Credibility and trustworthiness in qualitative research</td>
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<td>• Guidelines for rigorous qualitative research</td>
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<td><strong>Readings:</strong></td>
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<td></td>
<td>• Supplement Ch. 14, “Verification of Qualitative Data”</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
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| 13   | 11/14/12 | 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”  
| 14   | 11/28/12 | Process and Outcome Program Evaluations  
- Process evaluation components  
- Outcome evaluation components  
Readings:  
| 15   | 12/5/12 | Accountability and Research  
- Ideologies and politics in research  
- Dilemmas in reporting research findings  
- Responsibility and accountability to participants, stakeholders, sponsors, and the profession  
Course Review and Bridge to Advanced Social Work Research Topics |
<table>
<thead>
<tr>
<th>RESEARCH SEQUENCE BIBLIOGRAPHY</th>
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</table>

**Readings:**


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


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/catanarr/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.