

THE UNIVERSITY OF TEXAS AT SAN ANTONIO  
DEPARTMENT OF SOCIAL WORK

Course Number: SWK 5203

Instructor's Name: Richard J. Harris, Ph.D.

Section Number: 901 (CRN 23236)

Office Number: FS 4.422

Semester: Spring, 2017

Office Phone: 210-458-2843

Meeting Time/Place:

901: Wednesday, 5:30-8:15pm, DB 2.210

Office Hours: Wed. 2 – 5 pm

Other times by appointment

Email: [Richard.Harris@utsa.edu](mailto:Richard.Harris@utsa.edu)

Web Sites: <http://utsa.blackboard.com> (Blackboard: may need to access through [www.utsa.edu](http://www.utsa.edu))

Engel and Schutt, 4<sup>th</sup> Ed.: <https://edge.sagepub.com/engel4e>

3<sup>rd</sup> Ed.: <http://www.sagepub.com/engelprsw3e>

Substance Abuse and Mental Health Data Archive (SAMHDA): <http://www.icpsr.umich.edu/icpsrweb/SAMHDA/>

Supplemental Textual Material Sites:

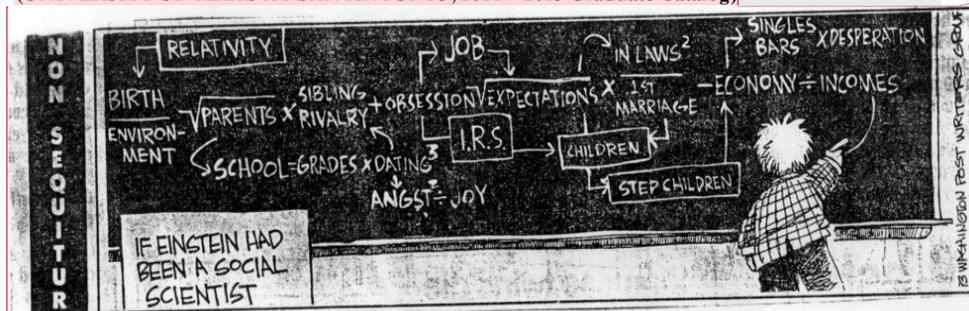
Rubin/Babbie, 7<sup>th</sup> Ed. [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780495811718&discipline\\_number=4&token=](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495811718&discipline_number=4&token=)

Rubin/Babbie, 6<sup>th</sup> Ed. [http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&product\\_isbn\\_issn=9780495095156&discipline\\_number=4](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495095156&discipline_number=4)

Software: <http://myapps.utsa.edu> (Works best through Internet Explorer)

**5203 Social Work Research** (3-0) 3 hours credit. Prerequisite: Graduate standing or consent of instructor or graduate advisor. This foundation research course explores the role of research in culturally competent social work practice that emphasizes the diversity of clients/client systems, strengths, problems, needs and injustices. The course focuses on research methods and the use of ethical scientific methods used by social workers for evidence-based practice and practice-based evidence.

(UNIVERSITY OF TEXAS AT SAN ANTONIO, 2011 – 2013 Graduate Catalog)



## SOCIAL WORK RESEARCH

### I. COURSE DESCRIPTION

This introductory research course emphasizes the process of research and of the use of the scientific method in social work practice, focusing quantitative and qualitative research methods useful in evaluating culturally competent social work interventions with diverse populations. Gaining mastery of research applications and designs requires a “hands on” approach. Students are introduced to a variety of applications including library and internet searches, basic data analysis and research designs appropriate for different research topics. There will be opportunities to analyze real data from a variety of sources.

**Prerequisite:** Graduate standing or the consent of instructor or graduate advisor. **Note: this class assumes no background in research, statistics or computer research applications.**

This course is the first of two required research courses in the MSW curriculum and is required of all students during the completion of their foundation curriculum. The second course is SWK 5243, Advanced Social Work Research: Theoretically Driven Practice and Program Evaluation, focusing on integrating theory, practice and research skills.

**Commented [MP1]:** If you teach more than one section, write your syllabus as a generic for all sections so that you don't have to create and manage multiple documents.

**Commented [MP2]:** Consider virtual office hours as an online course can be taken by people outside of San Antonio, yet they may need to meet with you. This can be as simple as during a certain time you will respond to emails immediately or it can be a Skype or virtual classroom session in BB. The point is immediate help is regularly available.

**Commented [MP3]:** Organize all

**Commented [MP4]:** Organize all content together in the syllabus rather than mentioning texts and materials here and then again on another page.

**Commented [MP5]:** Put the catalog description with the other description.

**Commented [MP6]:** Consider copyright issues and contact the library for specific answers on how fair use works in an online course.

## II. COURSE OBJECTIVES

Consistent with the UTSA MSW program mission, goals, objectives, and values, and upon completion of this course, students will be able to:

1. Understand how theory and theory development relate to knowledge building and contribute to culturally competent social work practice;
2. Demonstrate how various research methods are useful for social work knowledge development, with an emphasis on cultural competence and social and economic justice issues;
3. Describe the various ways in which social and economic justice issues and the myriad cultural experiences of client systems are significant factors in the conduct of research;
4. Demonstrate the ability to critically analyze social work literature and the various ways in which social and economic justice issues and the myriad cultural experiences of client systems are significant factors in the conduct of research;
5. Critically evaluate relevant research and empirical evaluations of social service practice and programs, demonstrating skills in research design, data analysis, and knowledge dissemination that contributes to the strengthening of community;
6. Understand the context of research in relation to social work values, ethics and practice with an emphasis on cultural competence;
7. Evaluate contribution towards socially responsible actions by engagement in research and policy practice;
8. Integrate advances in automated technology and the internet to support empirical knowledge building.

This foundational social work research course will focus on how research problems are formulated, hypotheses or research questions are derived, the specific designs that practice researchers may use in addressing given research topics, data collection approaches, and evaluating the research of others. Values and ethical issues are infused throughout the content of the course as they relate to research processes and methods, and gender bias and culturally sensitive research. Included is an examination of the ways in which the unique nature of social work practice (especially clients of cultural and social diversity) serves to affect social work research processes.

### Content Areas

#### Unit 1. Scientific Inquiry and Evidenced Based Practice

In this unit students will learn about the process and product of scientific inquiry and research design. They will engage in the evidenced based process of posing questions and then identifying, critically appraising, interpreting and applying evidence in order to help guide social work policy and practice. Students will conduct a critical review of the professional literature and engage in :1) learning to do a thorough, targeted search of the professional literature; 2) learning to critique and evaluate biopsychosocial research studies for threats to validity and implications for social work practice; 3) gaining a basic knowledge of quantitative and qualitative research methods; 4) gaining a basic understanding of the principals of quantitative and qualitative analytical techniques and be able to critically assess data against a given professional statistical standard/specification; 5) identifying a biopsychosocial research question to guide the search for evidence to address the practice situation; and 6) apply critical thinking skills in evaluating and designing a research study to answer a biopsychosocial research question.

#### Unit 2. Applying Values and Ethics to Culturally Competent Research

The social work research shares with all scientific endeavors the necessity to balance scientific inquiry with other ethical values of the profession. To some degree, the research ideal of objectivity unavoidably conflicts with professions humanistic values. This is especially crucial for social work researchers because the focus of their

**Commented [MP7]:** Indicate which topics go with this unit. Include this info on the schedule too. Apply this to Unit 2 as well.

research is the bio-psycho-social functioning of diverse populations. For social work researchers, not only are the goals of their research likely to create ethical dilemmas and conflicts but also the very process of the research design is subject to possible personal value and professional ethical conflicts. In addition, there are multiple and complex cultural and contextual differences between researchers and participants that existing ethical codes and research paradigms do not always sufficiently address. In this unit students will demonstrate the following in their final research proposal be able to demonstrate: 1) their understanding of the importance of Institutional Review Boards (IRBs) act as a check against possible ethical violations; 2) the impact of factors like culture, ethnicity, generational status, belief-systems, gender, family structure, and social context on the conduct of ethical, culturally competent research; 3) the part that the researcher values and worldviews may play in research design, informed consent, confidentiality, and approaches to data collection; and 4) knowledge of the NASW Ethical Code as it pertains to research in the areas of Privacy and Confidentiality, the Integrity of the Profession, and Evaluation and Research.

The course meets the Council on Social Work Education foundational competencies (FC) and practice behaviors (PB) delineated below.

**Commented [MP8]:** This information is fantastic. You will improve your online course immensely by providing this information at the very top (as in make it the first item) in each learning module. Rather than the chart referencing the competency and objective, include all the details spelled out for them.

Foundation Competency	Practice Behavior	Unit	Course Objective	Measurement
2.1.1 Identify as a professional social worker and conduct oneself accordingly	3. Attend to professional roles and boundaries	2	6	Human Subjects Training Assignment
2.1.2 Apply social work ethical principles to guide professional practice	8. Make ethical decisions by applying NASW Code of Ethics and, as applicable, IFSW/IASSW ethical principles	2	6	Human Subjects Training Assignment Assignment Part IV: Competency Assignment:
	9. Recognize & manage ambiguity in resolving ethical dilemmas	2	6	Human Subjects Training Assignment Assignment Part IV: Competency Assignment:
2.1.3 Apply critical thinking to inform and communicate professional judgments	11. Draw on multiple sources of knowledge	1	1; 2; 8	Assignment Part I:  Exploring Ways of Knowing
	13. Demonstrate effective oral and written communication	1, 2	4	Assignment Part II: Selecting a Research Topic  Assignment Part III: Critically Reviewing the Literature  Assignment Part IV Competency Assignment
2.1.6 Engage in research-	21. Identify practice	1	2; 4; 5	Assignment Part II:

informed practice and practice-informed research	experiences to inform scientific inquiry			Selecting a Research Topic
	22. Identify research evidence to inform practice	1	2; 4; 5	Assignment Part III: Critically Reviewing the Literature
2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, communities, and organizations.				
2.1.10b Assessment	35. Select appropriate intervention strategies	1	4; 5	Assignment Part IV: Competency Assignment:
2.1.10d Evaluation	41. Critically analyze, monitor, and evaluate intervention	1	5; 6;7	Assignment Part IV: Competency Assignment:

### III. TEACHING METHODS

This class will utilize several methods of instruction including lectures, automated presentations, discussions, **in class exercises**, assigned and recommended readings, and homework assignments integrated with the lectures.

### IV. REQUIRED AND RECOMMENDED TEXTS, AND MATERIALS

Engel, R. J. & Schutt, R. K. (2017). *The Practice of Research in Social Work* (4<sup>th</sup> ed.). Sage Publications, Inc. (ISBN: 978-1-5063-0426-7)

**Available as a PDF on Blackboard. Also see:**  
<http://www.thefreelibrary.com/PDQ+Statistics%2c+3rd+Ed.-a0188796166>

Norman, G. & Streiner, D. (2003). *PDQ Statistics* (3<sup>rd</sup> ed.). Hamilton, Ontario, Canada: B.C. Decker, Inc.

**Available "Online" ( <http://owl.english.purdue.edu/owl/resource/560/01/> ):**

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed., Revised Version). Washington, DC: Author.

Specific reading assignments are noted on the course outline and, periodically, additional reading assignments may be announced in class and provided on Blackboard or sent as email attachments. See the course bibliography on Blackboard for additional recommended references (websites, journal articles, and books).

**Commented [MP9]:** Choose one option, such as Blackboard Announcement and stick with it.

## OTHER MATERIAL:

Students will need **at least one** “mass storage device” (like a USB Card or Flashdrive, preferably one gigabyte or larger) for backup protection, copies of data files, and saving work done on personal computers. **All software is available on campus (Stud. Computing Svcs., FS 2.402; Adv. Projects Lab, DB 2.202; and the Library), but there are several possibilities for doing work on off campus computers.**

**Most work will be submitted as email attachments, with both the Subject of your email and the name of the file in the following format: LastnameFNI.SWK5203.90X.AS#**

**Lastname** is your last name, **FNI** is the initial of your first name, 5203.90X specifies the course and section (X is the number of your section), and **AS#** specifies the assignment number or description. Use **PA#** for Comprehensive Assignment Papers, **DA#** for Discussion/Activity assignments.

DO NOT use any special characters and do not type long Subject descriptions. These are routinely rejected by the UTSA “firewall.” Also, you cannot send “compressed” (zip) files. **Be sure your document is closed before trying to send it as an attachment.** I recommend that you check your Sent Mail to verify that it was sent and you may want to use “return receipt” if it is available with your email. Another possibility is to Cc yourself when you send attachments.

**All written assignments must be typed, double spaced, as a Word (.docx or .doc) or Rich Text (.rtf) document, using the APA Formatting and Style Guide.**

**Commented [MP10]:** Suggested that students submit work through assignments in Blackboard.

**Commented [MP11]:** Include all details with each assignment and also include them when building the BB assignment.

## V. COURSE REQUIREMENTS

1. Human Subjects Training Assignment. This is an assignment to take the on-line training on research ethics through UTSA, and found on the Collaborative Institutional Training Initiative (CITI), [www.citiprogram.org](http://www.citiprogram.org). This assignment is a requirement for the completion of this course. (See Section IX, Assignment Details). (Course Objectives: 3, 6).

2. Paper Assignment. This is a four-part assignment focusing on the exploration of different ways of knowing in social work. Students will select a topic of concern from their own interest and/or from their practice setting that involves a diverse population (age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, language, race, religion, sex, and sexual orientation) that is impacted by a social or economic injustice issue. They will then utilize the semester to create a research proposal that evaluates or explores their chosen population and social or economic injustice issue and propose a line of inquiry that will answer their proposed research question. This assignment is worth **60%** of the course grade and is comprised as follows: **Paper I – No grade; Paper II – 15%; Paper III – 15%; Paper IV Program Objective Competency Assignment– 30%**. (See section on assignments for details). (Course Objectives: 1, 2, 4, 5, 7).

3. Discussion Questions/Activities-Sets of discussion questions will be posed, to which you must respond and turn in answers at the beginning of the class session that they are due. Each set of discussion questions/activities is worth 10-15% of your grade (**total 30 %**). (See section on assignments for details) (Course Objectives: 1, 2, 4, 5, 7).

4. Class Attendance and Participation. Attendance and contribution are **10%** of the final grade. Students are expected to attend all class sessions and to make meaningful contribution to the class and, perhaps, to on-line Blackboard discussions. (Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8).

**Commented [MP12]:** Percentages in BB are fine, but they are slightly more challenging that using a straight point system. Always set your assignments to be equal to 100 points. Our training team can assist with helping you set up your grades to ensure your gradebook works properly.

**Commented [MP13]:** Attendance won't be quantifiable, so plan assignments that will replace this expectation and provide the 10%.

## VI. CLASS POLICIES

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. **Class attendance** and participation is expected, as is handing in assignments on time. Role will be taken each class period and students are expected to attend the full class. Students are also expected to complete assigned readings prior to each class.
2. Students who fail to **attend class on a regular** basis. Missing more than two classes without a valid excuse, may receive one course grade lower than their final grade when points are totaled. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.

- Social work practitioners assume responsibility for themselves. Therefore, it is expected that the work handed in will be your own. You may want to consult the Purdue University site "OWL" for help in this area, especially on avoiding plagiarism <http://owl.english.purdue.edu/owl/resource/589/01/>. Scholastic dishonesty, including plagiarism and cheating during examinations and on written paper assignments, violates social work values and ethics and may result in recommendation for dismissal from the social work program. Compliance with university policies and procedures dealing with scholastic dishonesty will also be followed.

*University Policy on Academic Dishonesty:* Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT Regent's [Rules of Regulation](#)). Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If you have any questions about this (especially what constitutes plagiarism), please refer to the UTSA [Student Code of Conduct](#) on scholastic dishonesty and disciplinary action. This is available at: <https://www.utsa.edu/studentlife/conduct/>.

- Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor. Students are encouraged to provide feedback during office hours and by appointment if they desire.
- Classroom Behavior:** All members of the class are expected to behave with courtesy and respect toward others. Should behavioral disruptions interfere with the business of the classroom and the ability of class members to learn, they may be reported to the Office of Student Judicial Affairs in accordance with Section 202 of the UTSA [Student Code of Conduct](#) (<https://www.utsa.edu/studentlife/conduct/>).
- The Publication Manual of the American Psychological Association (APA) is the style manual (Revised 6<sup>th</sup> Edition) to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.

- Special Accommodations for Students with a Disability.**  
The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the Act. The University of Texas at San Antonio provides upon request appropriate academic accommodations for qualified students with disabilities. UTSA students with documented disabilities have access to an array of support services through the Office of Disability Services (office: MS 2.03.18; phone: 458-4157; web: <http://www.utsa.edu/disability/>).

Please notify the professor of any special accommodations that you may need prior to the end of the second Class Session of class.

- This class will use e-mail, by engaging in class discussions and chats and exchanging files. Also, the instructor may send e-mail to members of the class (as a group) about assignments or to answer questions. If a web site is used, your name will appear on an electronic class roster. If e-mail is sent to you and other class members, your name and e-mail address may be known by other class members.
- If you wish to make an appointment to see me, **please email**. You may call and leave a message at (210) 458-2843. I return phone calls as promptly as possible, although it may sometimes take a day or two, so please be patient. My office is number BV 4.307. You can take a chance and drop by, but my schedule is not always predictable. **The simplest way to ensure a quick response is by email at: [Richard.Harris@utsa.edu](mailto:Richard.Harris@utsa.edu).** I check my email regularly and will respond as quickly as possible.

**Commented [MP14]:** This should be part of the course text but labeled as recommended. Think of your materials section as a grocery list. If I buy or find everything you put there I shouldn't need to make another trip.

**Commented [MP15]:** UTSA encourages universal design for learning when building an online course. The basic principle is that you consider the needs of disabled individuals before you actually have someone in your course because the time it would take to recreate all your materials after the fact is impossible. This does not include basic accommodations like extended due dates, which can be handled easily at the needed time. It does apply to including alternative text for instructional images and closed captioning on videos.

**Commented [MP16]:** We recommend using Blackboard Course Messages and having all communication and submission occur inside your course to fulfill the need to maintain proper records.

**Commented [MP17]:** Include a single section on your communication plan.

10. Academic and Non-academic Policies: Students will familiarize themselves with academic and non-academic policies, which may be found in the current issues of *UTSA Bulletin*, *UTSA Graduate Catalog*, and *UTSA Department of Social Work Student Handbook and Field Manual*.

11. **Incomplete Grades**

The policy regarding incomplete grades is as follows: The grade of IN (Incomplete) is a conditional and temporary grade given when students are passing a course, but for reasons beyond their control have not completed a part of the course requirements. Students are responsible for informing the instructor immediately of their reasons for not submitting an assignment on time. **All assignments must be completed in order to receive a passing grade.**

12. **Submission of Papers and Late Assignments**

Papers must be submitted by email to the instructor by the beginning of the class; they are not to be submitted during or after class. Please do not place a paper under my office door. The instructor will allow for submission of late assignments **only if the student has made prior arrangements** to do so and for appropriate reasons. All late assignments will result in the lowering of the grade- one grade level for each 24 hours that the paper is late. If the due date is a problem, then the student must see the professor and negotiate another due date at least 24 hours **PRIOR** to the regularly scheduled date.

13. **Final course letter grades are based on the following scale:**

A+	98-100	B+	88-89	C+	78-79	D+	68-69	Below 60 = F
A	94-97	B	84-87	C	74-77	D	64-67	
A-	90-93	B-	80-83	C-	70-73	D-	60-63	

Note that you must receive a grade of C or repeat the course. Because you are expected to maintain a 3.0 to remain in good standing as a graduate student and to be certified for graduation, any Cs received in graduate level courses must be off-set by As.

- 100 – 90 % = A = Substantially exceeds assignment/ performance expectations (evidence of critical analysis, application, and integration that goes beyond description of course readings or documents).
- 89 – 80 % = B = Assignments and overall performance meet all requirement criteria with evidence of organization, clarity and coherence of ideas, but lacks consistent evidence of analysis, application, and integration of learning.
- 79 – 70% = C = Average. Assignments and performance barely meet requirement expectations, and are lacking in critical analysis, application, integration, organization, clarity, and coherence.
- 60 – 69 % = D; Below 60% = F. There are important major gaps in meeting course and assignment criteria.

**Commented [MP18]:** Include a single section on course grades and all the policies that go with grades. A table of the assignment and points break down with a sample grade can help students understand your expectations most clearly.

14. **Department Guidelines/Policies**

**Cell Phones, Texting, Laptops**

Texting and ringing phones are distracting and disrespectful in the classroom. Keep communication devices on silent mode. Do not text during class. If you have to address an urgent situation during class time, please step outside of the classroom so others are not distracted or interrupted. Students may use laptops for class-related purposes such as typing notes or giving presentations. Students who use laptops for purposes that are not related to the class will be unable to bring them to class for the remainder of the semester.

**Student-Faculty Communication**

Learning is a collaborative endeavor. Students are welcome to provide feedback to the instructor about the course and are encouraged to come to office hours or arrange an appointment with the instructor as needed. The instructor will also obtain student feedback on a mid-term course evaluation.

Faculty also have a responsibility to encourage communication. Faculty will return telephone calls (unless otherwise indicated) or leave messages if you have voice mail and respond to email within two working days. Papers and other class assignments will be returned with appropriate feedback within two weeks of the required due date. Papers and other class assignments submitted late may not be able to be returned within that timeframe.

**Commented [MP19]:** The rubric tool is BB assignments can be set up to make following your grading scheme more easily during the semester.

### **Safety**

Students are expected to make sound choices and exercise caution in coming to and from classes and work in agency settings or the community. Students should not leave class and go to vehicles alone; a security guard will provide an escort if you call the UTSA Police Dispatcher at 458-4242. If students are worried about someone on a UTSA campus who is acting differently or concerned about their own safety, they should contact the UTSA Police Dispatcher at 458-4242. Occupants of buildings on UTSA campuses are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Familiarize yourself with all exit doors of the classroom and building. If you need assistance to evacuate, inform your instructor during the first week of class. Do not re-enter the building until you are given permission by UTSA Police to do so.

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. These assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to UTSA, agency and/or community safety. Students should notify the profession regarding any safety concerns.

## **15. Academic Success**

Attending graduate school and working full or part time, under the best circumstances, is always a balancing act. The level of the academic work in graduate school is more intense and in depth than undergraduate classes. Many times students may have to restructure their lives to give priority to school and their personal and work life gets MUCH less attention. Unlike college level work, which revolves around textbooks and traditional exams, graduate school requires considerable amounts of time spent doing research and writing scholarly, professional papers. Exams will be quite a bit more open ended and require a great deal more writing. Focusing on the intense intellectual effort that graduate school requires will demand considerable amounts of the students' time and attention. To promote your academic success UTSA provides the following academic support services for students.

**The Tomás Rivera Center:** The TRC provides an array of services to assist student in achieving learning success. The TRC provides training and assistance in such areas as study skills, test taking strategies, note taking skills, etc. The Center also has individual advising and tutoring for some courses. At the moment, tutoring is not available for this course but the various skills workshops that they provide, along with individual advising may prove extremely helpful. The Downtown Tomás Rivera Center is at DB 2.114. You can reach them via the web ([www.utsa.edu/trcss](http://www.utsa.edu/trcss)) or call 458-2838 for more information.

**The Writing Center:** The tutors are free to assist you with writing and explain grammar and mechanical problems that you are having, but do not expect them to "correct" your paper. You may come for this help no matter what professor has given the assignment. You can also use their online help: [WritingTutor@utsa.edu](mailto:WritingTutor@utsa.edu)  
For online submissions, follow these guidelines:

- Use the e-mail address above to submit your paper.
- Submit your paper as a Word document attachment.
- Submit papers of 5 or fewer pages.
- Submit specific questions on or about a paper.

Please include the following: Class name; Course number; Professor's name; Due date; & description of the assignment. Response time: 48 hours or sooner - Business days only during the semester. Papers will only be reviewed during business days while classes are in session. The tutors do not have access to the papers off campus. If we cannot accept your submission or cannot honor your request, we will notify you.

**Commented [MP20]:** Address all text that refers to classroom attendance and on campus information to represent the online perspective. For example instead of "coming to and from classes" you can say "coming to and from campus" in the event they visit.

**Commented [MP21]:** This is wonderful! Building this info out in a BB item would be very useful.

**VII. Course Schedule/Content**

Important dates for this semester:

- o Martin Luther King, Jr. Birthday Holiday 1/16/2017 (Monday)
- o Census date: 1/25/2017 (Thursday)
- o Last day to drop a class with an automatic grade of W: 3/21/2017 (Tuesday);
  - An individual course may not be dropped after this date without withdrawing from all classes.
- o **Spring Break** (no classes meet): 3/13 – 3/18/17
- o Last day to drop all classes with an automatic W: 4/26/17 (Wednesday).
- o Student Study Days (no classes meet): 5/1 – 5/2/17 (Monday, Tuesday)

**Commented [MP22]:** Although your course schedule here has most of the needed info, there are some additional details such as time and time zone for when the cut off to turn in work will be, sections for which part of the schedule is unit 1 and which part is unit 2, and separating the content for students to consume from activities they must complete. A table format will really pull it all together and make it easy to follow.

**Please note: Course content may vary from the outline to meet the needs of the particular class participants.**

	Date	Topics, Readings and Assignments
Class #1	901: 1/11/17	<p><b>Part I: Course Overview (Course Objectives: 1, 2, and 6)</b>                      Getting Familiar with Research and Computer Applications:                      Exploring Selected Websites</p> <p><b>In class:</b> Overview of Engel and Schutt, Introduction to Scientific Inquiry in Social Work:</p> <ul style="list-style-type: none"> <li>• Ch. 1, Science, Society and Social Work Research</li> </ul> <p><b>In class:</b> Overview of Engel and Schutt, Ch. 15, Reporting Research (Beginning with a Research Proposal)</p> <p><b>How to read and extract information from the text and other readings (journal articles, etc.)</b></p> <ul style="list-style-type: none"> <li>• Appendix A (Questions to Ask about a Quantitative Article)</li> <li>• Appendix B (How to Read a Quantitative Article)</li> <li>• Appendix C (Questions to Ask about a Qualitative Article)</li> <li>• Appendix D (How to Read a Qualitative Article)</li> </ul>

**Commented [MP23]:** Class days become “Week 1” and the dates will show the Monday to Sunday layout (or Sunday to Saturday is you prefer but remember a lot of grad students need the weekend to finish their work)

**Martin Luther King, Jr. Birthday Holiday 1/16/2017 (Monday)**

#2 **901: 1/18/2017** **Part II: Research Approaches: The Values and Ethics of Culturally Competent Research (Course Objectives: 3, 5)**

**Assignment: Human Subjects On-Line Training Certificate due**

Engel and Schutt,

- Ch. 2, Process of Social Work Research;
- Ch. 3, Ethical and Scientific Guidelines ...

Norman & Streiner (PDQ)

- Preface & Introduction

#3 **901: 1/25/2017** **Part III: Measurement in Social Work Research (Course Objectives: 4, 5)**

**Paper Assignment, Part I (PA1) Due**

Engel and Schutt,

- Ch. 4, Measurement

Norman & Streiner (PDQ)

- Ch. 1, Names, Numbers and Types of Variables
- Ch. 2, Describing Data

**In Class Exercise #1: C\*R\*A\*P\* Detector # 1-2**

(Convoluting Reasoning or Antiintellectual Pomposity)

Norman & Streiner (PDQ), p. 4

#4 **901: 2/1/2017** **Part III: Measurement in Social Work Research {Continued}**

Engel and Schutt,

- Ch. 14, Quantitative Data Analysis

#5 **901: 2/8/2017** **Part IV: The Logic of Research Design (Course Objectives: 3, 5, 6)**

Norman & Streiner (PDQ)

- Ch. 3, Statistical Inference
- Ch. 4, Comparison of Means
- Ch. 11, Non-Parametric Measures of Association

**Discussion Assignment (DA1) Due (Tentative)**

**Commented [MP24]:** Although you are completely able to make adjustments to the schedule as needed lay out the schedule as though it is set and inform the students that all changes will be communicated in a certain way (whichever you decide to use and stick with) at least 2 weeks in advance. Then try not to make unnecessary changes unless you are giving more time. Moving due dates sooner can be very difficult for students to manage with all their other courses and life responsibilities.

- #6 **901: 2/15/2017** **Part IV: The Logic of Research Design {Continued}**  
 Engel and Schutt,  
  - Ch. 6, Causation and Research Design
  - Ch. 7, Group Experimental Designs;
  - Ch. 8, Single-Subject Design
  - Ch. 12, Secondary Analysis and Mixed Methods
  - Ch. 13, Evaluation Research
 Norman & Streiner (PDQ)  
  - Ch. 21, Research Design
- #7 **901: 2/22/2017** **Part V: Data Collection Methods (Course Objectives: 3, 4, 5, 6)**  
**Paper Assignment, Part II Due**  
 Engel and Schutt,  
  - Ch. 5, Sampling;
  - Ch. 9, Survey Research;
- #8 **901: 3/1/2017** **Part V: Data Collection Methods {Continued}**  
 Engel and Schutt, **Part 6**, Qualitative Research Methods  
  - Ch. 10, Qualitative Methods
  - Ch. 11, Qualitative Data Analysis
- #9 **901: 3/8/2017** **Part VI: Collecting Existing Data (Course Objectives: 3, 5, 8)**  
**Discussion Assignment (DA2) Due (Tentative)**  
**Spring Break, March 13 – 18, 2017**
- #10 **901: 3/22/2017** **Part VII Writing and Evaluating Proposals and Reports**  
**(Course Objectives: 1, 4, 5)**  
 Engel and Schutt, Ch. 15, Reporting Research  
 Writing Research Proposals and Reports (Rubin & Babbie, PPT for Ch. 23)  
 Norman & Streiner (PDQ) chapters 3 & 4 revisited  
  - Ch. 3, Statistical Inference Ch. 4, Comparison of Means**In Class Exercise #2: C\*R\*A\*P\* Detector # 3-3**  
 Norman & Streiner (PDQ) p. 34

#11                                    **Part VII: Writing and Evaluating Proposals and Reports {Cont.}**  
**901: 3/29/2017**  
**Paper Assignment, Part III Due**

**Online Course Evaluations for Spring 2017: April 3 – 17, 2017**

#12                                    **Part VII: Writing and Evaluating Proposals and Reports {Cont.}**  
**901: 4/5/2017**

#13                                    **Part XI: From Research to Practice & Evaluation**  
**901: 4/12//2017**                                    **(Course Objectives: 3, 5, 6, 7)**

#14                                    **Review and Consolidation (Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8)**  
**901: 4/19//2017**

#15                                    **901: 4/26/2017**  
  
(Consultations with students, solving research design problems/questions, in-class discussion with: 1. small groups, 2. full class and/or 3. Individual students.)

**May 1 – 2 (Monday – Tuesday) Student Study Days**  
**(No class meetings and no assignments due)**

#16    **Scheduled Final Exam Period (see note below):**

**901: May 3, 2017 (Wednesday) – 6:00 – 8:30 pm**

**Paper Assignment, Part IV Due**

**A department-wide gathering will be held on Wednesday, May 3, 2017, the “Last Class” of the Semester Event. This replaces the class meeting during the final exam period. Attendance at this event is mandatory. Failure to attend the event without prior permission from the instructor will result in an unexcused absence from class.**

**The event is for students only and will be held from 5:00 pm to 9:00 pm.**

**{Final Grades are due by 2:00 pm, Friday, May 12, 2017}**

## VIII. BIBLIOGRAPHY

- Anastas, J. W., & MacDonald, M. (1994). *Research design for social work and the human services*. New York: Lexington Books.
- Bernard, R. H. (2000). *Social research methods: Qualitative and quantitative approaches*. Thousand Oak, CA: Sage Publications.
- Black, T. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement, and statistics*. Thousand Oaks, CA: Sage Publications.
- Booth A., Crouter, A. C., & Landale N. (1997). *Immigration and the family: Research and policy on U.S. immigrants*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Brase, C. H. & Brase, C.P. (2006). *Understanding basic statistics: Concepts and methods*. Boston: Houghton Mifflin.
- Brewer, J., & Hunter, A. (2006). *Foundations of multimethod research: Synthesizing styles*. Thousand Oaks, CA: Sage Publications, Inc.
- Cherry, A. (2000). *A research Primer for the helping Professions*. Belmont, CA: Wadsworth Publishing Company.
- Cooper, H. M. (2001). *Synthesizing research: A guide for literature reviews*. Thousand Oaks, CA: Sage Publications.
- Cox, J. (1996). *Your opinion, please!: How to build the best questionnaires in the field of education*. Thousand Oaks, CA: Corwin Press.
- Crane, J. (ed.). (1998). *Social programs that work*. New York: Russell Sage Foundation.
- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Sage Publications.
- Engel, Rafael J. and Russell K. Schutt. 2017. *The Practice of Research in Social Work*, 4th ed. Thousand Oaks, CA: SAGE Publications.
- Fawcett, B. (2000). *Practice and research in social work: Postmodern feminist perspectives*. New York: Routledge.
- Fink, Arlene (2010). *Conducting research literature reviews: From paper to the Internet*. Thousand Oaks: Sage Publications.
- Fowler, F. J. (1995). *Improving survey questions: Design and evaluation*. Thousand Oaks: Sage Publications.
- Fraser, M.W. (2004). Intervention research in social work: Recent advances and continuing challenges. *Research on Social Work Practice, 14*, 210-222.
- Friedman, B. (2005). *The Research Tool Kit*. Pacific Grove, CA: Brooks/Cole Publishing
- Girden, E. R., & Kabacoff, R. (2011). *Evaluating research articles from start to finish* (3rd ed.). Thousand Oaks: SAGE Publications.
- Harris, R. (2000). *A guidebook to the WEB*. Guilford, CT: Dushkin/McGraw-Hill.
- Henry, G. T. (1995). *Graphing data: Techniques for display and analysis*. Thousand Oaks, CA: Sage publications.
- Mangione, T. W. (1995). *Mail survey: Improving the quality*. Thousand Oaks, CA: Sage Publications.
- Mark, R. (1996). *Research made simple: A handbook for social workers*. Thousand Oaks, CA: Sage.
- Marlow, C. (1993). *Research methods for generalist social work*. Pacific Grove, CA: Brooks/Cole Publications.
- Monette, D.R., Sullivan, T.J., & DeJong, C.R. (2002). *Applied social research: Tool for the human services* (5th ed.). New York: Harcourt College.
- Munro, E. (1998). *Understanding social work: An empirical approach*. Atlantic Highlands, NJ: Athlone Press.
- Nesbary, D. (2000). *Survey research and the World Wide Web*. Boston: Allyn and Bacon.
- Patten, M. L. (1998). *Questionnaire research: A practical guide*. Los Angeles, CA: Pyrczak Publishers.
- Phelps, V. W., & Warren, E. F. (2004). *Refining common sense: Moving from data to information*. Lanham, Maryland: Scarecrow Education.
- Reamer, F. G. (Ed.). (1994). *The foundations of social work knowledge*. New York: Columbia University Press.
- Rosenthal, J. A. (2001). *Statistics and data interpretation for the helping professions*. Belmont, CA: Brooks-Cole/Thomson Learning.
- Rubin, A. & Babbie, E. (2011) *Research methods for social work* (7th ed.). Belmont, CA: Wadsworth.
- Schutt, R. K. (2009). *Investigating the social world: The process and practice of research*. Thousand Oaks, CA: SAGE/Pine Forge Press.
- Sharp, J. A. (2002). *The management of a student research project* (3<sup>rd</sup> ed.) Burlington, VT: Gower).
- Stanfield, J. H. (1993). *Race and ethnicity in research methods*. Newbury Park, CA: Sage Publications.
- Tashakkori, A. (1998). *Mixed methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications.
- Trochim, William (2002). *The research methods knowledge base 2e*. Cincinnati, Ohio: Atomic Dog Publishing.
- York, R. O. (1998). *Conducting social work research: An experiential approach*. Boston: Allyn and Bacon.

## IX. ASSIGNMENT DETAILS

### HUMAN SUBJECTS TRAINING ASSIGNMENT

#### **PURPOSE:**

To demonstrate knowledge on research ethics by completing an on-line human subjects training course required for all researchers applying to National Institute of Health (NIH) research/ training grants. This free, web-based course presents information about the rights and welfare of human participants in research.

Investigators and research staff (faculty, staff, and students) affiliated with the University of Texas at San Antonio are required to complete human subjects research training prior to IRB approval of human subjects research (effective September 1, 2007). The training, the Collaborative Institutional Training Initiative (CITI), is available online at [www.citiprogram.org](http://www.citiprogram.org). Training is valid for 3 years, and can be renewed using CITI's Refresher Course. Investigators and research staff include principal investigators, co-investigators, research assistants, and persons who are approved by the IRB to obtain informed consent. This same training is required for SWK 5213, Advanced Social Work Research. If you keep your certificate as proof of the course completion you will not have to retake this training for that course.

#### **ASSIGNMENT**

After logging into the CITI site, create your own username and password and make note of these for future reference. Select University of Texas at San Antonio from the drop-down menu. Follow the directions to select the Learner Group for your training. Training is provided for the following 3 learner groups: **Social/Behavioral/Educational (for this research class)**, Biomedical, and Students in Research. Students may select the learner group of their choice, but only students may select the Students in Research learner group (**do not choose this group**). (Do **not** take the **Social and Behavioral Responsible Conduct of Research Course 1**. **UTSA requires the Completion Report for the Social/Behavioral Research Course, Basic Course**.) You must complete all of the required modules and pass (with an 80 or above) a brief, online examination. (One implication of the requirement is that if there are only two, three or four questions you must get them all correct in order to get a score of "80 or above." However, you can "back up" and correct answers before you close out the quiz.)

When you look at the results of completing the course you passed there is an option to see the modules you took. Here is a list of what you should have taken and passed with a score of 80 or higher.

<b>Required Modules</b>	<b>Date Completed</b>	<b>Score</b>
Belmont Report and CITI Course Introduction		
History and Ethical Principles - SBE		
Defining Research with Human Subjects - SBE		
The Regulations and The Social and Behavioral Sciences - SBE		
Assessing Risk in Social and Behavioral Sciences - SBE		
Informed Consent - SBE		
Privacy and Confidentiality - SBE		
Conflicts of Interest in Research Involving Human Subjects		
UTSA Module		
University of Texas at San Antonio		No Quiz

**You must obtain a completion report:** 1) for your records after you have completed the required human subjects training and 2) email (or, if necessary, bring a copy to class for submission) to the instructor to receive credit for your final grade.

DUE DATE: Session #2 due in class (email **strongly** preferred).

### **PAPER (“PA”) ASSIGNMENTS**

The paper assignments are organized into four parts, in which each part will eventually be integrated into your final modified research proposal.

#### **ASSIGNMENT PART I: EXPLORING WAYS OF KNOWING**

##### **PURPOSE:**

To explore different ways of knowing and learning about a research topic for social work practice.

##### **ASSIGNMENT:**

Select a topic that interests you from the social work profession. Be sure it involves a diverse population (age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, language, race, religion, sex, and sexual orientation) that is impacted by a social or economic injustice issue. What do you already know about this topic and how did you acquire this information? Describe at least four different ways you might find out more about this topic. For example, you might discuss what certain authorities in the field have said or ask a professional who works in the area or use your own experiences or the professional literature. Then describe how each source views the topic differently.

This narrative assignment is NOT graded. This is an assignment that allows you to submit your writing and gain feedback on your critical thinking and writing skills from your professor.

##### **FORMAT:**

Typed, double-spaced in APA style, two pages maximum.

##### **DUE DATE:**

Week #3 due in-class/(by email as an attachment).

## ASSIGNMENT PART II: SELECTING A RESEARCH TOPIC

### PURPOSE:

To identify a topic that involves a diverse population (age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, language, race, religion, sex, and sexual orientation) that is impacted by a social or economic injustice issue for quantitative research investigation.

### ASSIGNMENT:

Select a topic that interests you from the social work profession using the following criterion:

- Topic area must be addressed in peer-reviewed quantitative research articles published in professional journals, preferably in social work or the social sciences;
- Select a quantitative research article, which has the four components, listed below, and turn it in with this homework assignment.
- The selected quantitative research article must have a research bibliography, which identifies several other studies on the same or similar topic.

Complete a two-page summary describing the quantitative research article you have selected using the following four-part outline:

**INTRODUCTION:** The conceptual/ theoretical framework, the review of literature, and the study's purpose. (Note: the label "Introduction" is not used in APA version 6. See examples.)

**METHOD:** Describe the study sample (how selected, number of participants, where they were studied, who they are demographically), the study instrument(s); and the procedures used.

**RESULTS:** Summarize the major findings of the study.

**DISCUSSION/ CONCLUSIONS:** Discuss how this study's findings fit into previous literature, its strengths and limitations, and recommendations for future research and practice.

### FORMAT:

Typed, double-spaced in APA, two pages maximum. Include a copy of the quantitative research article you selected with your paper.

### GRADE:

15% of final grade.

### DUE DATE:

Week #7, due in-class/(by email).

### ASSIGNMENT PART III: CRITICALLY REVIEWING THE LITERATURE

#### PURPOSE:

The purpose of this activity is to help you develop your ability to critically review social work literature. Becoming an “informed consumer” of research is a deliberate and systematic learning process. This learned skill is essential to the quality of your topical literature review.

#### ASSIGNMENT:

**Part A.** Select three new quantitative research articles, which pertain to your topic and population of interest. Write a 2-page summary on each article using the format provided in Assignment #2.

**Part B.** Select three additional quantitative articles. Use these six new articles (plus the one from PA2) and write an introduction that includes a synthesis of the theoretical frameworks, review of literature, and critique (strengths and limitations) of the articles you have read.

Conclude this section with your research question, hypothesis and your independent and dependent variables. You must mention type of research design (survey, experiment, etc.), the unit of analysis (typically individuals to be studied), how the respondents will be selected and specific questions/approaches used to measure the variables. In other words, your variables must be operationalized.

This will form the basis of the INTRODUCTION (4-5 pages) in your final assignment.

#### FORMAT:

Typed, double-spaced in APA style, 4-5 pages maximum.

#### GRADE:

15% of final grade.

DUE DATE: Week #11, due in-class/(by email)

## ASSIGNMENT PART IV PROGRAM OBJECTIVE COMPETENCY ASSIGNMENT:

### FINAL RESEARCH PAPER

There is a more detailed handout on this assignment, which will be distributed and discussed in class session #14.

PURPOSE: To complete a modified quantitative research proposal.

ASSIGNMENT:

**Part I: INTRODUCTION** (The label "Introduction" is not used in APA version 6. See examples.)

Integrate the critique provided by your instructor for the 4-5 pages introduction to your research paper. Add a new paragraph, which includes the purpose of your study. Include with this purpose statement, your research question, hypothesis and your independent and dependent variables. Conclude this section with an operational definition of your independent and dependent variable(s).

### **Part II: METHODS**

- A. DESIGN - Describe and label the type of design you would use to answer the question(s) you have posed.
- B. SAMPLE - Consistent with the design you have chosen, discuss the sampling procedures (population used, exclusion and inclusion criteria, sample size, method of sampling used to obtain your subjects). Discuss how confidentiality of subjects and informed consent will be obtained.
- C. PROCEDURES - Explain the procedures for your study and include draft of cover letter in Appendix A. Discuss where and how the subjects will be recruited and evaluated. Discuss the order of data collection. What statistical procedures do you plan to use?
- D. INSTRUMENTS - Identify the instrument(s) selected and include draft in Appendix B. Discuss how it will be administered and by whom.

### **Part III: CRITIQUE**

Provide a critique of your design, subjects and sampling, procedures and study instrument. This critique should include an assessment of the threats to internal and external validity as well as a discussion of the overall strengths and limitations of your study. Your instrument(s) should be assessed in terms of their reliability and validity.

### **PART IV: SIGNIFICANCE (IMPLICATIONS)**

What is the potential significance of your proposed study in terms of the potential impact on : 1) social work practice, 2) the diverse population (age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, language, race, religion, sex, and sexual orientation), 3) the social or economic injustice issue, 4) social work research and/ or policy?

## **PART V: REFERENCES**

## **PART VI: APPENDICES**

(Drafts of cover letter, MOU's, Participant consent, IRB forms (<http://research.utsa.edu/research-funding/human-subjects/>), research timeline and instrument)

### ***FORMAT:***

Typed, double-spaced in APA style, 8-10 pages maximum (references and appendices excluded).

### **GRADE:**

30% of final grade

DUE DATE: On the final exam day for this class.

## **DISCUSSION QUESTIONS/ACTIVITIES (“DA” ASSIGNMENTS)**

Sets of discussion questions/activities will be posed, to which you must respond and turn in answers by email at the beginning of the class session that they are due. Details are available on Blackboard. These activities will include some form of data analysis. Each set of discussion questions/activities is worth 10 - 15% of your grade (**total 30 %**).

Tentative DUE DATES: Week 5 (DA1) and Week 9 (DA2)

## **Mandatory administrative information to be referenced in every syllabus:**

<http://utsa.edu/syllabus>

### **UTSA Roadrunner Creed and Honor Code**

The University of Texas at San Antonio is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered. The UTSA community also shares a commitment to the ethical pursuit of knowledge and adheres to the UTSA Honor Code. All students, faculty and staff are expected to follow the UTSA Roadrunner Creed and to adhere to the UTSA Honor Code:

[www.utsa.edu/about/creed](http://www.utsa.edu/about/creed);

[www.utsa.edu/about/creed/honorcode.html](http://www.utsa.edu/about/creed/honorcode.html).



**The University of Texas at San Antonio is a community of scholars, where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered.**

**As a Roadrunner,**

**I will:**

- **Uphold the highest standards of academic and personal integrity by practicing and expecting fair and ethical conduct;**
- **Respect and accept individual differences, recognizing the inherent dignity of each person;**
- **Contribute to campus life and the larger community through my active engagement; and**
- **Support the fearless exploration of dreams and ideas in the advancement of ingenuity, creativity, and discovery.**

**Guided by these principles now and forever, I am a Roadrunner!**

**[www.utsa.edu/about/creed](http://www.utsa.edu/about/creed)**