****

**SW 830-701 Social Work Research Methods II**

**Statewide Blended Program Summer 2020**

| Instructor: | Erica D. Shifflet-Chila, PhD, LMSW |
| --- | --- |
| Email: | [Shiffle6@msu.edu](mailto:Shiffle6@msu.edu) |
| Phone: | 810-620-1296 |
| Office Hours: | By Appointment |
| Class Days/Time: | Online |
| Classroom: | Online |

# Course Description

Foundation of research skills and methodologies. Evidence-based practice. Literature reviews. Advanced single system designs. Experimental and quasi-experimental research designs. Measurement and sampling.

# Course Objectives

By the end of the course, students will be able to:

1. Integrate concepts of research methodology with professional social work practice
2. Apply principles of research-informed practice
3. Describe the components of experimental, quasi-experimental, and single system research designs
4. Critically examine ethical and value issues in the conduct of social work research
5. Develop an understanding of diversity factors and their impact on social research

Pre-requisite: SW 829 or SW 812B

Co-requisite: None

Required Texts and Course Materials

Rubin, A. & Babbie, E. (2008). *Research Methods for Social Work.* Sixth Edition. Belmont, CA: Brooks/Cole – Thomson Learning.

\*Please note that any edition 6th or newer will be fine.

Electronic course pack – articles as examples of methodology and other supplementary materials as appropriate on D2L.

# Recommended Texts and Other Readings

Weinbach, R.W., & Grinnell, R.M. (2010). *Statistics for social workers*. Eighth Edition. Boston: Pearson Education Inc. ISBN: 978-0-205-73987-5 for statistics review section

# Course Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Desire2Learn (D2L).
* Microsoft Office Suite, Including PowerPoint
* Computer hardware necessary for audio/video recording (cell phone, webcam, microphone, etc)

# CSWE Competencies Assessed

Competency 4: Engage In Practice-informed Research and Research-informed Practice

# Additional CSWE Competencies Addressed

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

# Course Policies and Procedures

Conferences with Instructors**:** Please contact the instructor with questions and concerns. The instructor will respond to all e-mails and phone messages within 48 hours.

Accommodations for Students with Disabilities (from the Resource Center for Persons with Disabilities (RCPD):Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

Academic Honesty: Article 2.III.B.2 of the [Student Rights and Responsibilites (SRR)](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the (insert name of unit offering course) adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](http://splife.studentlife.msu.edu/) and/or the MSUwebsite.(www.msu.edu)  
Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](https://www.msu.edu/%7Eombud/academic-integrity/index.html) webpage.)

Consequences of Academic Misconduct for Instructors and Students: If your instructor believes you have committed an act of academic misconduct, s/he may give you a penalty grade, which is defined as any grade based on a charge of academic misconduct.  A penalty grade may include, but is not limited to, a failing grade on an assignment or in the course.  That's up to each instructor.  When this occurs, the [Integrity of Scholarship and Grades](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534) policy (ISG) **requires your instructor to report the academic misconduct to your dean through an electronic Academic Dishonesty Report**.  The form, which will end up in your student folder, also asks if your instructor wants to request an academic disciplinary hearing to impose sanctions in addition to the penalty grade.  Additional sanctions include probation, suspension from your program or the University for a designated time.  Your dean may also call for this hearing independent of your instructor.  Deans usually call for disciplinary hearings for repeat offenders or in cases involving egregious acts of academic misconduct.  The **ISG policy requires first-time offenders to complete an Academic Integrity Education Program**, which is administered by the Associate Provost for Undergraduate Education or the Dean of The Graduate School.

 Limits to Confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University’s student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. As the instructor, and a social worker who is a mandated reporter, I must report the following information to Children’s Protective Services and/or other University offices if you share it with me:

* Suspected current child abuse/neglect, if you are a minor or it involves another minor
* Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff,
* Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Plagiarism Will Not be Tolerated. It is defined below by the University (and may be viewed at: <https://www.msu.edu/unit/ombud/plagiarism.html> )

* + This message serves to clarify my position on plagiarism and set clear expectations and consequences for all work in this course. I have a zero tolerance policy toward plagiarism. I check every paper against course material and the Internet. Academic honesty means using your own words to communicate an idea. Therefore, changing a few words of another’s text and/or rearranging words from another source constitutes plagiarism. If you paraphrase material you must still cite and reference the source. (To paraphrase means to restate a text or passage in other words, often to clarify meaning. Paraphrasing is a restatement of an idea, not rearrangement of specific words.) If you copy material exactly, you must use quotation marks and then cite and reference the source. One sentence, two sentences, a paragraph, or an entire paper – copying constitutes plagiarism/cheating. Those papers will automatically receive a 0.0 and the student will be recommended for academic review.

Use of Cellular Phones and Laptops**:** Please switch off cell phones and pagers or switch them to silent mode during all face-to-face meetings. Laptops may be useful for taking notes during the class meeting, and for accessing course-related web sites as appropriate. However, students may not distract others with uses of technology for purposes other than class-related.

## **Technical Assistance**

If you need technical assistance at any time during the course or to report a problem you can:

* Visit the [Distance Learning Services Support Site](https://www.lib.msu.edu/dls/)
* Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/) (<http://help.d2l.msu.edu/> )
* Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345

Religious Observances: Courses offered by the MSU School of Social Work adhere to the MSU Religious Observance Policy

<https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=112#s548>

as presented below:

It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith.  
   
The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.  
   
As Michigan State University has become increasingly multicultural, the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.

Grief Absence Policy**:** Students who experience the loss of a family member or experience emotional distress due to a similar incident should refer to the University Grief Absence Policy: <https://msu.edu/unit/ombud/classroom-policies/index.html>

Code of Conduct: The social worker uses self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one’s own actions and feelings, and the effects of one’s behavior on others) is emphasized throughout the social work curriculum. Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effects on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate. Different, even conflicting opinions and viewpoints are to be expected. You are expected to speak up about the issues we discuss in class, especially when you disagree with other students or with the instructors. Professional and respectful behavior is required of all class members during the course. Multiple perspectives are what make class discussions interesting and learning possible.

Drops and Adds:Check the Registrar’s website for drop/add dates. You should immediately make a copy of your amended schedule to verify you have added or dropped this course**.**

Disruptive Behavior**:** Article 2.III.B.4 of the [Student Rights and Responsibilities (SRR)](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [SRR](http://splife.studentlife.msu.edu/academic-freedom-for-students-at-michigan-state-university) states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](http://splife.studentlife.msu.edu/regulations/general-student-regulations) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. Absences and/or tardiness/leaving early, may result in a reduction of your participation grade.

## A Few Comments about Grades

* Late assignments will not be accepted without **prior** **approval** of the instructor. Simply notifying the instructor that your assignment will not be completed on time is not sufficient, and does not in any way guarantee that the assignment will be accepted. Assignments are due by 11:59pm on the due date listed in the syllabus and must be submitted to the Dropbox on D2L. Assignments will not be accepted in hard copy or via email unless otherwise instructed.
* There are no exceptions to the late policy. Regardless of the reason for assignments being submitted late (illness, travel plans are disrupted, etc.) the late policy will still apply.
* You should assume each assignment will be graded on a traditional scale unless you are given other instructions.
* The instructor will review and provide feedback on any assignment prior to it being turned in for a grade, if the completed assignment is emailed to the instructor at least one week before the due date.
* All assignments will receive either a) a grade of 80% or higher or b) a re-write. If the first submission of the assignment does not score an 80% or higher you will be **required** to rewrite the assignment. The maximum grade possible for a re-write is 80%. All re-writes will be due within one week. If you fail to turn in a re-write, you will receive a zero for the assignment. Final assignments for the course may not be subject to this policy. Any variation of this policy will be discussed prior to the assignment due date.
* Grades are final. The exception to this is instructor error in grading and/or instructor error in computation of grades.
* You are encouraged to hold on to all class work until after you have received your grade report from the University.

Grading Scale**:**

|  |  |  |
| --- | --- | --- |
| Points | Percentage | Grade |
| 93.50 points to 100.0 points | 94% - 100% | **4.0** |
| 86.50 points to 93.49 points | 87% - 93% | **3.5** |
| 79.50 points to 86.49 points | 80% - 86% | **3.0** |
| 71.50 points to 79.49 points | 72% - 79% | **2.5** |
| 64.50 points to 71.49 points | 65% - 71% | **2.0** |
| 57.50 points to 64.49 points | 58% - 64% | **1.5** |
| 50.50 points to 57.49 points | 51% - 57% | **1.0** |
| 0 points to 50.49 points | 0% - 50% | **0.0** |

Assignments and Basis for Grading**:**

|  |  |  |
| --- | --- | --- |
| Due Date | Assignment | Points/Percentage |
| 6/21 | #1 Journal Article Critique | 20 |
| 7/19 | #2 Case Study #1 Paper | 30 |
| 8/2 | #3 Case Study #2 Paper | 15 |
| 8/9 | #4 Case Study #2 Powerpoint | 15 |
| 8/13 | #5 Case Study #2 Peer Critiques (x2) | 10 |
| Ongoing | Participation | 10 |
|  | Total | 100 |

## **1. Journal Article Critique [20 points] DUE 6/21**

* Develop a question related to a practice need.
* Search for articles related to that question that use experimental or quasi-experimental designs. Pick one article that you find in your search.
* Critique the article and write up your results addressing the points listed below. Your write up should be no more than **3 pages (double-spaced, 1-inch margin, 12-pt font).** To the extent possible, use your own words (i.e., do not repeat verbatim results, etc from the article).
* In addition to the write up, please turn in a copy of the article (electronic preferred, but if an electronic copy is not available a hard copy should be submitted in class on the due date).

Your write-up should include the following:

1. State the practice-related question you are trying to answer.
2. Describe how you conducted your literature search and why you chose this particular article.
3. Describe the purpose of the article and why it is important or what gap in knowledge it fills.
4. Are there clear research questions and/or hypotheses? If so, what are they?
5. Describe the sample – who is the study about? how are they selected? what are inclusion and exclusion criteria? how many people are in the sample?
6. What are the main variables of interest – the outcome or dependent variable? the predictor(s) or independent variables(s)? How are they measured?
7. What methodology is used? Is it an experimental design? Describe the design – how subjects are assigned to groups? are they randomized? what is comparison or control?
8. What are the key findings of the study? How might they inform policy and/or practice?
9. In your opinion, what are the strengths and weaknesses of the study (pay particular attention to sampling, measurement, and design)?

**2. Evidence-based practice case study #1 Paper (small group) [30 points] DUE 7/19**

In small groups of 3 or 4 students, use the evidence-based practice process with the assigned case study and write up your results. Your write up should be no more than **5 pages (double-spaced, 1-inch margin, 12-point font)** and should address each of the steps of evidence-based practice listed in the assignment description.

**3. Evidence-based practice case study #2 Paper [15 points] DUE 8/2**

This assignment follows the same format as case study #1 except that you will choose a case from your own practice and complete the assignment individually. Your write up should be no more than **7 pages (double-spaced, 1-inch margin, 12-point font)** and will include the same elements as case study #1 with the addition of a more detailed case description (no more than 2 pages).

**4. Evidence-Based Case Study #2 Power Point [15 points] DUE 8/9**

For this assignment you will take the case study you completed for assignment #3 and create a Power Point presentation to share with your classmates. The PowerPoint should cover all the material covered in the paper. Your Power Point will be uploaded to a discussion forum and peer critiqued by two of your classmates. Including audio in your Power Point is not required, but highly recommended. Power Points should be 15-20 slides and professional in appearance.

**5. Evidence-Based Case Study #2 Power Point Peer Critiques [10 points] DUE 8/13**

Each student will critique 2 the Power Point presentations of 2 classmates. Critique forms will be available on D2L, and should be completed in their entirety. Critiques are worth 5 points each.

**6. Attendance and class participation [10 points**]

Students are expected to attend all classes and to come to class prepared to participate. This means doing the readings and assignments, bringing books and materials to class, and participating in in-class activities and discussion. I will not always cover all materials from the readings in class. Class time will focus on clarifying and expanding on concepts as well as hands-on practical exercises using the material. Students are responsible for all material in the assigned readings even if it is not talked about explicitly in class. The same is true for material covered in class that is not explicitly covered in the readings. I realize, however, that life happens so everyone gets one excused absence; all missed classes after that will lower the attendance and participation grade one point.

# Course Schedule:

|  |  |  |
| --- | --- | --- |
| Date | Readings/Activities | Assignments Due |
| Module 1  5/11/20-5/24/20 | **Introduction & Course Overview**  **Ethics and Culturally Competent Research**  Rubin & Babbie:  Ch 4 – The Ethics and Politics of Social Work Research  Ch 5 – Culturally Competent Research | **Discussion Forum #1 Due 5/24** |
| Module 2  5/25/20-6/7/20 | **Philosophy of Science and What Constitutes Evidence**  **Evidence-Based Practice – What is it? How to do it? Challenges to implementing it.**  Rubin & Babbie:  Ch 3 – Philosophy and Theory in Social Work Research  Ch 2 – Evidence-Based Practice | **Discussion Forum #2 Due 6/7**  **Critiquing Journal Articles Activity Due 6/7**  **Practice Related Question Due 6/7** |
| Module 3  6/8/20-6/21/20 | **Problem Formulation**  **Literature searches and EBP databases**  **Overview of critiquing journal articles**  Rubin & Babbie:  Ch 6 – Problem Formulation | **ASSIGNMENT #1**  **Journal Article Critique**  **DUE 6/21**  **Discussion Forum #3 Due 6/21** |
| Module 4  6/22/20-7/5/20 | **Conceptualization, Operationalization, and Measurement**  Rubin & Babbie:  Ch 7 – Conceptualization and Operationalizaton  Ch 8 – Measurement | **Discussion Forum #4 Due 7/5** |
| Module 5  7/6/20-7/19/20 | **Sampling**  Rubin & Babbie Ch 14 – Sampling | **ASSIGNMENT #2 Case Study #1 DUE 7/19**  **Discussion Forum #5 Due 7/19**  **Sampling Exercise Due 7/19** |
| Module 6  7/20/20-8/2/20 | **Experimental and Quasi-Experimental Designs**  **Single System Design**  Rubin & Babbie:  Ch 10 – Causal Inference and Correlational Designs  Ch 11 – Experimental Designs  Ch 12 – Single-case Evaluation | **ASSIGNMENT #3**  **Case Study #2 Paper**  **DUE 8/2**  **Discussion Forum #6 Due 8/2**  **Single System Design Activity Due 8/2** |
| Module 7  8/3/20-8/13/20 | **Statistical Review**  Rubin & Babbie:  Ch 20 – Quantitative Data Analysis  Ch 21 – Inferential Data Analysis: Part 1  Ch 22 – Inferential Data Analysis: Part 2  **Dissemination of Research** | **ASSIGNMENT #4**  **Case Study #2 PowerPoint**  **DUE 8/9/20**  **ASSIGNMENT #5**  **Power Point Peer Critiques**  **DUE 8/13**  **Discussion Forum #7 Due 8/13** |