|  |  |
| --- | --- |
| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[x ] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[ x] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Evi Taylor 1/31/2019 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Pat Walls 1/24/2019 **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (If applicable)** |
| Evi Taylor 1/31/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Susan Hanrahan 1/31/2019 Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Jocelyn S. Martin Ph.D.

[jocmartin@astate.edu](mailto:jocmartin@astate.edu)

870-680-4342

2. Proposed Starting Term and Bulletin Year

2019-2020 Bulletin

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

SW 3373

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Social Work Research Methods

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Overview of the concepts of research and the evaluation of generalist social work and health care practice.

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes / No** Are there any prerequ isites?
   1. If yes, which ones?
   2. SOC 3383 Social Statistics

Enter text...Why or why not?

Students need to know basic statistics to comprehend research principles

1. **Yes / No** Is this course restricted to a specific major?
   1. If yes, which major? Social work or by permission of the chair of the department

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Spring

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture and lab

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

10. **NO** Is this course dual listed (undergraduate/graduate)?

11. **NO** Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **NO** Is this course in support of a new program?

a. If yes, what program?

Enter text...

13. **NO** Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. **NO** Will this course be equivalent to a deleted course?

a. If yes, which course?

Students will no longer be required to take a Sociology research class

15.  **YES** Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

16.  **NO** Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Readings** | **Assignment Due** |
| **1** | **Why study research?** | **Chapter1** |  |
| **2** | **Evidence-based practice** | **Chapter 2** | **Introduction** |
| **3** | **Quantitative, Qualitative and Mixed Methods** | **Chapter 3** | **Reading a research article 1** |
| **4** | **Factors affecting the research process** | **Chapter 4** | **Literature Review** |
| **5** | **Ethics in research** | **Chapter 5** | **Exam 1** |
| **6** | **Culturally competent research** | **Chapter 6** |  |
| **7** | **Problem Formation** | **Chapter 7** | **Reading a research article 2** |
| **8** | **Measurement** | **Chapter 8** | **Research Question** |
| **9** | **Measurement  Instruments** | **Chapter 9** |  |
| **10** | **Surveys** | **Chapter 10** | **Exam 2** |
| **11** | **Sampling** | **Chapter 11** |  |
| **12** | **Experiments and Quasi-experiments** | **Chapter 12** | **Sampling** |
| **13** | **Single case designs** | **Chapter 13** |  |
| **14** | **Program Evaluation** | **Chapter 14** | **Methodology** |
| **15** |  |  | **Final exam** |

18. Special features (e.g. labs, exhibits, site visitations, etc.)

The class will use experiential learning exercises, but nothing other than a standard classroom will be needed.

19. Department staffing and classroom/lab resources

Social Work

1. Will this require additional faculty, supplies, etc.?

No; the class will be taught by existing faculty using current resources

20. **NO** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

This course will present a rigorous introduction to research methods and program evaluations for BSW students, acquainting them with the social work perspectives, methods, and ethics of conducting research in social work practice. A research class is a requirement by the Council on Social Work Education, our accrediting body.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

Social workers are expected to collect empirical data about the effectiveness of their practice. This data is used to develop more effective programs and in support of grant applications. It is the mission of the social work department to prepare students to participate in their employers’ program evaluation and in objectively evaluating their own practice. This class will fulfill the requirements of the Council on Social Work Education’s Social Work Competencies: Competency Four: Engage in Practice-informed Research and Research-informed Practice Foundation practice: a. Use practice experience and theory to inform scientific inquiry and research; b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

c. Student population served.

Undergraduate social work majors

d. Rationale for the level of the course (lower, upper, or graduate).

It is an upper division level course due to the rigor of the discipline and in compliance with Council on Social Work Education guidelines.

**Assessment**

**Relationship with Current Program-Level Assessment Process**

22. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Competency Four: Engage in Practice-informed Research and Research-informed Practice Social work practitioners are aware of the need to utilize evidence based research in practice in order to ensure that clients received the best treatments and therapies. Social work researchers will also utilize practice information to guide their social work research.

23. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Competency 4  Outcome: Engage in Practice-informed Research and Research-informed Practice  Social work practitioners are aware of the need to utilize evidence-based research in practice in order to ensure that clients receive the best treatments and therapies. Social work researchers will also utilize practice information to guide their social work research.  Measure: Community Organizing events  *Program level Direct - Student Artifact*  Details/Description: SW4303  Practice 3  Benchmark:  Implementation Plan Annually  (timeline):  Key/Responsible SW Faculty  Personnel:  Measure: Family Practice Article Report  *Program level Direct - Other*  Details/Description: SW4263  Practice II  Benchmark:  Implementation Plan Annually  (timeline):  Key/Responsible SW Faculty  Personnel: |
| Assessment Measure | Planning an Evaluation of social work practice (paper) Reading a research article (paper) |
| Assessment  Timetable | The semester in which the class is taught |
| Who is responsible for assessing and reporting on the results? | Faculty teaching the class  Department co-chairs |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

24. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Explain the importance of research and program evaluation in developing professional programs and practice (exams and assignments) |
| Which learning activities are responsible for this outcome? | Lecture and classroom discussion ; assigned readings |
| Assessment Measure | Examinations and weekly assignments |
|  |  |
| **Outcome 2** | Demonstrate an understanding of the steps of the scientific method |
| Which learning activities are responsible for this outcome? | Lecture and classroom discussion ; assigned readings |
| Assessment Measure | Examinations, research proposal paper |
|  |  |
| **Outcome 3** | Critically evaluate research reports, and articles from the professional literature (assignments) |
| Which learning activities are responsible for this outcome? | Lecture and classroom discussion ; assigned readings |
| Assessment Measure | Weekly assignments and ‘Reading a Research Article’ papers (2) |
|  |  |
| **Outcome 4** | Select appropriate research methods for the research question (assignments, exams, research proposal) |
| Which learning activities are responsible for this outcome? | Lecture and classroom discussion ; assigned readings |
| Assessment Measure | Weekly assignments, examinations, research proposal paper |
|  |  |
| **Outcome 5** | Demonstrate an understanding of the process of designing a research project to assist health care professional practice (research proposal) |
| Which learning activities are responsible for this outcome? | Lecture and classroom discussion ; assigned readings |
| Assessment Measure | Research proposal paper |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

|  |
| --- |
| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

DEPARTMENT OF SOCIAL WORK

Social Work (SW)

SW 1203.

Making Connections Social Work

Open to incoming Freshmen only. This course

will provide both an introduction to the nature of university education and a general orientation to

the functions and resources of the university as a whole. This section of First Year Seminar is a

special health professions section and will include a focus on understanding and appreciating social

work majors. Fall.

SW 2203.

Introduction to Social Work

Explores the values, knowledge and skill base of

empowerment oriented generalist social work practice. Includes historical development and orga

-

nization of the social welfare system in the United States. Fall, Spring.

SW 2223.

Social Problems

Application of sociological concepts and methods in the analysis

of current social problems in the United States, including family and community disorganization,

delinquency and crime, mental illness, and intergroup relations. Cross listed as SOC 2223. Fall,

Spring, Summer.

SW 3253.

Social Work Practice I Micro Practice

This is the first course in the practice foun

-

dation sequence. The focus is empowerment oriented generalist practice with micro systems,

individuals. Prerequisites, SW 2203, BIOL 1003, and BIOL 1001, SW 3303, or taken concurrently.

Spring.

SW 3303.

Human Behavior and Social Environment I

Physical, psychological, social growth

and development, across the life span. For social workers. Prerequisite, SW 2203. Fall.

SW 3313.

Introduction to Child Welfare

Policies and practices in the field of child welfare

with emphasis on the needs of children and their families, the major programs designed for them,

and issues for future planning. Fall.

SW

3323.

Substance Abuse. Intervention and Treatment

Historical review of drug and alcohol

problems, with an analysis of treatment modalities, theories of substance abuse, prevention and

education strategies, and social policy implications. Summer, Demand.

SW

3333.

Human Behavior in the Social Environment II

This course is continuation of the

HBSE I course. It focuses on the macro aspect of the human behavior in the areas of groups,

institutions and organizations. Its purpose is to explore the behavior, influence, and interactions

of these entities and their impact on social work practice. Prerequisite, SW 3303. Spring and on

demand.

SW

3343.

Child Abuse and Neglect

Survey of theory and research of child abuse and neglect

with emphasis on assessment and treatment of these problems. Prerequisite, SW 2203 or permis

-

sion of the instructor. Spring.

550

The bulletin can be accessed at http://www.astate.edu/a/registrar/students/

SW

3353.

Social Work with the Aging

Study of the problems of older Americans together

with a description of social programs serving the aged, learning social work skills in dealing with

individual clients. Prerequisite, SW 2203 or permission of the instructor

. Fall.

SW

3363.

Cultural Diversity

Application of social diversity concepts from the Human Behavior

and the Social Environment sequence to practice situations will be incorporated into the study of

ethical practice of social work with minority populations. Prerequisites, SW 3303 and SW 3333.

Fall.

*SW 3373*

*Social Work Research Methods*

*Overview of the concepts of research and the evaluation of generalist social work and health care practice. Prerequisites: SOC 3383 Social Statistics. Restricted to Social Work majors only. Spring.*

SW

4203.

Crisis Intervention

The process of crisis is examined and basic knowledge, inter

-

viewing and counseling skills are taught to work with those in crisis. Demand.

SW

4213.

Introduction to Domestic Violence

Explores the psychological, social, and legal

causes/ramifications of domestic violence from micro, mezzo and macro perspectives, focusing

on educating the social work student about the theories and principles guiding DV service delivery

and crisis response techniques. Registration restricted to junior and senior level undergraduates.

Demand.

SW

4263.

Social Work Practice II Mezzo Systems

This is the second course in the practice

foundation sequence. The focus is generalist practice with mezzo systems, families and small

groups. Prerequisite, SW 3253. Open only to seniors. To be taken concurrently with SW 4263.

Fall.

SW

4273.

Field Experience I

Directed study and practice with clients in social welfare agen

-

cies. Supervision provided by faculty and host agency. Admission only upon acceptance into the

Social Work Program. Prerequisites, Must have completed all general education requirements with

an overall GPA of 2.5 and 2.5 in major courses. Must have completed SW 3253. Must be taken

concurrently with SW 4263. Fall.

SW

4283.

Field Experience Seminar

Discussion and sharing of problems encountered in

agency settings. A combination of lectures by social work practitioners and class discussion to help

students integrate theory and practice. Admission only upon approval of instructor. Prerequisite,

SW 4263 and SW 4273. To be taken concurrently with SW 4303 and SW 4296. Spring.

SW

4296.

Field Experience II

Application and integration of academic content in an actual

working experience. Supervision provided by faculty and host agency. Admission only upon contin

-

ued acceptance into the Social Work Program. Prerequisite, Completion of all major requirements

except SW 4303 and SW 4283, with an overall GPA of 2.5 and 2.5 in major courses. Spring.

SW 4303.

Social Work Practice III: Macro Systems

This is the third course in the practice

foundation sequence. The focus is generalist practice with macro systems, organizations and com

-

munities, as well as policy practice. Open only to seniors. Prerequisite, SW 4263. To be taken

concurrently with SW 4283 and SW 4296. Spring.

SW

4313.

Social Welfare Policy

Analytical evaluation of how social welfare policies are for

-

mulated and implemented. Prerequisite, SW 3333. Fall.

SW

4363.

Religion and Spirituality in Social Work Practice

An examination of religious

and spiritual beliefs in psychosocial development, the family, social policy, community and society.

Demand.

SW

4373.

Social Work and Health Care Services

This course is designed to provide knowl

-

edge and understanding of direct social work practice in varied health care settings. Illness, disease,

trauma and disability, death and dying are examined from an ecological systems perspective. Issues

of diversity and bioethics are emphasized. Demand.

SW

460V.

Special Problems

Individually directed problems in Social Work. Must be arranged

with the professor and approved by department chair. Demand.

Bachelor of

Social Work

A complete 8-semester degree plan is available at https://www.astate.edu/info/academics/degrees/

University Requirements:

See University General Requirements for Baccalaureate degrees (p. 44)

First Year Making Connections Course:

Sem. Hrs.

SW 1203, Making Connections Social Work

3

General Education Requirements:

Sem. Hrs.

See General Education Curriculum for Baccalaureate degrees (p. 89)

Students with this major must take the following:

POSC 2103, Introduction to United States Government

PSY 2013, Introduction to Psychology

SOC 2213, Introduction to Sociology

COMS 1203 Oral Communication (Required Departmental Gen. Ed. Option)

35

Major Requirements:

Sem. Hrs.

PSY 4533, Abnormal Psychology

3

SOC 3383, Social Statistics

3

~~SOC 4293 Methods of Social Research~~

~~3~~

SW 2203, Introduction to Social Work

3

SW 2223, Social Problems

3

SW 3253, Social Work Practice I

3

SW 3303, Human Behavior in Social Environment I

3

SW 3333, Human Behavior in Social Environment II

3

SW 3363, Cultural Diversity

3

SW 3373 Social Work Research Methods

3

SW 4263, Social Work Practice II

3

SW 4273, Field Experience I

3

SW 4283, Field Experience Seminar

3

SW 4296, Field Experience II

6

SW 4303, Social Work Practice III

3

SW 4313, Social Welfare Policy

3

Social Work electives

12

Sub-total

60

Electives:

Sem. Hrs.

Electives

Foreign language, specifically Spanish, is highly recommended. Students choosing

language must complete all 12 hours in the sequence.

22

Total Required Hours:

120

Planning an evaluation of social work practice 250 points

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A 90-100% | B 80-89% | C 70-79% | D 60-69% | F 0-59% |
| Introduction  20 points | Student clearly explains their reasons for wanting to study this practice area | Student’s justification for conducting this study is vague | Student offers only one reason why this study should be conducted | Student does not offer a rational reason for conducting the study | Student does not attempt to justify the study |
| Literature review  30 points | Student clearly and concisely reports on at least 5 articles in the peer-reviewed literature | Student reports on at least 5 articles in the peer-reviewed literature but the report lacks clarity and conciseness | Student clearly and concisely reports on fewer than 5 articles in the peer-reviewed literature | Student reports on fewer than 5 articles in the peer-reviewed literature but the report lacks clarity and conciseness | Student reports on fewer than 4 articles |
| Research question  20 points | Research questions clearly specify what the study will answer; explanations are clear and concise | Research questions clearly specify what the study will answer; explanations are lacking in clarity | Research questions are not clearly stated or explained | Research questions are not clearly stated AND explained | Research questions are so vague or general that they are not useful in guiding a research study |
| Sampling  60 points | A clear explanation of how the sample will be chosen, addressing 3 or more issues of social justice and cultural diversity | A clear explanation of how the sample will be chosen, addressing 1-2 issues of social justice and cultural diversity | A clear explanation of how the sample will be chosen, but does not address issues of social justice and cultural diversity | Explanation is vague or it describes methods that are unethical, impractical or would not result in an appropriate sample | Explanation is vague AND it describes methods that are unethical, impractical or would not result in an appropriate sample |
| Methodology  60 points | Clear and concise description of methods; methods are feasible, practical and would answer the research question | Clear and concise description of methods; methods are either not feasible, practical or would not answer the research question | Clear and concise description of methods; methods are either not feasible, practical AND would not answer the research question | Description of methods is inadequate to let another person conduct the study; methods are either not feasible, practical or would not answer the research question | Description of methods is inadequate to let another person conduct the study; methods are either not feasible, practical AND would not answer the research question |
| Data Analysis  60 points | A clear description of how the data will be analyzed, including specifying the correct statistical tests | A clear description of how the data will be analyzed, but there is an error in specifying the correct statistical tests | A clear description of how the data will be analyzed, but there is 2 errors in specifying the correct statistical tests | The description of data analysis is incomplete OR the statistical tests chosen do not answer the research question | The description of data analysis is incomplete AND the statistical tests chosen do not answer the research question |

Reading a research article-100 points

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | A 90-100% | B 80-89% | C 70-79% | D 60-69% | F 0-59% |
| Introduction 10 points | A clear, comprehensive description of the article, including the purpose of the study | A clear description, but not as comprehensive, including the purpose of the study | Description is clear, but it omits key parts of the study OR the purpose of the study | Description is vague and omits key parts of the study and/or the study’s purpose | Vague, important parts of the study AND the study’s purpose are omitted |
| Literature review  20 points | Clearly describes what the authors reported and identifies why this study should be conducted | Omits a key point made by the authors OR does not justify the study | Omits more than one key point, including the justification of the study | Vaguely worded, does not convey an understanding of what the authors reported | Vague, many errors in grammar or APA formatting, does not demonstrate an understanding of the authors’ writing |
| Methodology  25 points | A clear statement of the research questions and a clear explanation of the research methods | A clear statement of the research questions, but the explanation of the research methods is lacking completeness | Research questions are not clearly stated OR the research methods are vaguely or incompletely described | Both the research questions and the methods are vaguely or incompletely described | The research questions are omitted and the methods are vaguely or inaccurately described |
| Data analysis  20 points | A clear and complete  description of the data analysis methods used, both quantitative and qualitative | Data analysis methods are correctly identified but the description of them is lacking in clarity | Data analysis methods are correctly identified but there is only a minimal description | Data analysis methods are not identified correctly OR their description is lacking in clarity | Data analysis methods are incorrectly identified and described |
| Results  20 points | Results are clearly described and the student assesses whether they were appropriate | Results are clearly described but the student lacks clarity in their assessment | Results are vaguely described OR the student lacks clarity in their assessment | Results are vaguely described AND the student lacks clarity in their assessment | Student is unable to report the results of the study with any clarity and does not give an appropriate assessment |
| Recommendations  5 points | Clear statement of the authors’ and the student’s recommendations | Authors’ recommendations are clearly reported but the student’s recommendations are vague, illogical or impractical | Authors’ recommendations are clearly reported but the student has only one recommendation | Authors’ recommendations are vaguely reported and the student has only 1 vague recommendation | Student does not offer any recommendations and does not report the authors’ recommendations accurately. |

Research and Practice Evaluation for Social Workers

SW XXXX CRN

|  |  |
| --- | --- |
| **Professor’s Name:** | **Class Day/Time:** |
| **Office Hours:** | **Class Building/Room:** |
| **Email:** | **Office Number: 327 Smith Building** |
| **Phone** | **Office Location: Social Work Department** |

**Course Description: SW XXXX** will present an overview of the concepts of research and the evaluation of health care professional practice. Students will learn how professionals conduct the evaluation of their own practice, and how they research issues related to professional practice (for example, needs assessments). They will apply statistical methods to understand the relationship between variables in quantitative research, and will learn how to use qualitative methods to obtain an understanding of the participant’s lived experience. Students will learn to apply critical thinking methods to research articles and case studies.

Prerequisites: SO 3383 or other social statistics class

**Course Objectives and Learning Outcomes:**

**Students will be able to:**

1. Explain the importance of research and program evaluation in developing professional programs and practice (exams and assignments)
2. Demonstrate an understanding of the steps of the scientific method (exams, research proposal)
3. Critically evaluate research reports, and articles from the professional literature (assignments)
4. Select appropriate research methods for the research question (assignments, exams, research proposal)
5. Demonstrate an understanding of the process of designing a research project to assist health care professional practice (research proposal)

**COMPETENCIES AND PRACTICE BEHAVIORS**

The following Council of Social Work Education Competencies are addressed in this course.

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

**TEACHING METHODS**

This course will incorporate a variety of teaching methods. These methods may consist of lecture, discussion, audiovisual materials, small group exercises, and use of internet sources. A variety of case examples will be used to exemplify the concepts that are discussed. Students are expected to be active in the learning process. Not all readings will be reviewed directly in class. Students are expected to demonstrate their mastery of course content, including reading material, through class discussion, written assignments, and examinations.

Research is anxiety-provoking for many students. Many students have found that working together in study groups is useful. Bring your questions to class or to office hours

Unfortunately, we are not permitted to eat and drink in the classrooms, because of the risk to students with food allergies. Peanut and seafood allergies can kill within minutes.

**Required Text:**

Allen Rubin and Earl Babbie, *Essential Research Methods for Social Work* 4th ed. 2016 Cengage Learning ISBN 978-305-10168-5

Supplemental readings as posted in Blackboard. \*

**COURSE REQUIREMENTS AND ASSIGNMENTS**

1. **Planning an evaluation of social work practice- 250 points**
2. **Examinations- 3, each worth 100 points 300 points**
3. **Reading a research article (2) 200 points**
4. **Weekly assignments (10 points each) 150 points**
5. **Professionalism 100 points**

**EVALUATION OF LEARNING & GRADING**

Overall Grading Scale:

**A 900-1000 points**

**B 800-899 points**

**C 700-799 points**

**D 600-699 points**

**F 599 points and below**

1. **Planning an evaluation of social work practice**

Each student will plan a study that could be conducted to evaluate social work practice. Each section of the study will be submitted separately throughout the semester, and graded in sections. Please note: you will not be actually carrying out this study, but planning a study that could be carried out if we had more time.

Directions for Paper:

a)\_\_ (Maximum of ½ page; 20 Points) **Introduction**. Introduce your paper and what your paper will consist of. Describe the area of practice you would like to study and explain why it would be important for social workers to know more about this area of practice.

b) \_\_ (1 ½ to 2 pages; 30 points) **Section 1: Literature Review**. Use the professional, peer-reviewed literature to find out what is already known about this topic. Sources should be no older than 2013, and you should include at least five sources. Include a bibliography page listing your sources.

b) \_\_ (1 page; 20 points) **Section 2: Research Question.** Based on what you learned in the literature review, identify what you wish to learn as a result of your study. Specify the research questions you wish to answer.

d) \_\_ (2 pages; 60 points) **Section 3: Sampling:** How will you obtain your sample for your study?

e) \_\_ (2 to 3 pages; 60 points) **Section 4: Methodology** What will you be doing to answer your research question?

f) \_\_ (1 ½ pages; 60 points) **Section 5: Data Analysis** Describe the methods of analysis that you will use to analyze the data you collect.

1. **Examinations**

There will be three examinations, each covering the concepts from one-third of the class. Exams will include both objective questions such as multiple choice, and subjective questions, such as short answer.

1. **Reading a research article**

Students will be assigned a research article to read. They will then submit an explanation of the article in their own words. Cutting and pasting from the article is unacceptable, as the purpose of the assignment is to verify your skills at gleaning information from the professional literature. This paper will not exceed three pages, double-spaced.

* 1. Introduction-10 points. Give an overview of the article, explaining the purpose of the research study and what the authors were trying to achieve.
  2. Literature review-20 points. Explain what the authors are telling you about what is already known, and how that information serves as a foundation for their research.
  3. Methodology- 25 points. State the research question that the authors are attempting to answer, and explain what they did to answer the question. How did they obtain their sample? How did they operationalize their concepts? Do you think these decisions were good ones, or did they leave something out?
  4. Data analysis-20 points. How did the authors analyze their data? If quantitative, what were the statistical tests they used, and were these tests appropriate? If qualitative, did they use a computer analysis program, and what were the codes they used?
  5. Results-20 points. What were the results and conclusions the authors reached? Did their data support their research questions? If not, did they theorize about why? Do you think that their conclusions were well-supported by the data?
  6. Recommendations- 5 points. What were the authors’ recommendations for future study? What would you recommend?

1. **Weekly assignments**

A question about the content being covered that week will be posted online for students to answer prior to the beginning of the next class.

1. **Professionalism.**

Students will be expected to participate in all class activities and when called on by the instructor. Students will be deducted participation points for egregious cynicism and negativity, for not allowing the participation of other students, and for unproductive or sarcastic comments that do not contribute to an academic environment. A student does not have to speak in every class to receive participation points; listening can be an important component of learning. But consistently not participating in class will result in no participation points. Nonparticipation covers such activities as napping, listening to headphones, texting, watching YouTube, or chatting with your neighbor.

**WRITTEN ASSIGNMENTS**

All written assignments must follow APA\* guidelines regarding formatting of the paper, proper citations, and so forth. Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. Those who have difficulty writing are STRONGLY encouraged to contact the Writing Lab.

\*American Psychological Association. (2009). *Publication manual of the American psychological association, 6th ed.* Washington, DC.

**Examples of APA, Academic References**

-----------------------------------------------------------------------------------------------

***Book:***

**Correct Reference:**

Steinberg, T. (2000). *Acts of god: The unnatural history of natural disaster in America.* New York, NY: Oxford University Press.

**Citing in text:**

Vickie Travis saw her mobile home park as a forgotten community: “Our children have to walk in this

water to catch the school bus…” (Steinberg, 2000, p. 108).

**OR**

Steinberg (2000, p.108) reported a resident of a mobile home community as saying the children in the

community had to walk through standing water to catch the school bus.

--------------------------------------------------------------------------------------------------

***Book Chapter (by author(s) of an edited book):***

**Correct Reference:**

Robins, L.N., Tipp, J., & Przybeck, T. (1991). Antisocial personality. In L.N. Robins & D.A. Regier (Eds.), *Psychiatric disorders in America: The epidemiologic catchment area study* (pp. 258-290)*.* New York, NY: The Free Press.

**Citing in text:**

Antisocial personality does not necessarily correlate with imprisonment (Robins, Tipp, &Przybeck,

1991).

**OR**

Robins and colleagues (1991) found that antisocial personality did not necessarily correlate with

imprisonment.

---------------------------------------------------------------------------------------------------------

***Journal Article:***

**Correct Reference:**

Morton, L.G. II, & Cunningham-Williams, R.M. (2009). The capacity to give informed consent in a homeless population with developmental disabilities. *Community Mental Health Journal, 45*(5), 341-348.doi:10.1007/s10597-009-9184-9

**Citing in text:**

Morton and Cunningham-Williams (2009) found that the inability to understand the informed consent

process was associated with lower educational attainment, chronic homelessness, and mental

retardation diagnosis.

**OR**

Studies have shown that many homeless persons with developmental disabilities have the ability to give

informed consent if the process is broken down for them (Morton & Cunningham-Williams, 2009).

**ABSENCES.** Students should schedule their personal business so that it does not interfere with class attendance. However, there may be some times in which you cannot attend due to an unavoidable emergency. Therefore, you will have two personal excuses before absents affect your professionalism grade. Please have the courtesy to let me know, as soon as you know you will not be able to attend. If you are ill with a contagious disease, please do not come to class and spread it to your classmates. Please make arrangements for another student to take notes for you if you have to be absent.

**LATE ASSIGNMENTS.**  **Late assignments will** **NOT be accepted** without documentation of an unavoidable crisis. Examples of such a crisis would be the same reasons that your future employers would excuse you from work: a death in your family, hospitalization or serious illness. Plan for all foreseeable crises ahead of time, and don’t leave completing your work to the last minute.

**DISBILITY ISSUES.** Students who require academic adjustments in the classroom due to a disability must first register with ASU Disability Services. Following registration and within the first two weeks of class, please contact Dr. Jennifer Rice-Mason at 972-3694 to discuss appropriate accommodations. Appropriate arrangements can be made to ensure equal access to this course.

**Plagiarism Policy:** Arkansas State University, as an academic community striving towards the highest in professionalism and personal achievement for its students, in no way condones cheating or plagiarism. In accordance with that philosophy and practice stance, the position of the University is that cheating or plagiarism (to practice fraud, act dishonestly, or falsely claim the work of others' as one's own) so diminishes not only the ideal but also the practice of academic excellence as to merit immediate and negative sanction. Thus, be sure that all written assignments are in one's own words, except where otherwise cited. When excerpts from other authors are used, direct quotes must include the source, date, and page number (s) and must be cited according to APA guidelines. Overreliance on quotes, even if properly cited, constitutes plagiarism as you are essentially presenting the work of others as your own. Non-compliance with these requirements constitutes plagiarism. Plagiarism will result in severe penalties including failing the assignment, the course, or dismissal from the program

**Cheating:** The use of electronic devices, books, notes, and/or communicating with other students during an exam (whether on-line or in class) constitutes cheating, unless other guidelines have been specified by the instructor. Cheating on an exam will result in severe penalties ranging from failing the examination to dismissal from the program.

**POLICY REGARDING COURSE INCOMPLETE.** Students are to complete all work by the final class session. Incompletes are not granted automatically. Incompletes are assigned only in cases of illness, accident, or other catastrophic occurrences beyond an individual’s control. The student is responsible to request, in writing, an incomplete prior to any University or Department of Social Work deadline for such requests and comply with all written and procedural requirements related to such a request. Anyone not complying with the institution’s requirements related to incompletes will receive a NCR or F for the class.

**CELL PHONE POLICY AND TEXTING.** All cell phones must be silent during class. All cell phones and other electronic equipment (ear phones) must be silent and out of sight during exams. A visible or audible cell phone during exams will result in expulsion from the class that day and from the exam. Please remove earphones as the class begins.

**CLASSROOM DISRUPTION.** Students are encouraged not to habitually arrive late to class, leave during class, or leave early this will cause continuous disruptions. If this occurs, the professor will bring this behavior to the students’ attention in hopes to make other arrangements to prevent this behavior from reoccurring. If the student finds this behavior is unavoidable occasionally, the student should explain this need to the professor prior to the disruption. If a student is disruptive in their behavior, the professor will talk with the student. The student will be given a referral as deemed appropriate by the department of social work. If you have a medical condition that means you cannot wait until the break or end of class, please let me know. Otherwise, please do not routinely leave the class for bathroom breaks, or to purchase refreshments. There will be adequate break time for these activities.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Topic** | **Readings** | **Assignment Due** |
| **1** | **Why study research?** | **Chapter1** |  |
| **2** | **Evidence-based practice** | **Chapter 2** | **Introduction** |
| **3** | **Quantitative, Qualitative and Mixed Methods** | **Chapter 3** | **Reading a research article 1** |
| **4** | **Factors affecting the research process** | **Chapter 4** | **Literature Review** |
| **5** | **Ethics in research** | **Chapter 5** | **Exam 1** |
| **6** | **Culturally competent research** | **Chapter 6** |  |
| **7** | **Problem Formation** | **Chapter 7** | **Reading a research article 2** |
| **8** | **Measurement** | **Chapter 8** | **Research Question** |
| **9** | **Measurement  Instruments** | **Chapter 9** |  |
| **10** | **Surveys** | **Chapter 10** | **Exam 2** |
| **11** | **Sampling** | **Chapter 11** |  |
| **12** | **Experiments and Quasi-experiments** | **Chapter 12** | **Sampling** |
| **13** | **Single case designs** | **Chapter 13** |  |
| **14** | **Program Evaluation** | **Chapter 14** | **Methodology** |
| **15** | **Data Analysis** | **Chapter 17** | **Exam 3**  **Data Analysis** |

**It is advisable for students to use the weeks during which they do not have to be preparing an assignment, for reading ahead in the text.**

**Bibliography**

Austin, D. (1992). Findings of the NIMH task force on social work research. *Research on Social*

*Work Practice, 2,* 311-322.

Allen-Meares, P., & Lane, B. (1987). Grounding social work practice in theory: Ecosystems.

*Social Casework, 68,* 515-521.

Anastas, J.W. & MacDonald, M.L. (1994). Research design for social work and the human

services. New York: Lexington Books.

Berlin, S., & Marsh, J. (1993). *Informing practice decisions*. New York: Macmillan.

Bloom, M., & Fischer, J. (1982). *Evaluating practice: Guidelines for the accountable*

*professional*. Englewood Cliffs, NJ: Prentice-Hall.

Blythe, B., Tripodi, T., & Briar, S. (1994). *Direct practice research in human service agencies*.

New York: Columbia University Press.

Carballow-Diequez, A. (1989). Hispanic culture, gay male culture, and AIDS: Counseling

implications. *Journal of Counseling & Development, 68,* 26-30.

Cournoyer, D.E., & Klein, W. C. (2000). *Research methods for social work*. Boston:Allyn &

Bacon.

Dziegielewski, S.F., Thyer, B.A. (1999). Short-term treatment: Models and methods. In J.

Williams & K. Ell, *Advances in Mental Health Research*. Washington, D.C.: NASW Press.

Dziegielewski, S.F. (1991). Social group work with family members who have a relative

suffering from Dementia: A controlled evaluation, *Research on Social Work Practice, 1*(4), 358-370.

Fanshel, D., Marsters, P., Finch, S., & Grundy, J. (1992). Strategies for the analysis of databases

in social service systems. In A. J. Grasso & I. Epstein (Eds.), *Research utilization in the*

*social services* (pp. 301-323). New York: Haworth.

Fischer, J. & Corcoran, K. (1994). *Measures of clinical practice: A source book*. (2nd edition) (2

volume set). New York: Free Press.

Gergen, M. (Ed.) (1988). *Feminist thought and the structure of knowledge*. New York:

University Press.

Gibbs, L. (1991). *Scientific reasoning for social workers*. New York: Macmillan.

Goldstein, H. (1986). Toward the integration of theory and practice. *Social Work, 31,* 352-357.

Grinnell, R.M. (1997). *Social Work Research & Evaluation: Quantitative and Qualitative*

*Approaches.* Itasca, IL: F.E. Peacock Publishers.

Hudson, W. (1987). *The clinical assessment system*. Tallahassee, FL: Walmyr.

Jick, T. (1983). Mixing qualitative and quantitative methods: Triangulation in action. In J. Van

Maanen (Ed.), *Qualitative methodology* (pp. 135-148). London: Sage Publications.

Karger, H. (1983). Science, research, and social work: Who controls the profession? *Social*

*Work, 28,* 200-205.

Karph, M. (1931). *The scientific basis of social work*. New York: Columbia University Press.

Kirk, J.,& Miller, M. (1986). *Reliability and validity in qualitative research*. London: Sage

Publications.

Loiacano, D. (1989). Gay identity issues among black Americans: Racism, homophobia, and the

need for validation. *Journal of Counseling & Development, 68*, 21-25.

McCall, G., & Simmons, J. (Eds.). (1969). *Issues in participant observation*. Raading, MA:

Addison-Wesley Press.

Minnich, E. (1990). *Transforming knowledge*. Philadelphia, PA: Temple University.

Penka, C., & Kirk, S. (1991). Practitioner involvement in clinical evaluation. *Social Work, 36*,

513-518.

Reid, W., & Bailey-Dempsey, C. (1994). Content analysis in design and development. *Journal of*

*Research on Social Work Practice, 4*, 101-114.

Silberman, D. (1994). *Interpreting qualitative data*. Newbury Park, CA: Sage Publications.

Suh, E.K., & Abel, M. (1990). The impact of spousal violence on the children of the abused.

*Journal of Independent Social Work, 4*(4), 27-34

Weick, A. (1983). Issues in overturning the medical model of social work practice. *Social Work*,

*28*, 467-471.

Wodarski, J.S. (1997). *Research methods for clinical social workers*. New York: Springer.