

**University of Utah
College of Social Work
Bachelor of Social Work Program**

Social Work 4401: Social Work Research and Evaluation (3 credit hours)

Required Materials

Dudley, J. R. (2014). *Research methods for social work: Being producers and consumers of research (4th Ed)*. Thousand Oaks, CA: Sage Publications, Inc.

All other course material will be made available to students via CANVAS and/or through Marriott Library.

Course Description

This course strengthens students' capacity to use a scientific and analytic approach to knowledge building. It includes knowledge, skills, and values needed to be an effective consumer of research, as well as to evaluate one's social work practice. It covers qualitative and quantitative research methods and the use of appropriate technological systems to analyze, store, and retrieve information.

Course Objectives

At the conclusion of this course, students will be able to:

1. Explain the philosophies and perspectives underlying research and evaluation;
2. Explain ethical issues associated with using and conducting research and evaluation in social work practice;
3. Explain the role of social work values in research and evaluation;
4. Critically analyze research findings and be effective consumers of, and contributors to, social work research;
5. Demonstrate an understanding of basic social work research and evaluation skills pertinent to the social work profession: a) formulation of research problems, b) formulation of research questions, c) use of various research methods and designs (i.e., survey research, field research, secondary data, and single-subject, experimental and quasi-experimental designs), d) use of various sample designs and measurement techniques, e) data collection and analysis, and e) interpretation of research results;
6. Determine feasibility, practicability, and generalizability of research findings.

Prerequisites

SW 3000: Applied Social Work Statistics

Council on Social Work Education (CSWE)

CSWE is the accrediting body for undergraduate and graduate social work programs in the United States. They developed the Educational Policy Accreditation Standards (EPAS) by which curriculum and programs are assessed and accredited (See Appendix A).

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, (801) 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification from the Center for Disability Services.

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the University Counseling Center (801) 581-6826 and/or Center for Student Wellness (801) 581-7776.

Violence and Harassment

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kind of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office Equal Opportunity and Affirmative Action, 135 Park Building, (801) 581-8365, or the Office of the Dean of Students, 270 Union Building, (801) 581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, (801) 581-7776. To report to the police, contact the Department of Public Safety, (801) 585-2677 (COPS).

Dogs on Campus

The University of Utah requires that all animals on campus must be on a leash and under constant supervision and control. Except for service animals, no animals are permitted in University of Utah buildings or facilities. Animals may not disrupt or interfere with classroom teaching. For further information please review Policy 3-231 Control of Animals on Campus, which may be found at (<http://regulations.utah.edu/administration/3-231.php>). Questions about specific situations should be directed to the Center for Disability Access at (801) 581-5487.

Gender Pronoun and Name Preferences

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu

to schedule a time to drop by. The LGBT Resource Center hours are Monday through Friday 8:00am-5:00pm, and 8:00am-6:00pm on Tuesdays.

Veteran Center

If you are a student veteran, the University of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: Monday through Friday 8:00am-5:00pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason.

Learners of English as an Additional/Second Language

If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class. In addition, please know that you are welcome to consult with Elizabeth Perez, Academic Advisor, BSW Program. Elizabeth may be reached at elizabeth.perez@utah.edu.

Academic Integrity Statement

Student Code of Conduct: While scholastic dishonesty is not anticipated, students shall be subject to The University of Utah's policy on this subject. See Code of Student Rights and Responsibilities Policy at <http://www.admin.utah.edu/ppmanual>. Students are encouraged to familiarize themselves with this policy and standards. Please note that academic misconduct violates the NASW Code of Ethics, and represents a failure to achieve learning outcomes related to, social work ethics and professional conduct.

Academic Misconduct

The College of Social Work does not permit or tolerate academic misconduct. The following information is drawn from the University of Utah's Code of Student Rights and Responsibilities (<http://www.regulations.utah.edu/academics/6-400.html>):

"Academic misconduct includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

1. Cheating involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include, but are not limited to, copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and

before resubmitting it, or violating any rules relating to academic conduct of a course or program.

2. Misrepresenting one's work includes, but is not limited to, representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.
3. Plagiarism means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.
4. Fabrication or falsification includes reporting experiments or measurements or statistical analyses never performed; manipulating or altering data or other manifestations of research to achieve a desired result; falsifying or misrepresenting background information, credentials or other academically relevant information; or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results."

Academic misconduct will not be tolerated in any form. If you have concerns please let me know.

Official Drop/Withdrawal

The last day to drop classes is January 18, 2019; the last day to withdraw from this class is March 8, 2019. Please check the academic calendar for more information pertaining to dropping and withdrawing from a course. Withdrawing from a course and other matters of registration are the student's responsibility.

Attendance

In all BSW courses, much of the learning is experiential—occurring through classroom interaction and discussion. Given this, attendance in all classes is a requirement. *Students with three (3) or more absences in a semester-length course will not be able to pass the course, thereby resulting in dismissal from the BSW Program.*

Content Accommodation

The content of this course is largely mandated by the requirements of CSWE. In accordance with University of Utah policy, students are encouraged to familiarize themselves with these requirements before requesting substantive content accommodations. In addition, please know that you are welcome to consult with Elizabeth Perez, Academic Advisor, BSW Program. Depending on your situation, she may recommend campus resources, a change in course schedule, or other forms of assistance. Elizabeth may be reached at elizabeth.perez@utah.edu.

Instruction and Learning Methods

The primary teaching methods utilized in the course include lectures, small and large group exercises, experiential exercises, group and community meetings, electronic media, guest speakers, and film/media. Students will have numerous opportunities to examine issues of individual interest that support their professional development. Students are responsible for their own learning; as such, students are expected to attend class and participate in a manner that will help them achieve the learning goals, objectives and practice behaviors for the course. This course requires critical thinking, skillful writing composition, and verbal discourse, where knowledge and information is shared with others.

Course Expectations

1. Student Expectations: Students are expected to demonstrate professional behavior, which means: attending class; arriving to and leaving class at the scheduled time; informing the instructor when leaving class early (please do so minimally), turning cell phones to silent, vibrate, or off; not texting, emailing, tweeting, etc. in class; coming to class alone and without children, family, and friends who are not registered in the course; returning to class on-time after breaks; coming prepared to participate in class discussion; asking questions and/or giving feedback; limiting the use of laptop computers (with the exception of taking class notes) and other electronic devices; engaging in courteous communication with instructors and peers inside and outside of the classroom; and showing respect for others' opinions. **If your use of electronic devices is distracting to anyone in the classroom, including the instructor, you will be asked to turn off the device and/or leave the classroom.** When communicating with instructors or peers, in person or electronically, please be aware that standards of professional behavior apply. Integral to higher education is the exchange of ideas, which may include new, controversial and/or diverse ideas, and sometimes we will not agree with the ideas we encounter in readings, discussions, or class presentations. However, under all circumstances, we will treat others with respect and act professionally. Students are responsible for their own learning and contributing to a larger learning community in the classroom. It is imperative that students be present in order to learn valuable skills for social work practice.
2. Instructor Expectations: Instructor is expected to demonstrate professional behavior, which means: attending class; arriving to and leaving class at the scheduled time; informing students of changes to the course syllabus; informing students of changes to the class schedule; providing students with classroom time to work on course assignments; providing clear expectations on course assignments; providing clear and concise feedback on course assignments; returning assignments to students in a timely manner, and replying promptly to e-mail. Integral to higher education is the exchange of ideas, which may include new, controversial and/or diverse ideas, and sometimes we will not agree with the ideas we encounter in readings, discussions, or class presentations. However, under all circumstances, we will treat others with respect and act professionally.
3. Course Assignments: All written assignments are due at the beginning of class on the date specified in this syllabus. All written assignments are to be submitted electronically via CANVAS. All written assignments that are submitted late will receive a zero (0) unless you have communicated with me at least five (5) days prior to the due date. All written assignments will be checked using anti-plagiarism software. The instructor reserves the right to grant an extension on course assignments. If the student anticipates that an extension is necessary (i.e., medical, personal, and/or familial), the student is strongly expected and encouraged to

communicate with the instructor sooner rather than later. No extension requests will be approved on assignments that are due within the next 48 hours.

4. **Incompletes:** In accordance with University of Utah policies and procedures, Incomplete Grades are strongly discouraged. The University of Utah requires that a student has completed a minimum of 80% of the required course work before the instructor may grant an Incomplete. Please speak with the instructor before assuming an Incomplete will be granted.
5. **Safety:** As part of professional social work education, students will have assignments that involve working in agency settings and engaging with the community. As such, 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 agency and/or community safety. Students should notify the appropriate authority regarding any safety concerns.
6. **Confidentiality:** Personal disclosure is not an expectation or requirement of this course. However, it may be appropriate for students to share information during class as it relates to learning about a particular topic. Students are expected to adhere to all professional standards of confidentiality during the semester.
7. **E-mail Correspondence:** It is preferable that e-mail correspondence to the instructor come from a UMail account (ending in @ utah.edu). E-mail from non-UMail accounts may go to the instructor's junk mail folder, which will not be reviewed. Senders must also validate that all submitted documents are in readable format (i.e., Microsoft Word). Please do not use Google docs, etc. as the formatting may be altered when opened with MS Word. If the instructor receives corrupted documents, the instructor will inform the sender and the sender will be responsible for submitting a readable document. The use of e-mail correspondence has created expectations that the receiver of an e-mail receives and reads every e-mail within seconds of its activation by the sender. Unfortunately, these expectations are unreasonable for most people. The instructor will respond to e-mail correspondence in a timely manner and expects that students will respond in a similar fashion. "Timely" means within 72 hours. If you do not receive a response within this time frame, please re-send your e-mail and/or contact the instructor by phone.
8. At the end of the semester, students will have the opportunity to evaluate the course and the instructor using the official University of Utah course and instructor evaluation.

Grading

The University of Utah adheres to the following grading policy, which will be applied in this course:

| | | | |
|-------------|-------------|-------------|-------------|
| A = 100-94% | B = 86-84% | C = 76-74% | D = 66-64% |
| A- = 93-90% | B- = 83-80% | C- = 73-70% | D- = 63-60% |
| B+ = 89-87% | C+ = 79-77% | D+ = 69-67% | E = <60% |

Grading in this course is based upon the following assignments. Since all graded assignments are related directly to course objectives, failure to complete any assignment may result in an unsatisfactory course grade. In accordance with the policy of the BSW Program, students earning a grade at or below 73% (C-)

will be subject to dismissal from the program. Please consult with Elizabeth Perez, Academic Advisor, BSW Program and/or review the BSW Student Handbook for more details. Elizabeth may be reached at elizabeth.perez@utah.edu.

Course Assignments

Preparedness, Participation, and Contribution to Class (Individual Assignment: 2 points each x 9 discussions)

Since this is an online course, we will use the discussion tool extensively to ensure that readings are completed and understood, as well as to highlight specific activities that are important for research. Each discussion that you complete will be worth up to 2 points—for a total of 18 points. There will be discussions available each week, and they will link to the lecture materials and readings. For each discussion, you will need to cite the page in the text for which you are basing your answer. These discussions will be 6 to 8 sentences in length and will address your understanding of the readings. They will be due every Monday beginning on January 14, 2019 and ending on April 29, 2019.

Due Date: Ongoing

Assignment Points: 18 total

CITI training (Individual Assignment)

All researchers must complete ethics training. For this assignment, you will need to complete the CITI training available on the University of Utah's Institutional Review Board website.

- Go to the IRB website (<http://irb.utah.edu/>)
- On the left side of the page, click on training
- Click on the Collaborative IRB Training Initiative (#1 on the screen)
- Register for an account
- Select the social/behavioral science option
- Get started (you may start and stop as you need to)
- Post your certificate of completion on Canvas

Due Date: Monday, 1/28/19

Assignment Points: 7 Points

Reflections (Individual Assignment)

There will be three short reflection papers this semester. These papers will ask you to consider what you hope to gain from this course, what you are gaining/learning from the course, and how you will use the information from this course in your future work as a social worker. These reflections will be worth 3 points each, and are mainly checking in with you to be sure the materials are meeting your needs. The questions will be posted on the individual assignments discussion. For each reflection, please post at least six sentences answering the questions posed.

Due Dates: Monday, 1/14/19, 3/4/19, 4/22/19

Assignment Points: 3 points x 3 reflection papers (9 points total)

Article Critiques (Individual Assignment)

For this assignment, you will need to review and critique three articles that deal with the following types of research processes: 1) qualitative study, 2) cross-sectional/survey study, and 3) controlled study design. Due dates for each critique are listed below. See the guidelines (checklist) for each of the methods you will need to review. I recommend linking these articles to your research topic for your group's research project. We will have talked about these types of studies, and I will provide an example of one of these critiques from which to work. The assignment entails:

- Identifying an article with the specific methods/study design
- Reading the article
- Completing the critique (checklist) with complete article
 - Citation in APA
 - Appropriate page numbers for your answers
- Providing a summary paragraph explaining your answers
- Uploading article and completed checklist on Canvas

Due Dates: Linked to Lectures

- | | |
|----------------------------------------------|------------------------|
| • Critique of a qualitative study | Monday, 2/4/19 |
| • Critique of a cross-sectional/survey study | Monday, 4/1/19 |
| • Critique of a controlled study design | Monday, 4/15/19 |

Assignment Points: 15 Points Total (5 points each article)

Research Project (Group Assignment)

For this assignment, you will work with a group of up to four students to create a survey, administer the survey to respondents (n=20), analyze the data, and present results to the class. I recommend using the Grand Challenges in Social Work as a guide for topic area identification. For each component of the project, you will submit a draft document on specific due dates that I will approve before you move on to the next piece.

The project document will be framed in a number of components. For papers, please use double spacing in Times New Roman 12 font. Remember to use APA style for in-text citations and referencing. We have provided the link to the OWL at Purdue for your reference about styles.

Section 1: Literature Summary (6 double spaced pages + at least 10 references) (6 points)

- Identify a topic of interest for research project
- Draft a literature summary about topic area
- Draft a research question to answer
- List references using APA formatting

Section 2: Methods and Data Analysis (4 double spaced pages) (methods + analysis + 2 graphics; survey document in appendix) (6 points)

- Draft a survey to use (5-6 demographic questions + 10 close-ended questions + 3-4 open-ended questions)
- Identify sample population (i.e., age, ethnic/racial status, gender/sex, other pertinent indicators)
- Administer the survey
- Analyze survey data
- Provide discussion on methods used
- Develop 2 graphics (quantitative + qualitative)
- Discuss graphics and their meanings

Section 3: Executive Summary (2 single-spaced page) (executive summary about project findings and links to social work education, policy, practice, and research) (6 points)

- Write an executive summary about project findings
- Use headers: Literature Overview, Methods, Findings, and Conclusions
- See example on Canvas

Due Dates:

- **Section 1: Monday, 2/25/19**
- **Section 2: Monday, 4/22/19**
- **Section 3: Monday, 4/29/19**

Assignment Points: 18 Points

Final PowerPoint Presentation (Group Assignment)

This final presentation will be a VLOG or PPT with audio recording about your group's research findings and should last about 10 minutes. It should include the following:

- A summary of the relevant literature
- The research question
- Important variables and how they were operationalized
- How sample was chosen
- How sample was recruited
- Data collection
- Data Analysis
- Results
- Lessons learned

I will expect to see the following slides (about 12 to 14 slides total) for your presentation:

- Title slide with names of group members and title of presentation
- Overview slide explaining what the presentation is about
- Slides for the items that need to be address (see above)
- Reference slides

The presentation will need to be posted on Canvas and will be 10-minutes in length. Remember that slides for presentations are talking points only—do not make the slides too busy and/or crowded. Everyone in the group will be expected to speak on at least one slide. I look forward to hearing about your group’s research findings and how it applies to social work.

Due Date: Monday, 5/6/19

Assignment Points: 10 Points

Zoom Meetings (Individual & Group Assignments--2 points + 3 points + 3 points)

You will be participating in three Zoom meetings over the course of the semester. These meetings are to ensure that questions about the course are discussed as well as to ensure that the group assignments are moving along well. You will have one individual Zoom meeting and two group Zoom meetings with your instructors. We will post days we are available to meet and assist you in setting up these meetings. The individual Zoom meeting is worth 2 points. Each group Zoom meeting is worth 3 points. Thus, the total for these meetings is 8 points.

Peer Review of Group Research Project (Individual Assignment--5 points x 3 reviews)

Working in a group can be taxing. For this assignment, you will reflect on your own participation in the research project process. In addition, you will reflect on the members of your group. Please complete the sheet evaluating you and your group members. You will submit 3 group reviews. **This information will be seen only by me, and gives you an opportunity to discuss with me about the group process.** If more than two people in your group evaluate your participant as below an 18, I will mark off one letter grade from your research project points. Remember group work is about working effectively as a group.

Due Dates:

- **Literature Review:** **Monday, 2/25/19**
- **Survey Completion:** **Monday, 4/22/19**
- **Presentation Development & Completion:** **Monday, 4/29/19**

Assignment Points: 15 Points

The maximum course points allotted for the required assignments are as follows:

| | |
|-------------------------------------------------------------------------------|-----------|
| Preparedness, Participation, and Contribution to Class (Discussion Responses) | 18 points |
| CITI training | 7 points |
| Reflections | 9 points |
| Article Critiques | 15 points |
| Zoom meetings (individual x1 + group x 2) | 8 points |
| Research Project | 18 points |
| Final Power Point Presentation | 10 points |

| | |
|---------------------------------------|------------|
| Peer Review of Group Research Project | 15 points |
| Total Points | 100 points |

Comprehensive Course Outline: Weekly Topics

Week 1: 1/7/19 Social Work and Research

Learning Objectives:

- Describe and discuss the role of social workers in consuming and producing research.
- Compare the difference between inductive and deductive research.
- Compare the difference between qualitative and quantitative research methodologies.

Required Readings:

Dudley, J.R. (2011). Why social workers need research. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 1-18). Boston, MA: Pearson.

Dudley, J.R. (2011). Philosophies and perspectives about research. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 19-35). Boston, MA: Pearson.

Week 2: 1/14/19 Program and Practice Evaluation

Learning Objectives:

- Define evaluation.
- Describe and discuss the purpose and different types of evaluation in social work.
- Describe and discuss the steps and stages associated with evaluation.

Required Readings:

Dudley, J.R. (2011). Program and practice evaluation. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 285-312). Boston, MA: Pearson.

Week 3: 1/21/19 MLK Birthday—No Class

Week 4: 1/28/19 Understanding Research Designs

Learning Objectives:

- Describe and discuss the different types of research study designs.

Required Readings:

See article & YouTube Videos on Canvas

Week 5: 2/4/19

Research Ethics and Social Work's Mandates

Learning Objectives:

- Describe and discuss ethical problems in research.
- Describe and discuss ethical safeguards in research.
- Describe and discuss mandates associated with social work.

Required Readings:

Dudley, J.R. (2011). Research ethics and social work mandates. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 36-58). Boston, MA: Pearson.

Week 6: 2/11/19

Understanding the Research Topic

Learning Objectives:

- Describe and discuss issues affecting the topic selection.
- Describe and discuss research topics and social work.
- Describe and discuss approaches and strategies to completing a literature review.
- Conduct a literature search using various research databases.

Required Readings:

Dudley, J.R. (2011). Understanding the research topic. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 59-75). Boston, MA: Pearson.

Week 7: 2/18/19

President's Day Holiday—No Class

Week 8: 2/25/19

Focusing a Research Study

Learning Objectives:

- Compare the difference and utilization of different types of research study designs.
- Construct a research study hypothesis/hypotheses.
- Consider single subject design for practice.

Required Readings:

Dudley, J.R. (2011). Focusing a research study. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 105-121). Boston, MA: Pearson.

Week 9: 3/4/19

Defining and Measuring Concepts

Dudley, J.R. (2011). Constructing observational studies. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 172-184). Boston, MA: Pearson.

Week 13: 4/1/19 **Collecting the Data**

Learning Objectives:

- Compare the difference in collecting quantitative and qualitative data.
- Practice facilitating an interview session, constructing a questionnaire, and conducting an observation.

Required Readings:

Dudley, J.R. (2011). Collecting the data. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 210-220). Boston, MA: Pearson.

Week 14: 4/8/19 **Quantitative Data Analysis**

Learning Objectives:

- Describe and discuss descriptive, bivariate, and multivariate statistical analyses.
- Compare the difference and utilization of descriptive, bivariate, and multivariate statistical analyses.
- Practice coding and analyzing quantitative data.

Required Readings:

Dudley, J.R. (2011). Quantitative data analysis. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 221-246). Boston, MA: Pearson.

Week 15: 4/15/19 **Qualitative Data Analysis**

Learning Objectives:

- Describe and discuss the various types of qualitative analysis.
- Compare the difference and utilization of the various types of qualitative analysis.
- Practice coding and analyzing qualitative data.

Required Readings:

Dudley, J.R. (2011). Qualitative data analysis. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 247-268). Boston, MA: Pearson.

Week 16: 4/22/19 **Preparing the Report**

Learning Objectives:

- Describe and discuss the tasks associated with preparing and submitting a written report.
- Describe and discuss the tasks associated with preparing and facilitating an oral presentation on the report.

Required Readings:

Dudley, J.R. (2011). Preparing the report. In J.R. Dudley (Ed.), *Research methods for social work: Being producers and consumers of research (updated edition)* (2nd ed., pp. 269-284). Boston, MA: Pearson.

Week 17: 4/29/19 Group Presentations**Learning Objectives:**

- Prepare and facilitate a professional presentation.
- Conduct a professional evaluation of their peers' presentations.

Condensed Course Outline: Weekly Topical Area and Assignment Due Dates

| Week | Date | Topical Area | Assignment |
|------|------|----------------------------------------------|------------------------------------|
| 1 | | Introduction | N/A |
| 2 | | Historical and Theoretical Developments | CITI Training |
| 3 | | Understanding Group Dynamics | Research Project |
| 4 | | Leadership and Diversity | CITI Training |
| 5 | | Planning the Group and Group Beginnings | Research Project |
| 6 | | Assessment | Survey Development |
| 7 | | Treatment Groups: Foundation Methods | Article Critiques |
| 8 | | Treatment Groups: Foundation Methods (cont.) | Article Critiques |
| 9 | | Treatment Groups: Specialized Methods | Article Critiques |
| 10 | | Task Groups: Foundation Methods | Research Project |
| 11 | | Task Groups: Foundation Methods (cont.) | Research Project |
| 12 | | Task Groups: Specialized Methods | Research Project |
| 13 | | Ending the Group's Work and Evaluation | Peer Evaluations; Participation |
| 14 | | Education and Activity Presentations | Presentation/Executive Summary |
| 15 | | Education and Activity Presentations | Presentation/Executive Summary |
| 16 | | Education and Activity Presentations | Presentation/Executive Summary |

Appendix A

Council on Social Work Education (CSWE)

The EPAS Competencies and Practice Behaviors Relationships to the Instructional Materials and Assessment Methods are described below.

| Course Competency | Instructional Materials | Assessment Methods |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Competency 1: Demonstrate ethical and professional behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:</p> | | |
| <p>1.A. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p> | <p>Reading: Chapter 3 Lecture: Week 2</p> | <p>CITI Training; Research Project; Final PowerPoint Presentation; Peer Review of Group Research Project</p> |
| <p>Competency 4—Engage In Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:</p> | | |
| <p>4.A. Use practice experience and theory to inform scientific inquiry and research.</p> | <p>Readings: Chapter 2 and 4 Lectures: Week 1 and 4</p> | <p>Article Critiques; Research Project; Final PowerPoint Presentation</p> |
| <p>4.B. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p> | <p>Readings: Chapter 4-7 Lectures: Week 4-7</p> | <p>Preparedness, Participation, and Contribution to Class; Article Critiques; Research Project; Final PowerPoint Presentation; Peer Review of Group Research Project</p> |
| <p>4.C. Use and translate</p> | <p>Readings: Chapters 8 and 12-14</p> | <p>Preparedness, Participation, and Contribution</p> |

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| research evidence to inform and improve practice, policy, and service delivery. | Lectures: Week 7 and 10-12 | to Class; Article Critiques; Research Project; Final PowerPoint Presentation; Peer Review of Group Research Project |
| <p>Competency 9—Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.</p> <p>Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:</p> | | |
| 9.A. Select and use appropriate methods for evaluation of outcomes. | Readings: Chapters 13-16 Lectures: Week 11-14 | Preparedness, Participation, and Contribution to Class; Article Critiques; Research Project; Final PowerPoint Presentation; Peer Review of Group Research Project |
| 9.B. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. | Reading: Chapter 1 Lecture: Week 1 | Preparedness, Participation, and Contribution to Class; CITI Training; Article Critiques; Research Project; Final PowerPoint Presentation; Peer Review of Group Research Project |
| 9.C. Critically analyze, monitor, and evaluate intervention and program processes and outcomes. | Readings: Chapters 13-16 Lectures: Week 11-14 | Preparedness, Participation, and Contribution to Class; Article Critiques; Research Project; Final PowerPoint Presentation; Peer Review of Group Research Project |
| 9.D. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | Readings: Chapters 13-16 Lectures: Week 11-14 | Research Project; Final PowerPoint Presentation; Peer Review of Group Research Project |