



Social Work Research II
Social Work 6012
Fall 2020

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CLASSROOM AND COURSE MEETING TIMES:

I. SCHOOL OF SOCIAL WORK MISSION

CSUSB's School of Social Work offers accessible, dynamic, and rigorous academic programs that prepare students with the professional values, knowledge and practice skills to effectively enhance the well-being of the diverse populations and communities of our region, state and world.

II. COURSE CATALOG DESCRIPTION

Continued refinement of the Research Project Proposal. Revision and expansion of various quantitative and qualitative research methodologies, preparation and completion of human subjects' application, and an introduction to computerized analysis. Formerly offered as SW 613 Semester.

III. COURSE OVERVIEW AND RATIONALE

SW 6012 is the second of four courses in the research sequence. Students will apply the social work research knowledge and skills learned in SW 6011 to the construction of all the components of a research proposal. Specifically, students will design a research plan relevant to social work practice. Students will learn basic statistical concepts and procedures needed for data analysis along with the use of computer-based statistics packages. Students will identify a faculty advisor who will supervise their research project in SW 6013 and 6014, and will initiate human subject clearance required to conduct the project.

IV. STUDENT LEARNING OBJECTIVES AND EPAS COVERAGE

Upon the completion of the course, students will be able to:

1. Examine and apply an appropriate research design to a particular research question,
 - a. Covered by: lectures, individual consultations (weeks 1-15)
 - b. Assessed by: CITI Testing, Research Project Proposal (drafts and final submission), IRB human subjects application
 - c. EPAS Competency & Dimension: 4, Engage In Practice-informed Research and Research-informed Practice, Knowledge, Skills Dimensions
2. Incorporate all of components of a research proposal including the sections of introduction, literature review, methodology, and data analysis plan,
 - a. Covered by: lectures, individual consultations (weeks 1-15)
 - b. Assessed by: Research Project Proposal (drafts and final submission)
 - c. EPAS Competency & Dimension: 4, Engage In Practice-informed Research and Research-informed Practice, Knowledge, Skills Dimensions
3. To specify the relevance of a research proposal to social work practice,
 - a. Covered by: lectures, individual consultations (weeks 1-15)
 - b. Assessed by: CITI Testing, Research Project Proposal (drafts and final submission), IRB human subjects application
 - c. EPAS Competency & Dimension: 4, Engage In Practice-informed Research and Research-informed Practice, Knowledge, Skills Dimensions
4. Develop a research plan that addresses the ethical, cultural, and pragmatic issues that arise in agency-based research.
 - a. Covered by: lectures, individual consultations (weeks 1-15)
 - b. Assessed by: CITI Testing, Research Project Proposal (drafts and final submission), IRB human subjects application
 - c. EPAS Competency & Dimension: 1, Demonstrate Ethical and Professional Behavior Knowledge; Values, Knowledge, Skills Dimensions; 2, Engage Diversity and Difference in Practice, Knowledge, Skills Dimesnions
5. To meet the requirements of the human subjects review process.
 - a. Covered by: lectures, individual consultations (weeks 1-15)
 - b. Assessed by: CITI Testing, Research Project Proposal (drafts and final submission), IRB human subjects application
 - c. EPAS Competency & Dimension: 1, Demonstrate Ethical and Professional Behavior Knowledge; Values, Knowledge, Skills Dimensions; 2, Engage Diversity and Difference in Practice, Knowledge, Skills Dimesnions
6. To demonstrate the understanding of univariate, bivariate, and multivariate statistical analysis, and
 - a. Covered by: lectures, individual consultations, lab activities (weeks 8-11)

- b. Assessed by: Research Project Proposal, lab assignments
- c. EPAS Competency & Dimension: 4, Engage In Practice-informed Research and Research-informed Practice, Knowledge, Skills Dimensions

V. REQUIRED TEXTS/READINGS

1. Grinnell, R. M., & Unrau, Y. A. (2013). *Social work research and evaluation: Foundations of evidence-based practice* (11th ed.). New York, NY: Oxford University Press. ISBN: 9780190859022 **(Required)**
2. Weinbach, Robert W. and Grinnell, Richard M., Jr. (2014). Statistics for social workers (ninth edition). White Plains, NY: Longman.

VI. COURSE REQUIREMENTS AND EXPECTATIONS

1. Course objectives will be met through assigned readings, lectures, class discussion, instructor consultations, peer consultations, and computer lab exercises. Several class sessions will be held in the computer lab to learn the Statistical Packages for Social Sciences (SPSS) program to learn how to create variables, enter data, and conduct data analyses.
2. Each student can work on her/his own project proposal or two students (pair) can work on a joint project proposal. Please see the criteria for conducting a joint research project. Students who are either working on a joint project proposal or individual project proposal are encouraged to have peer consultations. The instructor will further provide input and guidance to the students.
3. Pairs of students who plan to work together on their research project may work together on the draft and final proposal required in this course. However, both students must be fully involved in all aspects of these assignments and a signed statement must accompany each written assignment, specifying how each student contributed to the assignment. (All other assignments for the course must be completed independently).

Cell Phones/Laptops

Cell phones should be silent during class time and not used for communication purposes. Laptops (and similar devices) may be used for educational purposes only (such as writing notes, accessing material related to this class). Any other use or any disruption due to laptop or other electronic device use will result in discontinuance of further use.

Class and Consultation Attendance

This class is scheduled to meet once a week on Tuesdays with consultations on Thursdays. **Attendance in class and consultation (if scheduled) is expected.** Students will have two free absences (excused or unexcused). Three absences will result in a full letter grade reduction. Four absences will result in a fail. Two tardies will

result in an absence. Leaving class before it is over will be considered an absence. Attendance sign-in sheet is passed around immediately starting the class hour. **If your name is not on the attendance sheet, it will be treated as an absence.** As a professional courtesy, please advise me via email if you are going to miss class or cannot meet for your scheduled consultation.

Class Participation

An MSW is a professional degree that leads to providing services to individuals, families, groups, organizations, and communities. Participation in class discussion and in class exercises is expected. Communication is vital in this profession. Social workers must be able to speak in front of groups, as well as within group settings and with individuals. The use of self is important to develop. These skills will be practiced in this class.

Late Assignments/Exam(s)

Assignments must be turned in by the due date listed in the course syllabus. Exam(s) must be completed on the date of the exam. Any changes in due dates or exam date will be announced in class and/or on Bb. Unless prior arrangements have been made with the instructor, **no late assignments or exam(s) will be accepted.**

Presentation of Written Assignments

Refer to the *Research Project Proposal Manual* for further information on formatting. Computer assignments do not require a specific format.

Writing Resources Available Online

Purdue OWL (for APA referencing & citations):

<https://owl.english.purdue.edu/owl/resource/560/02/>

APA Site: <http://www.apastyle.org/>

VIII. ASSIGNMENTS AND GRADE POLICY

The maximum number of the points for the course is 100. Grading will be based on the total numbers of points earned by each student or a team of students. Final grade will be weighted as follows:

	% of Final Grade
Problem Statement/Literature Review Draft	20%
Methods and Design Draft	20%
Lab Assignments	10%
Final Proposal	40%
Computer assignment	10%

First Draft of Chapters 1 & 2

The first two chapters of your research project proposal will focus on the Introduction (Chapter 1) and the Literature Review (Chapter 2). These chapters are crucial in developing clearly delineated research problems and questions that you plan on

answering in your study. Therefore, substantial time and effort will be placed on these chapters throughout the quarter. These drafts will be graded and returned with feedback.

You should already have a research topic established and a variation of the first two chapters from your studies in SW 612. This will help in the completion of these chapters. Detailed information is provided in the *Research Project Proposal Manual*.

Faculty Supervision Form/Pass CITI Exam

You should identify a faculty member who will serve as your research advisor for your project. A list of faculty research interests/expertise will be provided to help you determine the best match. It should be noted that you might not get your first choice, as faculty have reached capacity commitments with other advisees. Please keep this in mind when identifying potential research advisors. Once a faculty member agrees to be your research advisor, a *Faculty Supervision of Research Project Form* (i.e., tentative agreement) must be completed and turned in.

Additionally, you are required to take the CITI Exam for certification in the use of human subjects. **You will need to complete this even if you don't plan on using human subjects.** Further information will be provided in class. Both the *Supervision Form* and *CITI Completion Report* are required for credit, **otherwise you will earn an Incomplete for the course.**

Consultations

Throughout the course, you will be consulting with the instructor as you write the first three chapters of the Research Project. Individualized consultations will occur during class hour in my office (SB 419) on most Thursdays and part of Tuesdays. The goal of these meetings is to assist you in refining your research ideas, identify instruments, discuss methodological approaches, go over feedback on papers, and any other needs you may have. **If you scheduled for consultation, you must attend!** All students are required to consult with the instructor **at least twice.** Refer to **Course Requirements and Expectations** (in this syllabus) regarding attendance.

First Draft of Chapter 3

At this point, the first two chapters should have been fleshed out and will inform your research methods. The methods chapter is the “cut-and-dry” section of your proposal. Your objective will be to discuss the study design, sampling techniques, data collection and instruments, procedures and analytical methodology. This draft will be graded and returned with feedback. Detailed information is provided in the *Research Project Proposal Manual*.

Lab Assignments

In the middle of the quarter, lab assignments will be completed from Pallant's *SPSS Survival Manual*. These exercises are focused on common statistical analyses that you may likely use in your projects using SPSS. There will be a total of four lab

assignments, all of which will be turned in by the due date via BlackBoard. Further instructions will be provided in each of the lab assignment handouts.

The Proposal & Human Subjects Application

This will be the culmination of the *first three chapters*, which should be at their most refined state prior to actual data collection. These first three chapters must be submitted on TurnItIn via Bb. The *Application to Use Human Subjects in Research* will be submitted separately from the first three chapters, along with other research tools. Detailed information is provided in the *Submission Checklist* and further discussed toward the end of the quarter. The *Human Subjects Application* is required for credit, **otherwise you will earn an Incomplete for the course.**

In the School of Social Work, M. S. W. grades are assigned as follows:

100-96 = A	Excellent
95-90 = A-	Very good
89-86 = B+	Good
85-83 = B	Satisfactory
82-80 = B-	Poor
79-76 = C+	Below course expectations
75-73 = C	Seriously below expectations
72 and below=F	Failed course

Meaning of Grading Scale Descriptions

This section explains how the instructor evaluates your assignments and how your overall grade is determined.

(A) *Excellent*

- Far above expected performance or criteria.
- Extensive use, understanding and appropriate integration of a number of required, optional and other relevant readings.
- Clear evidence of the use of the student's own creative ideas and not just a repetition of ideas presented in class or in readings. There is evidence of the student's own critical thought.
- Special insights that go beyond what the authors had in mind. Able to analyze and apply ideas.
- Assignment is well organized, logical and well written.

(A-) *Very Good*

- Well above expected performance.
- The student used and incorporated relevant required course readings, as well as optional relevant readings in an appropriate fashion.
- Demonstrated critical thinking, logical progression of ideas and good, clear linkages between various readings and the ideas presented.
- Evidence of the use of the student's own ideas.
- Shows a beginning ability to analyze ideas. Also, a conceptual understanding of the issues under discussion.
- Assignment is well organized, logical and well written.

(B+) *Good*

- Assignment is within expected performance.
- Generally used required readings only.
- Demonstrated some evidence of own thinking.
- Some evidence of ability to integrate readings with ideas under discussion.
- For the most part, the paper is well organized, logical and well written.

(B) *Fair*

- Little use of readings.
- Little use of critical thinking and originality.
- Does not fully address all components required of the assignment.
- Writing, clarity and organization minimal.

(B-) *Poor*

- Failure at the graduate level. You will pass this course with this grade, but must get a high grade in another course to maintain 3.0 GPA for the term.
- No use of readings.
- Lack of critical thinking and originality.
- Writing and organization not acceptable at graduate level.

(C+/C) *Below and Seriously Below Expectations*

- Does not come close to addressing the criteria listed above.

VIII. WRITING COACH

The School of Social Work has a writing coach especially for its students. Our coach, Francesca Astiazaran, will help you identify problems you might have with your writing and assist you in finding solutions. **You can visit the writing coach at any stage in your writing: from as early as brainstorming and/or understanding your prompt to the final stages of your paper (and, of course, everything in between).** While she is not an editor and cannot simply go through your paper and "fix" things, she can help you with issues such as grammar, sentence structure, and word choice as well. Francesca can meet with you on campus, online (Via Zoom), or by email. Whichever type of appointment you choose will require an appointment in advance. You can visit the calendar and find instructions for booking an appointment at <https://csbs.csusb.edu/social-work/coach>.

If you need more help, you can also make an appointment at the CSUSB Writing Center:
<http://undergradstudies.csusb.edu/wc/>

IX. INTERNET ACCESS TO COURSE MATERIAL

A Blackboard site is available for this class, in which the instructor will provide you with all of the materials you will need for the course.

X. UNIVERSITY POLICIES

Plagiarism and Cheating

Students are expected to be familiar with the University's definition of and consequences for plagiarism and cheating (Under "Academic Regulations and Standards" in the Bulletin of Courses, <http://bulletin.csusb.edu/>). Among the possible consequences for plagiarism and/or cheating is expulsion.

Support for Students with Disabilities

The School of Social Work supports the University's commitment to diversity and the Americans with Disabilities Act. Faculty will provide reasonable accommodations to any student who is registered with The Office of Services to Students with Disabilities (SSD; <https://www.csusb.edu/ssd>). If you need accommodations in order to participate in this class, please let the instructor of the course know and contact SSD at (909) 537-5238.

Cal State San Bernardino Statement of Commitment to Diversity Excerpt

"In our commitment to the furthering of knowledge and fulfilling our educational mission, California State University, San Bernardino seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular

life of the campus community...Dimensions of diversity shall include, but are not limited to, the following: race, ethnicity, religious belief, sexual orientation, sex, gender identity, gender expression, ability, socioeconomic status, cultural orientation, national origin, and age” (From CSU San Bernardino’s University Diversity Committee, Statement of Commitment to Diversity, <http://diversity.csusb.edu/>, 2017).

Dropping and Adding

It is the student’s responsibility to ensure that they have enrolled in their classes, or officially dropped then if they do not intend to attend, by Census Date (usually two weeks after the start of the quarter). There are increasing penalties for not dropping or being properly enrolled by the Census Date (refer to “Academic Regulations and Standards” in the Bulletin of Courses, <http://bulletin.csusb.edu/>).

Emergency Evacuation Procedures

The CSUSB campus is typically a very safe place. However, unforeseen events can happen anywhere. The purpose of this section of the syllabus is to review different types of emergencies together to have a plan in mind. 911 can be called any time there is a need for an emergency response. The non-emergency phone number for campus police is (909) 537-5165. On campus phone, the number is 75165. The campus escort service for company walking to your car is (909) 537-5165.

If a class is canceled due to campus closing, please go to your course Blackboard site to see if there is an alternative assignment for that class session or for other updates.

The list below cannot cover every aspect of every possible situation, but it should cover some basics and provide some initial preparedness.

Emergency Preparedness Checklist

Building Alarm goes off (fire or other). Evacuate building calmly. Only use stairs. Proceed as a group to the grass area beyond Parking Lot M (in front of Visual Arts Building). Stay there until building Marshall (wearing reflective vest) indicates all clear. There may be no Marshall in the evening, so go to the grassy area beyond parking lot M and wait for instructions. If someone in your class cannot use the stairs, assist the person to the safest place in the building and inform the police/ fire department of their whereabouts so they can be safely evacuated.

Please make sure you have familiarized yourself with where the nearest exit is, how to use stairs to get to the ground floor, and where Parking Lot M is.

Earthquake. Building phones should sound alarm and give instructions, generally to duck under a desk, table, doorway to up against a wall. It is ok to hold on to a secure object. Make sure the door is open to your classroom if possible. Cover the back of your neck with your hands. Stay away from unsecured furniture. Once the shaking has stopped, proceed as quickly as possible to the stairs and evacuate. Do not use the elevators.

Medical Emergency: Call 911 and report. Use any first aid available if trained.

- Dangerous person: Leave the area as soon as possible and let others know there is a dangerous person in the area. Call 911 and report.
- Shots fired/active shooter: Move away from the immediate path of danger, If possible, exit the building. Otherwise, SHELTER IN PLACE (definition below). Notify anyone you may encounter to avoid the location of gunshots. After evacuating the area of the shooting, seek shelter and stay there until emergency responders arrive and advise you what to do.

- Identify who in the class has training in the following areas: CPR, other first aid, shots fired/active shooter training.

- Definition of “Shelter in Place” and alternative safe locations. Go to the nearest room or office, close and lock the door. If the door has an interior lock, please lock, Turn off the lights. Seek protective cover. Stay away from doors and windows. Keep quiet and act as if no one is in the room. Do not answer the door. Wait for police to assist you out of the building. Call 911 from an on-campus phone. Faculty may suggest alternative safe locations.

- Discuss helping mobility, hearing, or sight impaired classmates.

- Look at the following websites and bookmark on phone:

<http://riskmanagement.csusb.edu/emergencymanagement/preparednessReferenceGuide.html>

https://www.fema.gov/media-library-data/1472672897352-d28bb197db5389e4ddedcef335d3d867/FEMA_ActiveShooter_OnePagerv1d15_508_FINAL.pdf

<http://www.bucks.edu/resources/security/activeshooterprotocol/>

<https://www.dhs.gov/options-consideration-active-shooter-preparedness-video>

COURSE CALENDAR

Week 1 : Introduction to Course, Overview, Formulating a Research Question

An overview of course and course requirements and assignments, Problem formulations and development of research questions, writing introduction.

Grinnell, Chapter 1: Why Study Research?
Grinnell, Chapter 2: Research Questions
Grinnell, Chapter 3: The Quantitative Research Approach
Grinnell, Chapter 4: The Qualitative Research Approach
Grinnell, Chapter 5: The Mixed-Methods Research
Grinnell: Chapter 24: Writing Research Reports

Week 2: Instructor /Peer Consultation

Providing an individual consultation to help formulate a research study (e.g., topic, research design, sampling, feasibility, human subjects issues....)

Week 3 : Literature Review

Using theory or literature to guide conceptualization, assessing empirical research, Using library resources (online journals, EBSCOhost, PsycINFO, ILL) Using proper citations/avoiding plagiarism, identifying a faculty research supervisor.

Grinnell, Chapter 8: Reviewing the Literature
Grinnell: Chapter 9: Finding Existing Knowledge
Grinnell: Chapter 22: Evaluating Quantitative Studies
Grinnell: Chapter 23: Evaluating Qualitative Studies

Week 4: Instructor/Peer Consultation

Providing an individual consultation to help formulate a research study (e.g., topic, research design, sampling, feasibility, human subjects issues....)

Week 5 : Research Design and Methods

Research designs, sampling plan, and instruments and adaptations for specific populations.

Grinnell, Chapter 12: Measurement
Grinnell, Chapter 13: Standardized measuring instruments
Grinnell, Chapter 14: Designing Measuring Instruments
Grinnell, Chapter 15: Sampling
Grinnell, Chapter 16: Group-Level Designs
Grinnell, Chapter 17: Single-Subject Designs
Grinnell, Chapter 19: Interviewing

Grinnell, Chapter 20: Survey research
Weinbach & Grinnell, Chapter 1: Introduction

Week 6: Instructor/Peer Consultation

Providing an individual consultation to help formulate a research study (e.g., topic, research design, sampling, feasibility, human subjects issues....)

Due Date: Draft of Introduction/Literature Review

Week 7: Developing an instrument and human subjects protection

Instrument development and human subjects protection
Grinnell, Chapter 6: Research ethics
Grinnell, Chapter 12: Measurement
Grinnell, Chapter 13: Standardized measuring instruments
Grinnell, Chapter 14: Designing Measuring Instruments

Class Assignment: developing your own instrument and filling out a human subjects protection form for your own research proposal

Faculty Supervision Form Due

Week 8 : Data Analysis

Univariate analysis: Frequency distribution, measures of central tendency and dispersion

Grinnell, Chapter 25: Quantitative Data Analysis
Weinbach & Grinnell, Chapter 1: Introduction
Weinbach & Grinnell, Chapter 2: Frequency Distribution
Weinbach & Grinnell, Chapter 3: Central Tendency and variability
Weinbach & Grinnell, Chapter 4: Normal Distribution
Weinbach & Grinnell, Chapter 7: Selecting Statistical Tests

Week 9 (10/28, 10/30): Data Analysis (Continued)

Bivariate analysis: Test of association (Chi-square) and test of differences between means (t-test), analysis of variance (ANOVA), and multiple regression

Weinbach & Grinnell, Chapter 5: The Basics of Hypothesis Testing
Weinbach & Grinnell, Chapter 8: Correlation
Weinbach & Grinnell, Chapter 10: Cross-Tabulation
Weinbach & Grinnell, Chapter 11: t-test and Analysis of Variance

Due Date: Draft of Methods and Design

Week 10: Computer Analysis

Introduction to SPSS for Windows, Variable creation, data entry

Cronk, How to use SPSS

Weinbach & Grinnell, Chapter 2: Frequency distribution & graphs

Week 11 : Computer Analysis (continued)

Chi-square test, t-test analysis, and analysis of variance (ANOVA)

Cronk, How to use SPSS

Week 12: Qualitative Data Analysis

Qualitative data analysis: transcribing, identifying categories, and extracting meaning from a data set.

Realistic planning and writing report

Grinnell, Chapter 26: Qualitative Data Analysis

Week 13: Planning to conduct the project/Presentation on Proposals

Realistic planning, final product, producing the final report

Grinnell, Chapter 28: Writing research reports From Research Studies

Week 14: Presentation on Proposals

Week 15: Presentation on Proposals

Due Date: Computer Exercise Assignment

Due Date: Final Proposal, Human Subjects Application Submission through CAYUSE (NO Exception)