



University of Michigan-Flint
Department of Social Work
Social Work 270
Fall 2009



Course Title: Methods of Social Work Research and Evaluation
Pre-requisite knowledge: SWR 100 strongly advised.

Course Time: This course is offered through Blackboard, the UMF internet based instruction system.

Professor Contact: F. Michael Ennis, Ph.D.

Office Hours: Available by appointment. Please contact the instructor by e-mail link within the Blackboard course package or leave a voice message requesting an appointment at the Social Work Department 810-762-3390.

Course Description

Social research is concerned with developing systematic procedures for specifying, organizing data in order to generate answers to questions of relevance to the discipline, and ultimately, to discover knowledge useful to practice. This course will focus on specific methodologies and procedures available for information generation and analysis from the social and behavioral sciences. This course provides students with a foundation of research knowledge in four areas including: methodology, data interpretation, application of content, and research writing.

Course Objectives

The Social Work curriculum at the University of Michigan-Flint is accredited by the Council on Social Work Education to prepare students for a bachelor degree in social work. The BSW curriculum is structured by 4 goals and seventeen objectives to assure students who graduate with the accredited BSW degree are prepared for successful practice as a generalist social worker. Each core course in the curriculum is designed to provide particular content, socialization to social work values and ethics, and direct instruction in specific skills necessary for successful practice as a generalist social worker.

SWR 270 is the second course in the core curriculum, provides the student with the foundational skills for understanding how knowledge is built through the balance of science and art in social work practice. Students will learn something about all 17 program objectives; this course focuses on those objectives related to research. Listed below are the specific expectations for this course.

Course Learning Objectives:

Program Objective 1.1: Effectively utilize critical thinking in practice settings. (CSWE 2001, EP3.0.1)

Upon successful completion of the course the student will:

- a. Distinguish scientific inquiry from other ways of knowing.
- b. Distinguish research from myth and opinion.
- c. Identify standards of appropriate research.
- d. Identify limits of generalizability.
- e. Critically analyze published research in a public forum.

Program Objective 1.2: Embody the values and ethics of the social work profession. (CSWE 2001, EP3.0.2)

Upon successful completion of the course, the student will:

- a. Identify with the standards of human subject review guidelines.
- b. Identify the NASW ethical standards that apply to research.
- c. Differentiate appropriate research design based on adherence to the values of social work.

Program Objective 2.2: Understand the origins and workings of oppression and discrimination and demonstrate the ability to implement change in order to advance social and economic justice. (CSWE 2001, EP3.0.4)

Upon successful completion of the course, the student will:

- a. Recognize the unethical use of research to further practices that promote discrimination, oppression or poverty.

Program Objective 2.3: Communicate appropriately and effectively with the variety of audiences regularly encountered in social work practice. (CSWE 2001, EP3.0.10)

Upon successful completion of this course, the student will:

- a. Recognize appropriate data analysis representation in connection with research paradigm, design and level of measurement.
- b. Recognize appropriate standards of research as presented in a variety of information contexts.

Program Objective 2.4: Exhibit the ability to differentially assess and apply appropriate interventions skills necessary to serve diverse populations. (CSWE 2001, EP3.0.3)

Upon successful completion of the course, the student will:

- a. Demonstrate cultural competence in the application of research findings to clients.

Program Objective 4.1: Evaluation and apply current research findings to one's personal practice and the practice of other relevant professional systems. (CSWE 2001, EP3.0.9)

Upon successful completion of the course, the student will be able to:

- a. Identify basic elements of research.
- b. Identify distinguishing features of rigorous qualitative research content.
- c. Identify distinguishing features of rigorous quantitative research content.
- d. Identify the necessary elements of ethical research in professional social work.
- e. Recognize the contribution of research to improving practice with clients.
- f. Recognize the contributions of research to improve agency practice and policy advocacy.
- g. Recognize the utility of research to build social work knowledge and provide evidence-based practice.

Syllabus Changes

From time to time there may be changes made in the course calendar or other elements of the syllabus. All such changes will be announced to the class. If a student is unable to log into the course, or attend the unit activities, it is his/her responsibility to check with the instructor or a classmate to determine how to proceed.

Professional Expectations of Social Work

Standards of Academic Integrity

The fundamental value of your education and degree is based on the knowledge and skills you acquire from the learning process. The foundation of this value is the basic integrity of you as an individual and the integrity of the course of study. Without integrity, the degree has no meaning. Therefore, we have a professional obligation to uphold the strongest criteria of integrity, and you have a personal obligation to yourself to do likewise.

In light of this obligation, traditional standards of academic integrity are the minimum expectation of the course. Integrity is achieved when credit is given to the appropriate activities or plagiarism (copying another author without crediting the source). Violations of academic integrity will not be tolerated, and will be processed to the full extent. This process can include failure of the assignment, removal from the class, social work program, and/or University. Evidence of academic misconduct can inhibit your eligibility for further study.

College Level Report Writing

All social work courses require papers written outside of class to conform to college level writing standards. Begin your professional career with a writing manual. APA is the standard manual in social work and the social sciences. Minimum expectations of written work include: typed, double spaced, appropriate margins, correct spelling, proper use of standard English vocabulary and grammar, good organization, appropriate structure and form (use of headings and subheadings). All written assignments must include a cover sheet containing the report writer's name, assignment name, assignment title, course name, date and instructor's name.

Assignments, which require references to text, course content, other literature (e.g. journals, books, movies) or interviews MUST include citations in the text and a reference section in the back of the paper. Refer to the style manual for details of appropriate citations & references. Please note that Wikipedia is not an acceptable resource for this course (and most others). If you need to refer to an encyclopedia, please use one that is juried by scholars.

Course Policy on Attendance & Professional Conduct

Although you are enrolled in the on-line section of SWR 270, please know it is also offered in lecture format. An attendance policy may seem odd to you as an on-line student, yet it is important that all students learn under the same curriculum. The following standards, typical for a classroom, do have applicability to on-line contexts, so be sure you understand what is expected of students as professional behaviors in all classes, regardless of the format.

As a core course in the social work program, this course is contributes to the students' readiness for professional practice. Taking seriously our responsibility to assure graduates are prepared to work with clients, the faculty will monitor students' professional behavior as well as learning the content. To help you assure that you know what is expected of you, the following list of behavior guidelines is offered to you, as some of the standards of the faculty's gate keeping responsibility. Please note:

- Repeated (more than 2) absences or lateness will be noted and the student's grade for this course will be lowered.
- Students are expected to act in ways that are consistent with and advance the NASW Code of Ethics at all times of professional study. Pre-majors in social work will be provided direct instruction to remediate behavior that violates the Code of Ethics, with the accompanying expectation of immediate and full compliance. The violation of the Code of

Ethics by pre-majors will be recorded by faculty and incorporated in deliberations on decisions about admission to the program. Serious, significant, intentional and/or unresolved violations of the code of ethics will be considered in the deliberations of an admission to the program of a pre-social work candidate.

- Admitted students must maintain the NASW Code of Ethics. Violation of the NASW Code of Ethics by students admitted to the major, is considered as grounds for academic dismissal.
- Students will fully engage in class activities. Students are expected to be attentive, remain on task, and fully participate in discussions, group activities and assignments as directed by the faculty.
- Cell phones use, private conversation and texting are not acceptable activities during class. Students in urgent situations who need to be reached by phone, may request permission to receive calls during class.
- Student may use a lap-top computer to review lecture material or take notes from lecture. Checking e-mail, surfing the web, gaming, or otherwise miss-using computers during class will result in loss of computer privileges during class.
- Professional Comportment – Students are expected to present themselves (i.e., appropriate dress), maintain professional behavior, demonstrate enthusiasm for the content, and maintain respectful and collegial interactions with clients, peers and faculty at all times. When challenging ideas or behaviors are presented by others, each student is expected to demonstrate personal composure and act in ways that advance social work values and maintain the NASW Code of Ethics.

Course Policy on Late Papers/Assignments

Papers, exercises and assignments that are turned in late without authorization will not be accepted.

Diversity Statement

It is my intention to honor and respect the diversity of students in attendance in this class. In developing the course, I may have overlooked events of significance to a student. In the event that a class lecture, exam or paper is due on a secular or religious holiday of significance to a student, I will make reasonable accommodations that maintain equity among students. In order to facilitate this action, the student must inform me by the end of the second week of class of the conflict. In this manner, reasonable accommodations can be planned and implemented.

ADA Statement

It is my intention to support the full participation of all students in the learning process of this class. To this end, I have incorporated a variety of instruction techniques and evaluation methods in the course process. Despite these efforts, situations may occur in which the learning style of individual students is not met by the instructional climate.

It is my expectation that students who require specific or additional support in acquiring the course content or demonstrating their achievement of the objectives will inform me of such needs at the beginning of the semester. Anyone in this course who might be entitled to special accommodations must register with the Office of Accessibility Services, Student Development Center, 264 UCEN, 810-762-3456).

COURSE ASSIGNMENTS AND EVALUATING LEARNING

Course Assignments

There are three types of course assignments: 1. Exams 2. Homework and 3. Discussion Boards, and 4. Article Review. These assignments are described briefly below and detailed in the Blackboard Course Companion under the assignments guidelines.

1. Exams (Worth 100 points each = 200 points)

There will be 2 exams, a mid-term and final. Exam questions will consist of multiple choice and short answer-essay. All questions are based on the readings, lecture notes, internet-links and discussion board content.

2. Homework (Worth 140 points, 14 assignments, 10 points each)

There are fourteen (14) homework assignments, one for each unit of the course. Since research is so different from other topics of social work, many students have difficulty mastering the vocabulary and applying the concepts to a particular article. To help students learn the content, the course has been divided into 14 small segments (i.e., units) each with a specific homework to help you focus on the most important ideas of the unit. Using the concept of Mastery Learning System, I have established the goal of the course to be competence in the use of research. So if you miss one or more of the points of the homework assignment, you can redo and resubmit the questions to improve your grade. Revisions must be submitted within seven days.

3. Threaded Discussions (worth 70 points, 14 x 5 pts each)

There are fourteen (14) discussion board assignments, one for each unit of the course. The questions posed are intended to provoke critical thinking and professional dialogue about the implications of what is studied in each unit to the real world implications to clients. Discussions are evaluated based on the quality of individual thinking, the effort used to substantiate an expressed idea with evidence from the course material, and for the ability to engage others in greater thinking about the topic by replying to the contributions of others in the class.

4. Article Review (article identified =10 points, final paper worth 150 points)

The purpose of the article review is to provide students with an opportunity to practice their analysis skills, by evaluating the qualities of a research article using the standards of appropriate research taught in this class. Students in the on-line section of the course end the semester by writing an evaluative term paper analysis of the article, while students in the lecture section demonstrate their analysis through the application of the article to a case study in a small group format.

The paper is based on an article you have chosen to answer the homework questions. Beginning in Unit 1, with the selection of a research article, the student will answer questions about the article in each homework assignment. The final review should reflect consideration of all aspects of the research.

Grading Scale

In this class, evaluating learning is directly related to the determination of a letter grade at the end of the semester. Grades are assigned based on the accumulation of points compared to the total possible (i.e., 540), and then calculated to % of points possible. The grading scale is as follows:

A	100 to 95%
A-	94 to 90%
B+	89to 87%
B	86 to 84%
B-	83 to 80%
C+	79 to 77%
C	76% to 74% *
C-	73% to 70%
D+	69 to 67%
D	66 to 64%
N	63% - below

* Notes:

1. Social Work majors must receive a C or better to continue in the program. Students earning less than a C will need to repeat the course or consider a change in major.
2. This is a professional core course, and each assignment has been created to provide you with an opportunity to practice a pre-requisite skill and acquire foundational knowledge for a particular employment expectation. Successful completion of all assignments is a necessary indicator of your readiness to advance in your professional studies. To this end, it is expected that each student will earn a grade of C or better on each of the major assignments (paper, discussion boards, attendance and exams) to successfully complete the course with a C or better. Although it is technically possible to earn enough points on the scale for a C grade without attempting one or more of the major assignments, students who fail to complete all papers, group work, and exams will receive an "I" (incomplete grade) until all major assignments have been submitted reflecting a passable performance.

Text Book and Reference Materials

Grinnell, R. & Y. Unrau. (2008). Social work research and evaluation. NY: Oxford University Press Inc.

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

NASW Code of Ethics available at: <http://www.socialworkers.org/pubs/code/default.asp>

Supplemental materials are provided in the UM-Flint Blackboard course companion accompanying this syllabus.

Social Work 270 Course Calendar

Week Unit	Topic and Preparation	Class Activity	Course Objective and Unit Learning Objective	Assessment
Unit 1	<p>Introduction to Research, Resources and Searching the Literature</p> <p>Preparation Readings:</p> <p><u>Grinnell and Unrau Text</u></p> <p>Part 7: Becoming an Evidence-Based Practitioner</p> <p><u>Ch. 22: p. 466-480</u> <i>Finding Existing Knowledge</i></p> <p><u>Ch.23 p. 482-494</u> <i>Evaluating Evidence</i></p> <p>Supplemental Readings: Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 1</p> <p>Primary Goal:</p> <p>Discussion Bd 1:</p> <p>“How has the use of computers and the internet affected the human component in social work, health care, or other professions? How can a balance be achieved?”</p>	<p><u>Course Objective: 4.1.7</u></p> <p>Recognize the utility of research to improve his/her own professional practice.</p> <p><u>Course Objective: 2.3.2</u></p> <p>Recognize appropriate standards of research as presented in a variety of information contexts.</p>	
			Identify 5 uses of the computer for research.	Homework 1 Exam
			Utilize major library and professional association resource systems on the internet to gather research and professional information.	Term Paper Homework 1
			Describe the steps in starting a research project.	Homework 1 Exam
			Identify at least 10 internet information sources to gather information in your field.	Homework 1 Exam
			Cite a book, journal, and internet entry in the proper APA style format.	Homework 1 Term Paper Exam
			Identify scholarly article characteristics.	Homework 1 Term Paper Exam
			Outline the steps involved in a critical appraisal of the sources of evidence.	Homework 1 Term Paper Exam
			Describe the reasoning behind the development of an Evidence Hierarchy.	Homework 1 Term Paper Exam

Unit 2	<p>Research, Scientific Methods and Terminology</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU TEXT</u></p> <p>Part 1: <i>The Context of Research</i> Ch. 1: p. 14-27 <i>Introduction</i></p> <p>Part 3: <i>Designing Research Studies</i> Ch.5 P. 108-111 <i>Conceptualization and Measurement</i></p> <p>Supplemental Readings:</p> <p>Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 2</p> <p>Discussion Bd 2:</p> <p>“Many research articles have a theory or set of assumptions incorporated into them. Does the inclusion of this information help or hinder the research?”</p>	<p><u>Course Objective: 4.1.1</u> Identify Basic Elements of Research.</p> <p><u>Course Objective: 1.1.2</u> Distinguish research from myth and opinion.</p> <p><u>Course Objective 1.1.1</u> Distinguish scientific inquiry from other ways of knowing.</p>	
			Explain the role of social myths in research.	Homework 2 Exam
			Define research, scientific method, variable, and theory.	Homework 2 Exam
			List the reasons why we should conduct research.	Homework 2 Exam Discussion Bd
			Define construct/concept as it applies to research.	Homework 2 Term Paper Exam Discussion Bd
			Describe the human research problems that can occur when conducting and interpreting research.	Homework 2 Term Paper Exam Discussion Bd
			Differentiate between basic and applied research.	Homework 2 Exam
			Define exhaustive and mutually exclusive variables and provide examples.	Homework 2 Exam
			Identify the characteristics of a hypothesis.	Homework 2 Exam Discussion Bd
			Explain how theories are used in research.	Homework 2 Term Paper Exam Discussion Bd
Explain how and why descriptive research is used.	Homework 2 Exam			
Describe the relationship between construct and operational variable definitions.	Homework 2 Term Paper			

				Exam
			Define and provide examples of independent and dependent variables.	Homework 2 Term Paper Exam
Unit 3	<p align="center">Bias and Ethics</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU</u> <u>TEXT</u></p> <p>Part 1: The Context of Research <u>Ch. 1: p. 29-59</u> Ethical Conduct of Research</p> <p>Part 4: Becoming a Culturally Sensitive Researcher <u>Ch. 16: p. 345- 368</u> <i>Research with Minority and Disadvantaged Groups</i></p> <p>Supplemental Readings:</p> <p><u>NASW Code of Ethics</u> Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 3</p> <p>Discussion Bd 3: “Why do we have a code of ethics in various professions when we could use the legal system to monitor the profession? Should you agree with all the items within a code or can we choose what we want to follow? “</p>	<p align="center"><u>Course Objective: 4.1.4</u></p> <p align="center">Identify the necessary elements of ethical research in professional social work.</p> <p align="center"><u>Course Objectives 1.2</u></p> <p align="center">Identify with the standards of human subject review guidelines. Identify the NASW ethical standards that apply to research.</p> <p align="center">Differentiate appropriate research design based on adherence to the values of social work.</p> <p align="center"><u>Course Objectives 2.2.1</u></p> <p align="center">Recognize the unethical use of research to further practices that promote discrimination, oppression or poverty.</p> <p align="center"><u>Course Objectives 2.4.1</u></p> <p align="center">Demonstrate cultural competence in the application of research findings to clients.</p>	
			Identify international, institutional, and professional standards of ethics.	Homework 3 Exam
			Recognize ethical standards maintained in published research.	Homework 3 Term Paper
			Recognize research bias and strategies to alleviate bias.	Term Paper
			Identify limits of generalizability. (1.1.4)	Exam
			Identify standards of appropriate research. (1.1.3)	Exam Term Paper
			Identify sampling challenges with marginalized and at-risk populations.	Homework 3 Exam
			Articulate criticisms of biased, oppressive and inappropriate research.	Term Paper
			Explain how ethical standards could be improved in a published research article.	Homework 3 Term Paper
			Classify the subjects of a published research article which are members of groups at risk for bias.	Term Paper Exam
			Recognize demographic variables as a-priori conditions for the human experience and therefore expected variables in all social work research.	Exam Term paper
			Apply principles of differential assessment to the choice and critique of research findings.	Exam Term paper
			Acknowledge the relationship between social work values and the	Exam

			contribution of differential assessment with diverse populations.	Term paper
			Assess how the authors of a published research article addressed potential ethical issues.	Homework 3 Term Paper
			Define the following terms: informed consent, confidentiality, anonymity, privacy, deception, debriefing, determination of competency. to participate, assessed risk, and over-generalization.	Homework 3 Exam
			Identify the NASW ethical standards that apply to research.	Exam
Unit 4	<p align="center">Qualitative Research Design</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU TEXT</u></p> <p>Part 1: The Context of Research <u>Ch. 1: p. 6-11</u> Introduction <u>Ch. 4: p. 84-101</u> <i>The Qualitative Research Approach</i></p> <p>Part 5: Data Analysis <u>Ch. 18: p. 387-408</u> <i>Qualitative Data Analysis</i></p> <p>Part 6: Writing and Evaluating Research Reports <u>Ch. 21: p. 424- 464</u> <i>Evaluating Qualitative Research Studies</i></p> <p>Supplemental Readings:</p>	<p>Blackboard Lecture notes Unit 4</p> <p>Discussion Bd 4:</p> <p>“Which type of research is better, qualitative or quantitative, for the following research topic: "The Characteristics of Inter-racial adoptions in Michigan?"</p>	<u>Course Objective: 4.1.2</u> Identify distinguishing features of rigorous qualitative research content.	
			List the common ways of knowing – Distinguish scientific inquiry from other ways of knowing.	Homework 4 Exam Discussion Bd
			Define inductive and deductive reasoning.	Homework 4 Exam
			Describe the main characteristics of scientific inquiry.	Homework 4 Exam Discussion Bd
			Articulate the criticisms of qualitative and quantitative research.	Homework 4 Exam Discussion Bd
			Describe the characteristics of qualitative research.	Homework 4 Exam Discussion Bd
			Identify the methods used in qualitative research.	Homework 4 Exam
			Describe the tools used in Grounded Theory.	Homework 4 Exam
			Describe the steps used in case study research.	Homework 4 Exam
			Define ethnography.	Homework 4 Exam
List the common qualitative sampling methods.	Homework 4 Exam			
List the common qualitative data collection methods.	Homework 4 Exam			

	Blackboard Internet Links		Explain how qualitative data is analyzed.	Homework 4 Exam
			Identify the terms used to replace validity and reliability in qualitative research.	Homework 4 Exam
Unit 5	<p align="center">Research Designs – Quantitative Group Research Designs: Quantitative Research</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU TEXT</u></p> <p>Part 1: The Context of Research Ch. 3: p. 61-82 <i>The Quantitative Research Approach</i></p> <p>Part 2: Designing Research Studies Ch. 8: p. 180-204 <i>Group Level Designs</i></p> <p>Part 5: Data Analysis Ch. 17: p. 369-386 <i>Quantitative Data Analysis</i></p> <p>Part 6: Writing and Evaluating Research Reports Ch. 20: p. 423-444 <i>Evaluating Quantitative Research Studies</i></p> <p>Supplemental Readings: Blackboard Internet Links</p>	Blackboard Lecture notes Unit 5	<u>Course Objective: 4.1.3</u> Identify distinguishing features of rigorous quantitative research content.	
		Discussion Bd 5:	List the characteristics of quantitative research.	Homework 5 Exam
		“Quantitative research is very logical and rational along with having a long scientific history. What are the limitations of using it in the social or medical fields?”	Interpret research notation used to identify research models (O,X,R's).	Homework 5 Exam
			Describe the main categories of quantitative research.	Homework 5 Exam
			Distinguish between experimental, quasi-experimental, and pre-experimental research designs.	Homework 5 Exam
			Identify examples of experimental, quasi-experimental, and pre-experimental research.	Homework 5 Exam
			Diagnose the threats to internal and external validity associated with a given research design.	Homework 5 Term Paper Exam Discussion Bd

Unit 6	Ex Post Facto/ Causal – Comparative Research Preparation Readings: <u>GRINNELL & UNRAU TEXT</u> Continue Unit 5 Readings Supplemental Readings: Blackboard Internet Links	Blackboard Lecture notes Unit 6 Discussion Bd 6: “Why is the elaboration process so important to research? What happens when the elaboration process fails to support the hypothesis of the researcher?”	Course Objective: 4.1.3	
			Identify distinguishing features of rigorous quantitative research content.	
			Describe the characteristics of Ex Post Facto research.	Homework 6 Exam Discussion Bd
			Identify the types of relationships between main variables in Ex Post Facto research.	Homework 6 Exam Discussion Bd
			Define the types of test factors used in Ex Post Facto research.	Homework 6 Exam Discussion Bd
			Describe the elaboration process.	Homework 6 Exam Discussion Bd
Unit 7	Reliability and Validity Preparation Readings: Part 2: Designing Research Studies <u>Ch. 8: p. focus on p. 186-193</u> <i>Group Level Designs</i> Supplemental Readings: Blackboard Internet Links	Blackboard Lecture notes Unit 7 Discussion Bd 7: “How researchers can manipulate a survey based on the questions they ask? How is this issue related to validity and reliability?”	Course Objective: 4.1.1	
			Classify Methods of Reliability and Validity.	
			Define reliability.	Homework 7 Exam
			List the methods used to test reliability.	Homework 7 Term Paper Exam Discussion Bd
			Identify the methods used to improve reliability.	Homework 7 Exam Discussion Bd
			Define validity.	Homework 7 Exam
			Define the types of validity.	Homework 7 Exam
			Describe the relationship between validity and reliability.	Homework 7 Exam
	List the techniques used to increase validity.	Homework 7 Exam Discussion Bd		

Week 8		Exam 1 – Units 1-7		
Unit 8	<p align="center">Sampling</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU</u> <u>TEXT</u></p> <p>Part 2: Designing Research Studies Ch. 6: p. 132-156 <i>Sampling</i></p> <p>Supplemental Readings:</p> <p>Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 8</p> <p>Discussion Bd 8:</p> <p>“Some researchers can predict precisely how specific populations will respond to a survey. Unethical researchers can manipulate this fact to get the "proof" to support their point of view. How can you protect yourself from this manipulation? Please provide an example of this situation.”</p>	Course Objective: 4.1.1 Classify Methods of Sampling.	
			List the reasons why sampling is used.	Homework 1 Exam
			Explain how sampling can be manipulated.	Homework 8 Exam Discussion Bd
			Explain the relationship between an element, a sample, and population.	Homework 8 Exam
			Describe the process of obtaining a representation random sample.	Homework 8 Exam
			Explain the principle of randomization as it relates to sample size.	Homework 8 Term Paper Exam Discussion Bd
			Explain the difference between random sample and random assignment.	Homework 8 Exam
			List the main differences between probability and non-probability samples.	Homework 8 Exam
			Identify the types of non-probability sampling.	Homework 8 Exam
Identify the types of probability sampling.	Homework 8 Exam			

Unit 9	<p>Data Sources</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU</u> <u>TEXT</u> Part 3: Collecting Data Ch. 15: p. 328-341 <i>Selecting a Data Collection Method</i></p> <p>Supplemental Readings:</p> <p>Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 9</p> <p>Discussion Bd 9:</p> <p>“Should newspaper articles on research indicate how the subjects were selected for any research they report? Why or why not? What are the newspaper writer’s responsibilities in this case?”</p>	Course Objective: 4.1.1 Classify Methods of Instrumentation.	
			Explain four methods used to collect data.	Homework 9 Term Paper Exam
			Describe ten guidelines for designing questionnaires.	Homework 9 Exam
			List five sources to obtain data.	Homework 9 Exam
			Define the following terms: scales, fixed, open-ended, probing and funneling questions.	Homework 9 Term Paper Exam
Unit 10	<p>Measurement</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU</u> <u>TEXT</u> Part 2: Designing Research Studies Ch.5: p. 116-121 <i>Conceptualization and Measurement</i></p> <p>Supplemental Readings:</p> <p>Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 10</p> <p>Discussion Bd 10:</p> <p>“What are the potential ethical issues or problems associated with probing questions? Do you have any experience with this issue? What are possible responses when people are asked highly sensitive questions in a face to face situation? “</p>	Course Objective: 4.1.1 Classify Methods of Measurement.	
			Identify data as either continuous or categorical.	Homework 10 Term Paper Exam Discussion Bd
			Identify and describe four levels of measurement.	Homework 10 Term Paper Exam Discussion Bd
			Provide two examples of each level of measurement other than those listed in the notes.	Homework 10 Exam

Unit 11	<p align="center">Data Analysis</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU</u> <u>TEXT</u> Part 5: Data Analysis Ch. 17: p. 377-386 <i>Quantitative Data Analysis</i></p> <p>Supplemental Readings: Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 11</p> <p>Discussion Bd 11:</p> <p>“How can the statistics a researcher uses be manipulated in research? Provide an example.”</p>	<p><u>Course Objective: 4.1.1</u> Classify Methods of Data Analysis.</p> <p><u>Course Objective: 2.3.1</u> Recognize appropriate data analysis representation in connection with research paradigm, design and level of measurement.</p>	
			Identify data as either alpha (string) or numeric.	Homework 11 Exam
			Describe the measures of central tendency.	Homework 11 Exam
			Calculate the mean, mode and median.	Homework 11 Exam
			Determine the skewness of the data distribution.	Homework 11 Exam
			Describe the variability within a data set.	Homework 11 Exam
			Interpret the relationship between variables.	Homework 11 Exam
Unit 12	<p align="center">Research Conclusions/ Results</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU</u> <u>TEXT</u> Part 7: Becoming an Evidence-Based Practitioner Ch. 25: p. 507-526 <i>Evidence- Based Practice</i></p> <p>Supplemental Readings: Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 12</p> <p>Discussion Bd 12:</p> <p>“In your article, did the author mis-represent or leave questions unanswered that should have been addressed? Have you heard any recent report in the media that made you stop and think about the research participants' responses?”</p>	<p><u>Course Objective: 4.1.7</u> Recognize the utility of research to build social work knowledge and provide evidence-based practice.</p>	
			Evaluate the data reporting techniques used in the research.	Homework 12 Term Paper Exam Discussion Bd
			Analyze the research conclusions within an article.	Homework 12 Term Paper Exam Discussion Bd
			Evaluate the generalizability of the research results	Homework 12 Term Paper Exam Discussion Bd

Unit 13	<p>Program Evaluation</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU</u> <u>TEXT</u></p> <p>Part 8: From Research to Evaluation Ch. 26: p. 528-539 <i>Program Evaluation</i></p> <p>Supplemental Readings: Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 13</p> <p>Discussion Bd 13:</p> <p>“List and describe two evaluations you have been involved with in the past. What was the purpose of each evaluation? Were the surveys "fair"? If you were in charge of the evaluations, what would you have done differently?”</p>	<p><u>Course Objective: 4.1.6</u></p> <p>Recognize the contributions of research to improve agency practice and policy advocacy.</p>	
			Describe the evaluation process.	Homework 1 Exam
			Describe five types of evaluations.	Homework 1 Exam
			Describe five sources of information used to conduct a needs assessment.	Homework 1 Exam
			Prescribe a model for a given evaluation project.	Homework 1 Exam Discussion Bd
Unit 14	<p>Single Subject Design</p> <p>Preparation Readings:</p> <p><u>GRINNELL & UNRAU</u> <u>TEXT</u></p> <p>Part 3: Collecting Data Ch. 7: p. 159-178 <i>Case Level Designs</i></p> <p>Supplemental Readings: Blackboard Internet Links</p>	<p>Blackboard Lecture notes Unit 14</p> <p>Discussion Bd 14:</p> <p>“Provide an example of how your profession has used the single subject design format. Did the process have any value?”</p>	<p><u>Course Objective: 4.1.5</u></p> <p>Recognize the contribution of research to improving practice with clients.</p>	
			Identify the principles of single case design.	Homework 1 Exam
			Describe how to measure change in behavior.	Homework 1 Exam
			Identify the designs used in single case studies.	Homework 1 Exam Discussion Bd
			Describe the characteristics of the three types of single designs.	Homework 1 Exam
			Describe "Crisis" or "Chronic" implications for single subject design.	Homework 1 Exam Discussion Bd
Final		Exam 2 Paper Due	<p><u>Course Objective: 1.1.5</u></p> <p>Critically analyze published research in a public forum.</p>	