



SW487-60: Social Work Research Proposal

Course Information

Semester: Fall 2022

Semester Hours: 3

Classroom Location: On Canvas

Class Time: Week Starts Mondays at 12:05 am

Instructor Information

Instructor: Dr. LaChelle Rosenbaum, LMSW

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Office Location: Expedition Hall Room 19

Office Hours: Mondays and Wednesdays 10:00am – 12:00pm or by Appointment.

Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice within their chosen community. Our program is dedicated to meeting students' needs by providing in-person and online delivery options to promote success for all students. We are committed to the preparation of professional Social Workers by enhancing cognitive and affective processes, and instilling knowledge, skills, and values to serve the needs of individuals, families, groups, communities, and organizations.

The Program relies on a liberal arts foundation and draws on person-in-environment and strengths-based perspectives. Through courses, internships, and student service activities the program prepares graduates to:

- Provide competent services to promote social and economic justice and advocate for human rights.
- Acknowledge the importance of human relationships and value the dignity and worth of the person.
- Practice respectfully with diverse populations, understanding the importance of enhancing the quality of life for all persons, locally and globally.
- Practice from a set of ethical principles inherent to the Social Work profession, including the recognition that professional development is a life-long learning process.

- Practice with integrity as professional Social Workers.
- Engage in meaningful scientific inquiry and program evaluation.

(Revised February 2022)

Course Description

This course is designed to expand upon the knowledge and skills learned in SW 386: Foundations of Social Work Research through practice-informed research. The student will learn about descriptive, comparative, and correlational research designs and develop a research proposal that includes an introduction, literature review, and methodology section. The student is also required to complete an IRB application.

Pre-requisites: SW386. Co-requisite: NONE

Introduction and Overview

Social work generalist practice entails the steps of engaging and assessing the client system, planning an intervention strategy, implementing the intervention with the client system, evaluating each step in the process, terminating with the client system appropriately, and following-up with the client and referral sources where needed.

This course focuses on the above evaluation step. Much of our understanding about individuals, groups, families, communities, and organizations are obtained through the testing of theories about these entities. As Social Work practitioners, we need the knowledge and skills to assess, identify, develop and test interventions to measure success with the client system and to improve services we offer to these clients. In addition, ***The Code of Ethics of the National Association of Social Workers*** requires us to add to the knowledge base of the profession wherever possible.

Purpose of the Course in the Curriculum

The expected student outcomes in the Research sequence consolidate learning from all other components of the curriculum. Skills learned in the first-year knowledge building sequence are built on and enhanced. The Human Behavior and Social Environment (HBSE) sequence is built on and enhanced. The HBSE sequence is one of the major foundations for understanding the philosophies, processes, product and context of Group-centered social work research. The various theory and methods courses, fieldwork, and the student's specialized interests as pursued through selective focusing in various courses, aid them in the formulation of researchable questions. The Social Welfare Services and Policy sequence provides a foundation for understanding the environment for social research including constraints, incentives, and ethical issues, as well as being the source of policy and service delivery questions requiring

empirical investigations. The sequence draws heavily upon the HBSE knowledge and the generalist practice perspective.

Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 Educational and Policy Accreditation Standard (EPAS)** establishes 9 Core Competencies and 31 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

Educational Policy 2.1: Core Competencies Definition

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.

Because of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

2015 Social Work Competencies Applied to this Course

COMPETENCY	DESCRIPTION
COMPETENCY 1:	Demonstrate Ethical & Professional Behavior
1.1	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
1.3	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
1.4	use technology ethically and appropriately to facilitate practice outcomes
1.5	use supervision and consultation to guide professional judgment and behavior

COMPETENCY	DESCRIPTION
COMPETENCY 2:	Engage Diversity and Difference in Practice
2.2	present themselves as learners and engage clients and constituencies as expert of their own experiences
2.3	apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
COMPETENCY 3:	Advance Human Rights and Social, Economic and Environmental Justice
3.1	apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
3.2	engage in practices that advance social, economic, and environmental justice
COMPETENCY 4:	Engage in Practice-informed Research and Research-informed Practice
4.1	use practice experience and theory to inform scientific inquiry and research
4.2	apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
4.3	use and translate research evidence to inform and improve practice, policy, and service delivery
COMPETENCY 8:	Intervene with Individuals, Families, Groups, Organizations, and Communities
8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
COMPETENCY 9:	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
9.1	select and use appropriate methods for evaluation of outcomes
9.2	apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9.3	critically analyze, monitor, and evaluate intervention and program processes and outcomes
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Required Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). Washington, D.C.: Author.

Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th Ed.). Thousand Oaks, CA: SAGE Publications.

Classroom Expectations

Attendance

The primary teaching approach in this class will be online learning. Materials in the course will be presented through discussion board, video lectures, group peer evaluation, and research meetings. Students will be responsible for all materials presented online. Assigned readings and topics for the week are outlined in the Schedule and students are expected to engage with all material assigned. Although physical absences are irrelevant to this on-line course, weekly material will be graded. Late work will be discussed later.

Shared Client and Agency Information

In the discussion posts, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

Deadline for Submission of Class Assignments

1. Assignments must be submitted to the instructor at the time and method indicated in this syllabus unless otherwise arranged and approved by the instructor.
2. Quizzes and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course.
 - a. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, the student must contact the instructor to request extended time.
2. Extra Credit: There are no extra credit assignments for this course.

Re-write Policy

Rewrites are rarely needed for this class. Qualification for a rewrite will be determined on a case-by-case basis. If you have any questions regarding the assignment, please do not hesitate to meet with this instructor. As the assignments are given on the first day of class (or at least two weeks before the assignment is due for pedagogical reasons) and because sufficient time is given, it is expected that quality work be submitted.

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the *Publication Manual of the American Psychological Association (7th Ed.)*. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in “sans serif font such as 11-point Calibri, 11-point Arial, or ... 12-point Times New Romans” (APA, 2020, p. 44).

Note: The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals based on your written work.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and possibly the Vice President of Student Affairs. The following acts of academic dishonesty are not acceptable:

- **Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- **Plagiarism:** representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- **Facilitating academic dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. The instructor will consider your request and determine whether to review your grade. If chosen to review your grade, the instructor will review your assignment in full and may adjust your grade up or down.

Social and Economic Justice

Lewis-Clark State College's Statement of Inclusion

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. Please visit [LCSC's Diversity](#) web page for more information.

Social Work Program Expectations

The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the **NASW Code of Ethics**, social workers should strive to:

- Eliminate personal and institutional discrimination,
- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice.

Grading Procedures

Grading Scale

Letter Grade	Percentage	Letter Grade	Percentage
A	93-100%	A-	90-92.9%
B+	87-89.9%	B	83-86.9%
B-	80-82.9%	C+	77-79.9%
C	73-76.9%	C-	70-72.9%
D+	67-69.9%	D	60-66.9%
F	00-59.9%		

Grade Definitions

LETTER GRADE	DEFINITION
A	Above and beyond

LETTER GRADE	DEFINITION
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication
D	Poor content or poor written communication, and/or incomplete, and/or late
F	Below minimum standards for content and written communication, incomplete, and/or late

Class Assignments

1. Reading Quizzes (90 Points)

- Students are expected to read the textbook's assigned chapter weekly. Reading quizzes are *due by midnight Wednesday*. Please read the required reading before attempting the quiz. There will be 8 reading quizzes and 1 syllabus quiz at 10 points each for a total of 90 points.

2. Canvas Discussion Boards (30 Points)

- Original Thread by *Thursday Midnight*, respond to two peers by *Sunday Midnight*
- Discussion closes Sunday Midnight. Late posting/replying is prohibited. This discussion is open from the beginning of the semester, but the opportunity to participate in this class-like assignment closes Sunday Midnight.
- There will be 2 Discussion Boards at 15 points each for a total of 30 points.

3. Research Proposal Sketch (80 points)

- There will be 4 Research Proposal Sketches throughout the semester at 20 points each for a total of 80 points. These are *due Sunday by midnight*.
- Follow the instructions on Canvas.

4. Advising Appointments (50 points)

- There will be 4 Advising Appointments with your instructor and 1 Advising Appointment with the Librarian. These meetings need to occur during working hours the week they are assigned and need to be completed *Sunday by midnight*.
- Each Appointment is worth 10 points.

5. IRB On-Line Training (25 Points)

- Due Week 6 Sunday by midnight*.
- Follow instructions in Canvas.

6. Literature Review Section of Research Proposal (150 Points)

- Due Week 4 Sunday by midnight*.
- Using the detailed Template and Literature Review Section Rubric as a guide, complete the Literature Review Section and submit an electronic copy through Canvas. References and paper should be APA formatted.

7. Introduction Section of Research Proposal (150 Points)

- Due Week 7 Sunday by midnight*.

- b. Using the detailed Template and Introduction Section Rubric as a guide, submit a complete Introduction Section through Canvas. References and paper should be APA formatted.

8. Methodology Section of Research Proposal (150 points)

a. Due Week 13 Sunday by midnight.

- b. Using the detailed Template and Methodology Section Rubric as a guide, complete the Methodology Section and submit an electronic copy through Canvas. References and paper should be APA formatted.

9. IRB Drafts (95 points)

- a. The IRB Application Form will have two drafts and a final copy due at various times. Please see Course Schedule.
- b. There is a peer review component to this during week 8.
- c. Final IRB cannot be submitted to the IRB Chair until permission from instructor is granted.

10. Final Research Proposal (180 Points)

a. Due Week 15 Sunday by midnight

- b. Using the detailed Template and Final Research Proposal rubric as a guide, submit a complete Final Research Proposal (Introduction, Literature Review, and Methodology sections with corrections and revisions from previous submission and professor feedback) through Canvas. References and paper should be APA formatted.
- c. Not addressing the comments or corrections from your previous papers is not professional and it may result in a lower grade.

Tentative Class Schedule for SW487_60 Fall 2022

Utilize Canvas calendar to keep up to date with weekly assignments.

Week & Date	Activity	Readings	Assignments – Points
Week 1, Aug 22-28	Review Syllabus Watch Meet Professor Watch Introduction Watch Research Approach	Creswell & Creswell (Textbook) Ch. 1	Syllabus Quiz – 10 Ch. 1 Quiz – 10 Discussion Board (DB) – Intro - 15
Week 2, Aug 29- Sept 4	Watch Select a Research Topic Watch Literature Review Advising Sessions	Textbook Ch. 2	Ch. 2 Quiz – 10 Submit Proposal Sketch 1 – 20 Advising Apt.#1 – 10
Week 3, Sept 5-11	Watch Variable Watch Theoretical Framework	Textbook Ch. 3	Ch. 3 Quiz – 10 Submit Proposal Sketch 2 – 20 Research Lib. Apt. & Quiz – 10
Week 4, Sept 12-18	Watch Intro: Background Watch Intro: Problem Advising Sessions	Textbook Ch. 5	Ch. 5 Quiz – 10 Advising Apt.#2 – 10 Literature Review - 150
Week 5, Sept 19-25	Watch Intro: Purpose/Sign. Watch Intro: RQ, Hyp, & Def.	Textbook Ch. 6 & 7	Ch. 6 Quiz – 10 Ch. 7 Quiz – 10 Submit Proposal Sketch 3 – 20
Week 6, Sept 26- Oct 2	Watch Henrietta Video Complete IRB Training	Textbook Ch. 4 Henrietta Article Review IRB Doc.	Ch. 4 Quiz – 10 IRB Training – 25 DB – Ethics – 15
Week 7, Oct 3-9	Watch IRB Part 1 Advising Sessions	No Readings	Advising Apt.#3 – 10 Introduction Paper – 150
Week 8, Oct 10-16	Watch IRB Part 2 Peer Review IRB	No Readings	IRB Peer Review – 50
Week 9, Oct 17-23	Watch Participants, Sampling, & Setting Watch Methodology Watch Qualtrics Beginner Tutorial	Textbook Ch. 8 (Read Ch. 9 if Qual and Ch. 10 if Mixed Methods)	Ch. 8 Quiz – 10 Submit Proposal Sketch 4 – 20
Week 10, Oct 24-30	IRB 2 nd Draft	No Readings	IRB 2 nd Draft - 20
Week 11, Oct 31- Nov 6	Final IRB	No Readings	Final IRB – 25
Week 12, Nov 7-13	IRB Completion Advising Sessions	No Readings	Advising Apt.#4 – 10 Submit IRB with Permission
Week 13, Nov 14-20	Methodology	No Readings	Methodology Paper - 150

Break, Nov 21-27	No Class: Thanksgiving Break	No Readings	No Assignments
Week 14, Nov 28- Dec 4	Complete Final Research Proposal Advising Sessions as Needed	No Readings	
Week 15, Dec 5-11	Complete Final Research Proposal Advising Sessions as Needed	No Readings	Final Research Proposal - 180
Week 16, Dec 12-16	No work accepted after Wed. Midnight	No Readings	1000 Total Points