



## SW386-60: Foundations of Social Work Research

### Course Information

Semester: SP 2023

Semester Hours: 3

Classroom Location: On Canvas

Class Time: Week Starts Mondays at 12:05 am

### Instructor Information

Instructor: Dr. LaChelle Rosenbaum, LMSW

Phone: 208-792-2811

Email: [lmrosenbaum@lcsc.edu](mailto:lmrosenbaum@lcsc.edu)

Office Location: Expedition Hall Room 19

Office Hours: Mondays and Wednesdays 10:30-12:00 or by Appointment. You may also stop by anytime as needed.

### 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, ecological, and strengths-based perspectives. Through courses, field education, and student service activities the program prepares graduates to:

Provide competent services to promote social, economic, and environmental 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, using a range of prevention and intervention methods, 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, practice-informed research, and research-informed practice.

(Revised March 2022)

## Course Description

This course introduces research as a scholarly and evaluative process. In the course, students analyze and critique empirical articles while constructing a comprehensive literature review on social work practice topics. The course highlights basic social scientific research techniques, including qualitative and quantitative methods, data collection, assessment and single-subject design. The use of research and the use of evaluation of practice as tools in the professional repertoire of skills available to the social work generalist are emphasized. The ethics of scientific inquiry are stressed throughout. Course enrollment is limited to Social Work majors. Pre-requisites: Core Math course.

## 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 is the first of three research courses. It focuses on the above evaluation step. Much of our understanding about individuals, groups, families, communities, and organizations is obtained through the testing of theories about these entities. As social work practitioners, we need the knowledge and skills to evaluate existing research, use research method skills to think critically about problems and issues in society, and test our conclusions. Social work practitioners need to be able to analyze existing data and data they collect to determine relationships between and among these variables. Ethically, social work practitioners must be aware of best practices for policy and practice interventions. Understanding research methods is one avenue to this knowledge.

## 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
<b>COMPETENCY 1:</b>	<b>Demonstrate Ethical &amp; Professional Behavior</b>
<b>1.1</b>	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
<b>1.3</b>	demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

COMPETENCY	DESCRIPTION
1.4	use technology ethically and appropriately to facilitate practice outcomes
1.5	use supervision and consultation to guide professional judgment and behavior
<b>COMPETENCY 2:</b>	<b>Engage Diversity and Difference in Practice</b>
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
<b>COMPETENCY 3:</b>	<b>Advance Human Rights and Social, Economic and Environmental Justice</b>
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
<b>COMPETENCY 4:</b>	<b>Engage in Practice-informed Research and Research-informed Practice</b>
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
<b>COMPETENCY 8:</b>	<b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>
8.4	negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
<b>COMPETENCY 9:</b>	<b>Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>
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

COMPETENCY	DESCRIPTION
<b>9.4</b>	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* (7<sup>th</sup> Ed.). American Psychological Association.

Engel, R. & Schutt, R. (2017). *The Practice of Research in Social Work* (4<sup>th</sup> ed.). Sage

## 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.
  - a. Quizzes, discussions, and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course.
  - b. If due to extreme extenuating circumstances, the student is unable to turn a paper in on time, please communicate with the instructor to set an alternative date.
2. Extra Credit: There are no extra credit assignments for this course.

### Re-write Policy

Rewrites are not an option in this class. 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 professor may require that you submit papers to the writing center prior to submitting to Canvas.

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 12-point font, preferably Times New Romans style or a similarly readable style.

**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. I will consider your request and determine whether to review your grade. If I choose to review your grade, I 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	60-69.9%	F	59.9% and below

### Grade Definitions

LETTER GRADE	DEFINITION
A	Above and beyond
B	Appropriate college level work meeting the syllabus' expectations
C	Minimal level for content and written communication

LETTER GRADE	DEFINITION
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. Quizzes (110 Points)

- a. There will be 11 reading quizzes for this class (no mid-term or final exam). Each quiz will be multiple choice questions and/or essay question. The quizzes will be taken online in Canvas. Each quiz is worth 10 points.

### 2. Discussion Posts (100 Points)

- a. There will be 5 discussion boards to participate in. Each will be worth 20 points. 10 points for the initial post due Friday by midnight and 10 points to respond to two peers due Sunday by midnight.

### 3. Article Summary Forms (120 Points)

- a. Each student will review and complete an Article Summary Form for at least 5 scholarly articles in preparation for writing Literature Review Paper. Each of the 5 Article Summary Forms will be worth 20 points each. After submitting the first Article Summary Form, significant feedback will be provided. A second draft of the first form will be submitted with corrections for an additional 20 points for a total of 120 points across these Article Summary Forms.
  - i. **Three** need to be an **empirical** (original research) article;
  - ii. **One** should be a literature review/meta-analysis article; and
  - iii. **One** should be **qualitative** research.
    1. Articles should come from the **LC library Database or Google Scholar** and be no more than 10 years old. You will include the article in the assignment submission.
    2. Do not use articles from websites. All articles must be scholarly.

### 4. Group Check-In Surveys (40 Points)

- a. Students will work in groups of two to write their Literature Review Paper.
- b. Students will be asked to report on the group process four times throughout the semester for 10 points each.

### 5. Literature Review Paper (300 Points)

- a. Using the detailed outline and Literature Review Paper Rubric as a guide, complete and submit the Literature Review Paper through Canvas.
- b. Literature Review Paper will include:



- i. 10 scholarly articles synthesized and referenced
- ii. APA format (7<sup>th</sup> ed.) with cover page and reference page – please also use headings.

**6. Final Literature Review (200 Points)**

- a. Utilize the instructor's correction/suggestions from the first draft to edit and submit the Final Literature Review.

**7. APA (7<sup>th</sup> ed.) Chapter Summary Reference Sheets (100 Points)**

- a. Each student will read and create a Chapter Summary Reference Sheet for 5 chapters within the APA Manual at 20 points each. Chapters will include: 2, 4, 6, 8 and 9.
- b. Chapter Summary Reference Sheets will be outlined in the assignment within Canvas.

**8. Meeting with Librarian (30 Points)**

- a. Schedule and attend a meeting (via Zoom or in Lewiston) with a LC State Librarian to search for articles.
- b. You must come prepared to the meeting with your topic.
- c. **You must meet with the librarian prior to the due date of the first Literature Review Paper to receive points for this assignment.**
- d. Upload to the Canvas assignment the email you will receive from the librarian confirming that you attended your appointment.

## SW386-60 SP2023 Tentative Class Schedule

*Quizzes are due Friday by midnight, Discussion Board initial posts are due Friday by midnight, and all other assignments are due Sunday by Midnight unless otherwise indicated.*

Week & Date	Topic	Readings	Assignments – Points
<b>Week 1, Jan 17-22</b>	Overview of Class	Syllabus Engel and Schutt Ch 1	Reading Quiz – 10 Disc. Board – 20
<b>Week 2, Jan 23-29</b>	Research Topic & Process	Engel and Schutt Ch 2	Reading Quiz 2 – 10
<b>Week 3, Jan 30-Feb 5</b>	Getting Started with APA	APA Manual Ch 2	APA Ch. Sheet – 20 Disc. Board – 20
<b>Week 4, Feb 6-12</b>	Library Apt. & Reviewing Articles	APA Manual Ch 4	Article Form 1a – 20 APA Ch. Sheet – 20 Library Apt – 30
<b>Week 5, Feb 13-19</b>	Literature Reviews	APA Manual Ch 6	APA Ch. Sheet – 20 Disc. Board – 20 Group Check In – 10

<b>Week 6, Feb 20-26</b>	Ethics & Cultural Competence in Research	Engel and Schutt Ch 3 APA Manual Ch 8	Reading Quiz – 10 APA Ch. Sheet – 20 Article Form 1b – 20
<b>Week 7, Feb 27-Mar 5</b>	Measurement, Instruments, & Measures of Central Tendencies	Engel and Schutt Ch 4 APA Manual Ch 9	Reading Quiz – 10 APA Ch. Sheet – 20
<b>Week 8, Mar 6-12</b>	Sampling & External & Internal Validity	Engel and Schutt Ch 5	Reading Quiz – 10 Article Form 2 – 20
<b>Week 9, Mar 13-19</b>	Causation & Research Design	Engel and Schutt Ch 6	Reading Quiz – 10 Article Form 3 – 20 Group Check In – 10
<b>Week 10, Mar 20-26</b>	Group Experimental Design	Engel and Schutt Ch 7	Reading Quiz – 10 Article Form 4 – 20
<b><i>Break, Mar 27-Apr 2</i></b>	<b>Spring Break – Enjoy!</b>	<b>No Assigned Reading</b>	<b>No Assignments</b>
<b>Week 11, Apr 3-9</b>	Single Subject Design	Engel and Schutt Ch 8	Reading Quiz – 10 Article Form 5 – 20
<b>Week 12, Apr 10-16</b>	Survey Research	Engel and Schutt Ch 9	Reading Quiz – 10 Disc. Board – 20 Group Check In – 10
<b>Week 13, Apr 17-23</b>	Evaluative Research Program Evaluations Process Evaluations Outcome Evaluations	Engel and Schutt Ch 13	Reading Quiz – 10 Lit. Review – 300
<b>Week 14, Apr 24-30</b>	Qualitative Methods	Engel and Schutt Ch 10	Reading Quiz – 10 Disc. Board – 20 Group Check In – 10
<b>Week 15, May 1-7</b>	Mixed Methods	Engel and Schutt Ch 12 (pp. 331-340)	Final Lit. Review – 200
<b>Week 16, May 8-12</b>	Finals Week – No New Content	No Assigned Reading	<b>1000 Total Points</b>