



## SW499B.60: Senior Research Project/Design II

### Course Information

Semester: Spring 2020

Semester Hours: 3

Classroom Location: On Blackboard

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: Tuesdays and Thursdays 10:00-12:00 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. We are committed to the preparation of professional Social Workers instilling the knowledge, skills, values, and cognitive and affective processes to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional Social Work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships, including a curriculum that highlights a global perspective. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the Social Work profession, including the recognition that professional development is a life-long learning process. Our program is dedicated to the support of non-

traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful social science research projects (often program evaluation or needs assessments) through our research sequence, which culminates in a public symposium. (Revised September 2019)

## Course Description

This is the second course in a series designed to guide students through the process of completing the research project they proposed and began in SW 499A. The final product that students will complete is a paper that explains their work and results. If the research project directly involves human subjects, the Human Subjects Review Committee must approve the proposal before it is undertaken. This final paper must include the Introduction, Literature Review, Research Concerns, Methodology, Findings, and Discussion and Implication. It will also be APA formatting throughout. The final requirement of the research project is a power point presentation. This presentation will be professionally made to a group of faculty and students. Pre-requisite: SW499A, SW497A, SW498A, and SW443. Co-requisite: SW497B, SW498B, and SW480.

## 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
<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
9.4	apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

## Required Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, D.C.: Author.

Salkind, N. J. (2017). *Statistics for People Who (Think They) Hate Statistics: Using Microsoft Excel 2016* (4<sup>th</sup> Ed.). Thousand Oaks, CA: Sage Publications, Inc.

## 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. All assignments over 50 points must be submitted to pass the course.
  - 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 (6th 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 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 (100 Points)

- a. Students are expected to read the textbook's assigned chapter weekly. Reading quizzes are **due by midnight on Wednesday**. Please read the required reading before attempting the quiz. There will be 9 reading quizzes and 1 syllabus quiz at 10 points each for a total of 100 points.

### 2. Work Sheets (140 Points)

- a. During 7 of the 16 weeks you will have an opportunity to actively engage in descriptive and inferential statistical analysis by utilizing Excel. Video lectures and detailed instruction sheets will guide you through the process. At the end of each of those 7 weeks you will submit your Data Sheets for points (20 points each).

### 3. Qualitative Article Presentation (60 Points)

- a. Select and submit Qualitative Research Article that is high quality, interesting, and peer reviewed that is somehow connected to your research topic (10 points).
- b. Present the content and implications of your Qualitative Research Article within the discussion board (50 points).

### 4. Advising Appointments (40 Points)

- a. During the semester each student will have four opportunities to check in with their instructor for advising appointments to discuss their research and data analysis through video or phone conferencing (10 points each).

### 5. Analysis and Findings Section (160 Points)

- a. Re-introduce your research topic to your class through a Discussion Board (20 points).
- b. Data and Validation Worksheets due through Canvas (20 points).
- c. Analysis Plan due through Canvas (20 points).
- d. Analysis and Finding Section due through Canvas (100 points).
  - i. Using the detailed outline and Analysis & Findings Section Rubric as a guide, complete the Analysis & Findings Section and submit an electronic copy through Canvas.



**6. Discussion Section (100 Points)**

- a. Discussion Section due through Canvas (100 points).
  - i. Using the detailed outline and Discussions Rubric as a guide, complete the Discussions Section and submit an electronic copy through Canvas.

**7. Infographic, Practice, and Presentation (200)**

- a. Using the detailed outline and Presentation Rubric as a guide, develop a professional Infographic for your Final Research Presentation.
  - i. Peer Review through Canvas Discussion Board (40 points)
  - ii. Infographic Document (100)
  - iii. Professional Presentation (60)

**8. Completed Final Research Paper (200 Points)**

- a. Final Research Paper due through Canvas
  - i. Using the detailed outline and Final Research Proposal rubric as a guide, include the Introduction, Literature Review, Methodology, Analysis and Findings, and Discussions sections with corrections and revisions from previous submission and professor feedback.
  - ii. Please submit a copy of your paper to your field agency if your IRB reported you would.

## SW499B.60 SP2022 Tentative Class Schedule

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

<b>Week &amp; Date</b>	<b>Activity</b>	<b>Readings</b>	<b>Assignments – Points</b>
<b>Week 1, Jan 18-23</b>	Syllabus & Overview of Class	No Readings	Syllabus Quiz – 10 Re-Intro Research Disc. Board – 20
<b>Week 2, Jan 24-30</b>	Overview Statistics, Excel, & Data & Validation Sheets	Chapters 1, 1A, 1B, & 1C if you use a Mac Computer	Reading Quiz – 10 Get Started WS – 20 Qual Article – 10
<b>Week 3, Jan 31-Feb 6</b>	Measures of Central Tendency, Descriptive Stats, & Variability	Chapters 2 & 3	Reading Quiz – 10 Desc. Stats WS – 20 Advising Apt. 1 – 10
<b>Week 4, Feb 7-13</b>	Figures, Charts, & Pivot Tables	Chapter 4 & 20	Reading Quiz – 10 Qualitative Disc. Board – 50

<b>Week 5, Feb 14-20</b>	Correlations, Reliability, & Validity	Chapter 5 & 6 (Ch. 15-16 go into greater Corr. Depth)	Reading Quiz – 10 Corr. Stats WS – 20
<b>Week 6, Feb 21-27</b>	Review Hypothesis; Z-Score	Chapters 7 & 8	Reading Quiz – 10 Z-Score WS – 20 Advising Apt. 2 – 10
<b>Week 7, Feb 28-Mar 6</b>	Analysis & Findings Section; Statistical Significance & Z-test	Chapters 9 & 10	Reading Quiz – 10 Data & Val Sheet – 20 Analysis Plan – 20
<b>Week 8, Mar 7-13</b>	T-test	Chapters 11 & 12	Reading Quiz – 10 T-Test WS – 20 Advising Apt. 3 – 10
<b>Week 9, Mar 14-20</b>	ANOVA	Chapters 13 & 14	Reading Quiz – 10 ANOVA WS – 20
<b>Week 10, Mar 21-27</b>	Discussion Section	No Readings	Analysis & Findings Section – 100
<i>Break, Mar 28-Apr 3</i>	<i>NO CLASS</i>	<i>Spring Break</i>	<i>No Assignments</i>
<b>Week 11, Apr 4-10</b>	Infographic Example	LBSW Licensure Information	No Assignments Due
<b>Week 12, Apr 11-17</b>	Chi-Square	Chapter 17	Reading Quiz – 10 Chi-Square WS – 20 Disc. Section – 100 Advising Apt. 4 – 10
<b>Week 13, Apr 18-24</b>	<i>Trauma &amp; Resilience Conference Online (optional 4/22; 8-5); Peer Review Presentations</i>	No Readings	Discussion Board Peer Review – 40
<b>Week 14, Apr 25- May 1</b>	<i>Zoom Presentations ½ class</i>	No Readings	Presentation – 60 Infographic – 100
<b>Week 15, May 2-8</b>	Zoom Presentations ½ class; <i>IRB Approved Symposium Presentations (May 5th or 6th)</i>	No Readings	Final Research Paper – 200
<b>Week 16, May 9-13</b>	<i>No work accepted after Wed. Midnight</i>	No Readings	<b>1000 Total Points</b>