



LEWIS-CLARK STATE
COLLEGE

SW499A: Senior Research Project/Design

Course Information

Semester: Spring 2022

Semester Hours: 3

Classroom Location: DARM 110

Class Time: Thursdays 1:30-4:15 pm

Instructor Information

Instructor: Marte White, LCSW

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Office Location: Harbor Center

Office Hours: 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. 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 proposal must be approved by the Human Subjects Review Committee 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 is 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, field work, 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.

Educational Policy & Accreditation Standards (EPAS) 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.

As a result 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 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 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. (2010). *Publication manual of the American Psychological Association* (6th Ed.). Washington, D.C.: Author.
- Salkind, N. J. (2017). *Statistics for People Who (Think They) Hate Statistics: Using Microsoft Excel 2016* (4th Ed.). Thousand Oaks, CA: Sage Publications, Inc.

Classroom Expectations

Attendance

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Exceptions to this policy may be made at the discretion of the instructor. (Found in [Social Work Handbook](#) p. 17).

Tardiness

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in class as described in the Social Work Handbook.

Shared Client and Agency Information

In the classroom, 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 during class sessions unless otherwise arranged and approved by the instructor.

2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests are not accepted.

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 complete a Contract for Adjusted Assignment Due Date Form. This will result in an automatic 10% grade reduction for that assignment.

3. 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 is submitted.

Cell Phone Policy

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

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 on the basis of 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 or not 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

A	95-100%	A-	90-94.9%
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	63-69.9%	F	62.9% and below

Grade Definitions

A	Above and beyond
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. Attendance and Participation (100 Points)

2. IRB Acceptance Letter (25 Points)

- a. Tentatively due any time before Week 6. Attaining an acceptance letter from the IRB is essential to complete SW499B: Senior Research II. In order to pass this class each student must receive an IRB acceptance letter. If your IRB application is denied, you will fail the course. Multiple submissions with IRB for failure to follow directions or pay attention to grammar will receive substantial reduction in points.

3. Group Presentation on a Statistical Analysis (100 Points)

- a. Beginning week 7 student groups will present on the most common statistical analyses. The presentation should be interactive with the class and include the following:
 - i. Present on the topic you have been assigned. How, when, why is it used. Complete an interactive exercise with students.
 - ii. Present on a research study which incorporates the statistics you are presenting on (could be from your own study). Provide rationale for using the specific test or analysis.
 - iii. Provide a visual on how the data is presented in APA within the Analysis and Findings section (i.e., tables and written results).
 - iv. Describe how to use Excel to analyze your data.
 - v. Groups should come prepared with a cheat sheet for the class on step by step guidelines for data analysis in Excel.
 - vi. Creativity is encouraged!

4. Abstract for Symposium (50 Points)

- a. 1st Draft due through Canvas Week 8 by midnight (25 points).
- b. Final Draft due through Canvas Week 11 by midnight (25 points).
 - i. The layout of the Abstract should be:
 1. Times New Roman, Size 10 font, Single Spaced, 50-75 words
 - ii. The Abstract should include:
 1. General purpose of the research
 2. Description of your sample (general not specific – Northern Idaho)
 3. The general nature of key/significant findings
 - iii. Submit using the following:

Author(s): (Please type full name(s))

Title: (Please see the capitalization example below)

Abstract: (50-75 Words)

iv. Example:

Authors: Sam Smith and Betty White

Title: Does Exercise Have Long Term Effects on Blood Pressure and Resting Heart Rate?

Abstract: The purpose of this study was to determine the effect cardiovascular exercise had on blood pressure, resting heart rate, and oxygen saturation rate five hours post exercise. Statistics were run to determine if there was a positive effect over time. Participants were tested four days per week, two of those four being exercise days to determine if cardiovascular traits improved after exercise. Results will be shared at the Symposium.

5. Results Section (150 Points)

- a. Data and Validation Worksheets due through Canvas Week 10 by midnight (50 points)
 - i. Instructions will be provided in class Week 5
- b. Analysis and Finding Section due through Canvas Week 11 by midnight (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 (150 Points)

- a. Discussion Section due through Canvas Week 14 by midnight
 - i. Using the detailed outline and Discussions Rubric as a guide, complete the Discussions Section and submit an electronic copy through Canvas.

7. PowerPoint, Practice, and Presentation (200)

- a. PowerPoint due through Canvas Week 13 by midnight
 - i. Using the detailed outline and Presentation Rubric as a guide, develop a professional PowerPoint for your Research Symposium Presentation.
- b. Practice Presentation to peers during class on Week 14
- c. **Thursday May 6 from 9:00am to 12:30 pm on Zoom you will present your Research Project at LCSC's Annual Research Symposium** (100 points)
 - i. Attendance is required and Agency Field Instructors or stakeholders are encouraged.

8. Completed Final Research Paper (200 Points)

- a. Final Research Paper due through Canvas Week 15 by midnight
 - i. Using the detailed outline and Final Research Proposal rubric as a guide, include the Introduction, Literature Review, Methodology, Results, and

Discussions sections with corrections and revisions from previous submission and professor feedback.

- ii. 1 inch margins, 12 point Times New Roman Font, APA Format
- iii. Please submit a copy of your paper to your field agency if your IRB reported you would.

9. IRB-Conclusion (25 Points)

- a. Go on-line to the [LCSC IRB website](#) and click on Completion Form. Download it to your computer, fill it out, and save as a document.

Tentative Class Schedule

WEEK & DATE	ACTIVITY	READINGS	ASSIGNMENTS – POINTS
WEEK 1, JAN 20	Syllabus, Overview of Class and Group Assignments	No Readings	
WEEK 2, JAN 27	Excel, & Analysis Tool	Chapters 1, 1A, 1B, & 1C if you use a Mac Computer	
WEEK 3, FEB 3	Descriptive Statistics Mean Mode Median	Chapters 2 & 3	
WEEK 4, FEB 10	Variance, SD and Range	Chapter 3	
WEEK 5, FEB 17	Charting in Excel Chi Square	Chapter 4 & 17	
WEEK 6, FEB 24	Correlations,	Chapters 5	IRB Approval – 25
WEEK 7, MAR 3	Reliability and Validity	Chapter 6	Group Presentations - 200
WEEK 8, MAR 10	Hypothesis, Probability, & Analysis & Findings Section	Chapters 7 & 8	1 st Abstract – 25
WEEK 9, MAR 17	Probability Statistical Significance	Chapter 8 & 9	
WEEK 10, MAR 24	T-Test	Chapters 10, 11, 12 & 13	Results Section – 100
WEEK 11, MAR 31	Spring Break	No Class	
WEEK 12, APR 7	ANOVA		Final Abstract – 25
WEEK 13, APR 14	Presentation Tips		
WEEK 14, APR 21	Practice Presentations		PowerPoint

			Practice Presentation – 100
WEEK 15, APR 28	Practice Presentations		Discussion Section – 100
WEEK 16, MAY 5 ZOOM	SYMPOSIUM From 9:00am to 12:30pm Research Symposium		Presentation – 100 Final Research Proposal – 200 IRB Completion – 25
WEEK 16	Finals week no class		1000 Total Points