

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: SOCIAL WORK	COLLEGE: COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: SOW6404	CURRENT COURSE TITLE: SOCIAL WORK RESEARCH
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:  CHANGE PREFIX FROM:                      TO:  CHANGE COURSE NO. FROM:                      TO:  CHANGE CREDITS <sup>2</sup> FROM:                      TO:  CHANGE GRADING FROM:                      TO:  CHANGE DESCRIPTION TO:  STUDENTS WILL DEVELOP KNOWLEDGE AND COMPETENCIES TO IDENTIFY AND EVALUATE ETHICAL QUANTITATIVE AND QUALITATIVE RESEARCH METHODOLOGY, ESPECIALLY EVIDENCE-BASED INTERVENTIONS FOR CLINICAL PRACTICE.	CHANGE PREREQUISITES/MINIMUM GRADES TO*:   CHANGE COREQUISITES TO*:   CHANGE REGISTRATION CONTROLS TO:   *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.  N/A	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup>  N/A

Faculty contact, email and complete phone number:  
 Elwood Hamlin, [ehamlin@fau.edu](mailto:ehamlin@fau.edu) 561-297-2864

<b>Approved by:</b> Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	<b>Date:</b> _____ _____ _____ _____ _____ _____	1. Syllabus must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a>  2. Review Provost Memorandum: <b>Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a>  3. Consent from affected departments (attach if necessary)
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

*FAUchange—Revised September 2012*

**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF SOCIAL WORK  
SOW 6404 /94305**

## **Social Work Research – 3 Credits**

Semester: Fall 2012	Classroom: SO 112
Start/End Date: August 18 – December 7, 2012	Class Times: 4pm – 6:50 pm. Tuesdays
Instructor: M. Kane, Ph.D., LCSW, ACSW	Office Hours: 2-4 pm Monday, Tuesdays, Wednesday & by appointment
Phone 561-297-3234	Office Location: SO 310 (mail drop off in SO 303)
Email: <a href="mailto:mkane@fau.edu">mkane@fau.edu</a>	Web: <a href="http://www.fau.edu/ssw">www.fau.edu/ssw</a>
Blackboard: <a href="http://blackboard.fau.edu">http://blackboard.fau.edu</a>	3 Credits

### **MSW Program Mission**

We are committed to maximizing human potential, alleviating human suffering, enhancing the vitality and caring capacity of communities, and promoting the ideals of a humane and just society. We educate competent and compassionate social workers as practitioners and leaders for the 21<sup>st</sup> Century. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.

### **COURSE DESCRIPTION**

The general goal of this course is to make social work research an active rather than a passive component of the practice of each graduate student. As social work professionals, we have an obligation to utilize and contribute to knowledge in our field. The purpose of this course, therefore, is to facilitate an understanding, an appreciation, and the utilization of the scientific and analytic approach in evaluating and extending existing theoretical knowledge and practice to individual clients, programs, and the community nationally and internationally. Both the qualitative and quantitative research methodologies will be studied in this course. In social work the ultimate goals of research are to enhance human well-being, alleviate poverty and oppression, and promote social and economic justice. Explicit

procedures for assuring the ethical conduct of research will also be demonstrated, and critiqued in assigned readings, and required in student projects. Existing research and student projects will be critiqued in relation to their relevance and generalizability, particularly to women, as well as racial, ethnic, sexual orientation, and other minority groups, and to those from different socioeconomic backgrounds. An emphasis on understanding the concerns and need of vulnerable populations in the south Florida area is made. Course work is further reinforced by the ongoing requirement that students expand their technological skills, using computer resources in obtaining information, and the gathering and analyzing of data.

## **RELATION TO THE EDUCATIONAL PROGRAM**

Social Work Research relates to the foundation of social work curriculum by providing students with the knowledge, skills, and values of scientific inquiry which will enable them to evaluate the outcomes of social welfare policy, social welfare programs, and social work practice. There is a planned relationship between this course and the following:

- I. the Human Behavior and Social Environment sequence, concentrating on the ways that behavioral science research supports some human behavioral theories,
- ii. the Social Work Practice sequence, concentrating on analysis of interventions with individuals, families, groups and communities
- iii. the Social Work Policy and Programs sequence, with a concentration on policy analysis and program evaluation.
- iv. the Advance Research class which provides students with advance knowledge and skills in research methods with special attention on analyzing and evaluating social work practice and policies, and social welfare programs.

## **EDUCATIONAL COMPETENCIES**

At the end of the course it is expected that students will be able to:

1. Engage in professional development opportunities that set the stage for career-long learning, e.g., agency seminars, professional conferences, workshops, online courses (PB 1e:)
2. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom PB 3(a:)
3. Use practice experience to inform scientific inquiry (PB 6a)
4. Use research evidence to inform practice (PB 6b)
5. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (PB 9a).
6. Explain ethical issues in conducting and using research and the role of social work values base in research and evaluation.

## **TEACHING METHODOLOGY**

The format by which this course will be taught involves lectures, distance learning, and class discussions.

## **COURSE ASSIGNMENTS AND GRADING**

### 1. Specific Expectations

- a. Readings have been assigned for each class. The reading for each week is to be completed prior to the class meeting. Additional reading on particular topics may be assigned in class.

b. Student participation in class discussions is encouraged because it facilitates an open environment for mutual learning. Class attendance is required. If you miss class, you are responsible for obtaining all materials covered. This includes research content and all announcements relevant to procedures, such as changes in examinations or requirements. **There are NO make-up exams.**

2. Grading: There will be two multiple choice/short answer exams, an oral presentation and two written assignments. The first exam will be on week 8 and the second exam will be during final's week. The first exam will be worth 30% and the second exam will be worth 35% of the grades. The remaining oral and written assignments are worth 30% of your final grade. Class participation and attendance add another 5% to your final grade.

Midterm – Week 8	30%
Final – Week 16	35%
Written assignment	30%
Participation	5%

### Oral Presentation & Written Assignments

A. Early in the semester, students will be encouraged to find two peers who share similar interests for current or future social work practice. For example, a group of students may share an interest in working with clients who have persistent and severe mental illness, who are frail elders, who are memory impaired elders, who are recent immigrants to south Florida, who are victims of mistreatment or abuse, etc.

All choices for areas of interest must be approved by the instructor before proceeding to the written stage..

Based on this interest, groups will search the research literature for evidence-based social work practice modalities with these groups. ***The literature reviewed should answer the question: "What do social workers and other professionals do to assist members of this selected group, and which practices are the best practices for social work intervention?"***

***Written Assignment 1*** – Identify an instrument or measurement tool that might be used to evaluate persons who are members of the group in which you are interested. You should read the description and purpose of the instrument/tool, how it is used, and some information about its reliability/validity, scoring, etc. This information will be summarized into one paragraph. Each member of the group should ask a friend or classmate to complete the instrument. Score it and consider its meaning. The scores should be treated not be disclosed in your paper or to any other members of your group. This task is simply to assist you in developing facility for tool/instrument usage. In addition to the one page summary of the instrument used in this group, a clean copy of the instrument should be attached. This task partially fulfills course competencies PB1e, PB6a, PB6b, and PB9a. This assignment is due week 7.

***Written Assignment 2*** - After a thorough review of current evidence-based research, the group will write a paper with the following sections:

- a. a summary of the evidence-based practice literature for working with the selected area of practice.(2-3 pages) (Due week 9) This task partially fulfills course competencies PB6a, PB6b, and PB9a.
- b. a brief summary of the sampling strategies used in the reviewed literature, noting the strength's and weaknesses of the examined literature (1 page). (due week 11). This task partially fulfills course competencies PB1e, PB6a, PB6b, and PB9a.
- c. a brief summary of the instrumentation used in the literature examined – noting the reliability and validity of the instruments used (1 page) (due week 11). This task partially fulfills course competencies PB1e, PB6a, PB6b, and PB9a.

d. a reference page. (due week 11).

This paper should follow APA format. All parts of the paper should be submitted with each revision.

**Oral Presentation** – Based on your literature search and knowledge of specialized instrumentation/measurement tool, a 10 minute group presentation will be made toward the end of the semester. This task partially fulfills course competencies PB1e, PB6a, PB6b, and PB9a.

### 3. Method of Course Evaluation by Students:

Evaluation of courses and instructors by students constitutes an important aspect of our department's quality review process. Therefore, students enrolled in this course will have an opportunity to give their personal written impressions and assessments of the course and instructor on a form provided in class and in keeping with evaluation policies of the department and the university. The evaluation will be treated as a confidential communication in which student anonymity will be protected unless students should elect to identify themselves voluntarily.

**Class Attendance-** Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, attendance for all classes is required. *More than one unexcused absence, excessive tardiness, or patterns of leaving early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student be in class; therefore, even with excused absences, the student may be required to withdraw or retake the class. If a student misses more than 2 classes whether or not there is a documented, excused absence the student may fail the course.*

**Class Participation-**A crucial component of professional social work education relates to an understanding of and adherence to the values of social work profession and the Code of Ethics of the National Association of Social Workers. Active participation in the classroom setting facilitates clarification and understanding of these values and ethics, as well as your comprehension of the materials the class covers.

The grading scale for this course is as follows:

93 – 100% = A	73 – 76% = C
90 – 92% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	0 – 59% = F

### Professional Expectations:

The social work program at FAU has a responsibility to the public and to the profession to graduate professional social workers that are, at a minimum, competent to practice at a beginning level. The School of Social Work is also mandated by CSWE to foster and evaluate student professional development. To that end, instructors must provide clear expectations concerning what is professional and unprofessional behavior, as well as provide feedback to students throughout the course. The three most common problem areas that this instructor has seen are in the areas of class tardiness, disrespect to instructor and fellow students, and unsatisfactory writing skills.

It is rude and disruptive to be late to class or to return late after the break. The class time is posted and published well in advance of the first day of class. It is entirely the student's responsibility to arrange their lives in such a

manner that allows them to be on time to class every session. It is understandable that there are occasional emergencies or unavoidable life events, but it is a mark of lack of professionalism to be late to class more than very occasionally. It is never acceptable to be late on a regular basis (e.g., because one's work schedule conflicts with class). Call or email the instructor if you know that you are going to be late to make sure that you will not be too disruptive to that class's planned events.

It is disrespectful to engage in conversation during class. One should not interrupt the flow of the instructor's lecture. Likewise, one should listen respectfully to fellow students without making disparaging comments. It is important that everyone feel safe enough to express his or her views. It is a hallmark of professional social work that we embrace diversity in our clients and our peers.

The MSW program expects each student to exhibit a certain level of mastery as concerns written communications. It also expects each student to constantly seek to improve his or her skills in the interest of professionalism. Accordingly, all written assignments should be turned in with an absolute minimum of errors in spelling, grammar, syntax, etc. While this is not an English class, the overall readability of a paper affects how that paper will be understood and graded. For those who need help with writing skills, the university does offer assistance (at the Davie Campus, go to the Multicultural Affairs office at Module 38G, room 112; also, see <http://www.library.fau.edu/npb/respaper.htm> for writing and research tips)

All written work should be typed or word-processed to maximize readability. Use a dictionary or "spell check" to ensure against error. As social work practice involves the extensive use of writing skills, this strictness on the instructor's part is another way to ensure students will be able to present their views in a professional manner.

It is expected that all assignments will be turned in on time as outlined in the class schedule below. Late assignments will not be accepted except in very extenuating circumstances (e.g., a documented family emergency or a serious medical illness documented with a physician's note).

### **Academic Irregularities, Academic Policies and Regulations:**

According to FAU policies, the following constitute Academic Irregularities:

1. The use of materials and devices such as notes, books, calculators, etc., while taking an examination, unless specifically authorized by the instructor; or assistance from or to other persons while taking an examination unless specifically authorized by the instructor acts defined as "cheating".
2. The presentation of words or ideas from any other source as one's own is an act defined as plagiarism.
3. The unauthorized obtaining, distributing, or receiving of materials which is, or is purported to be an examination, or part of an examination, without the expressed consent of the instructor.
4. Taking an examination for another person or having another person take an examination, and presenting, or having same presented as one's own exam.
5. Other activities that interfere with the academic mission of the classroom.
6. Submission of the same, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.

For the Academic Policies and Regulations in the Undergraduate Catalog see <http://www.fau.edu/ug-cat/welcome.htm>. (Consult the Graduate Catalogue). This web site contains information on grading, incomplete grades, plagiarism, expectations of student behavior, and communications devices (e.g., cell phones to be disabled during class sessions).

The University Faculty Senate and Board of Trustees have approved revisions to both the Honor Code and Grade Review Procedures. The new Honor Code is now called the Code of Academic Integrity (University Regulation 4.001) and can be found at:

[http://wise.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

The grade review procedures, which were once included in the old Honor Code, are now in a separate University Regulation (4.002) and can be found at:

[http://wise.fau.edu/regulations/chapter4/4.002 Student Academic Grievance Procedures for Grade Reviews.pdf](http://wise.fau.edu/regulations/chapter4/4.002_Student_Academic_Grievance_Procedures_for_Grade_Reviews.pdf)

**Textbooks:**

### **Required Text & Reading**

Rubin, A. & Babbie, E. R. (2008). Research methods for social work (6th ed.). Pacific Grove, CA.

**EARLIER EDITIONS OF RUBIN & BABBIE can be easily used for this course and will be easier to use throughout the course.**

The NEWEST EDITION of the book is available at the campus bookstore.

Other course readings will be distributed in class. Also, please visit the **Blackboard Web site** for this course at <http://blackboard.fau.edu> for additional information. IMPORTANT: Blackboard uses the email addresses assigned to you by FAU – since you probably do not pick up email from the FAU account, you need to forward your email to the email address that you generally use. Log onto MyFAU (<http://myfau.fau.edu>) and forward your email to the email address that you want all Blackboard and other FAU email directed to... and if your email address changes, remember to change the forwarding in MyFAU. If you are experiencing problems logging onto MyFAU or Blackboard, you can contact the helpdesk at 561.297.3999.

### **ACADEMIC POLICIES AND REGULATIONS**

These regulations may change from year to year; therefore students are asked to read the Graduate Catalog section of Academic Policies and Regulations to obtain most current policies. The following sections are of specific concern to Social Work.

**Grading System:** Please refer to the Florida Atlantic University, Social Work Master Program guidelines for specific information, and to the Graduate Catalogue for general university information.

**Incomplete Grades:** A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, receive a grade of Incomplete. Please refer to the Graduate Catalogue for complete information on this matter.

**Responsibility and Discipline:** The state universities of Florida are dedicated to the intellectual, social, and moral development of students in order to provide responsible leaders who can work effectively in a democratic society. Students are urged to read the explanation of FAU's expectations of students' behavior given in the Graduate Catalogue.

**Communication Devices:** In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers, and cellular telephones are to be disabled in class sessions.

**ON LINE CLASSES** – This semester there will be three online classes.

The first on-line class is scheduled for September 18, 2012 (session 5). The first part of this on line session will cover information on APA style (<http://support.library.ewu.edu/reference/tutorial/flash/citation.html>). When you do this tutorial, make sure you select APA method rather than MLA method. The second part of this session considers topic selection for your papers. The link is: <http://gemini.lib.purdue.edu/core/login/login.cfm>. You do not need to register, but should use the GUEST USER/anonymous. There are 10 modules to complete. You are requested to bring copies to class of the scored quizzes for the modules.

The second line class is scheduled for October 23, 2012. It will review sampling and design. Please follow the links under the session 10 in the calendar. After completing the reading, please respond to the questions found under session 10. Bring your printed response to class on session 11.

The third on-line class is scheduled for November 20, 2012. It will review much of our semester, especially concentrating on ethical guidelines for research. You have two choices:

Complete either the NIH course in Ethics or the CITI training in Ethics

NIH – Approx. 3 hour training – please print out your certificate and bring to the final exam  
<http://pbrp.nihtraining.com/users/login.php>

The CITI training module – register under FAU – print out certificate at the end of your 8 hour training <https://www.citiprogram.org/default.asp>

## THE SCHEDULE

### August 21

#### Week 1

Title: Introductions to social work research

Topics covered: What is research and why do have to take this course?

Intro to research methods

Intro to research in social work

Many ways of knowing

Quantitative and qualitative methods of inquiry

#### Required Reading

Rubin and Babbie (2008) Chp.1 Why study research?

Chp. 2 Evidence based practice

#### Recommended Reading

Fraser, M.W. (1994). Scholarship and research in social work: emerging challenges. *Journal of Social Work Education, 30*, 252-266.

Padgett, D.K. (1999). The research-practice debate in a qualitative research context. *Social Work, 44*, 280-282.

### August 28

#### Week 2

Title: Theory and Research

Topics covered: Foundation of scientific inquiry

Theoretical foundations & research

Inductive and deductive theory construction

Literature Search

#### Required Reading

Rubin and Babbie (2008) Chp. 3 Philosophy & theory in science

#### Recommended Reading

Allen, M.P. (1995). Applications of qualitative research: let the work begin. *Social Work Research, 19*, 5-7.

### September 4

#### Week 3

Title: Ethics and Politics of Social Work Research

Topics covered: Social work values and ethics in research

#### Required Reading

Rubin and Babbie (2008) Chp.4 The Ethics & Politics of social work research

## Chp. 5 Culturally competent research

### **Recommended Reading:**

Lunt, N., & Fouché, C. (2010). Practitioner Research, Ethics and Research Governance. *Ethics & Social Welfare*, 4(3), 219-235. doi:10.1080/17496535.2010.516117

### **September 11**

#### **Week 4 Title: Problem Formulation**

Topics covered: Process of scientific inquiry  
Formulation of the research problem  
Units of Analysis

#### **Required Reading**

Rubin and Babbie (2008) Chp.6 (Problem formulation); APA Chp. 1

#### **Recommended Reading**

Fortune, A.E. & Reid, W.J. (1999). Research in social work (3rd ed.). NY: Columbia University Press.

#### **Title: Conceptualization and Operationalization**

Topics covered: Conceptualizing research question; Operationalizing concepts

#### **Required Reading**

Rubin and Babbie (2008) Chp. 7 (Conceptualization & Operationalization)

### **September 18**

#### **Week 5 ON LINE**

The first part of this on line session will cover information on APA style (<http://support.library.ewu.edu/reference/tutorial/flash/citation.html>). When you do this tutorial, make sure you select APA method rather than MLA method. The second part of this session considers topic selection for your papers. The link is: <http://gemini.lib.purdue.edu/core/login/login.cfm>. You do not need to register, but should use the GUEST USER/anonymous. There are 10 modules to complete. You are requested to bring to class copies of the scored quizzes.

### **September 25**

#### **Week 6 Title: Measurement**

Topics covered: Questions of measurement  
Levels of measurement  
Measurement error  
Reliability and validity

#### **Required Reading**

Rubin and Babbie (2008) Chp.8 (Measurement)

### **October 2**

#### **Week 7 Title: Constructing Measurement Instruments**

Topics covered: Construction of measurement instruments  
Questionnaire construction  
Uniqueness of special populations

#### **Required Reading**

Rubin and Babbie (2008) Chp. 8 (Measurement) & Chp. 9 (Constructing measurement instruments). Read Rubin & Babbie chapter 20 (only pages 479-482)

#### **Recommended Reading**

Corcoran, K. & Fischer, J. (1987). Measures for Clinical Practice. N.Y.: Free Press.

Hays, D. G. (2008). Assessing Multicultural Competence in Counselor Trainees: A Review of Instrumentation and Future Directions. *Journal Of Counseling & Development*, 86(1), 95-101.

Miller, D.C. (1991). Handbook of research design and social measurement (5th ed.). Newbury Park, CA: Sage Publications.

**October 9**

**Week 8**      **MIDTERM EXAMINATION**

**October 16**

**Week 9**

Sampling

Topics covered: Research design

Sampling techniques

Required Reading

Rubin and Babbie (2008) Chp. 14 (Sampling)

Rubin and Babbie (2008) Appendix B, pages 577-585.

Recommended Reading

Cook, T.D., & Campbell, D.T. (1979). Quasi-experimentation: Design and analysis for field settings. Chicago: Rand McNally.

Title: Causal Inference and Group Design

Topics covered: Experimental and quasi-experimental designs

Internal and external validity

Special issues of experimental design and social work practice

Required Reading

Rubin and Babbie (2008) Chp. 10. Causal inference & correlational designs

Chp. 11 (Experimental design)

Recommended Reading

Campbell, D.T. & Stanley, J. (1963). Experimental and quasi-experimental designs for research. Chicago: McNally.

**October 23**

**Week 10 – Second on-line class**

Visit <http://www.socialresearchmethods.net/kb/contents.php>

Part 1: Under the Sampling section, read:

- Sampling
  - External Validity
  - Sampling Terminology
  - Statistical Terms in Sampling
  - Probability Sampling
  - Nonprobability Sampling

**QUESTION 1** - After reading these sections, please write a brief paragraph that will explain the differences between probability and nonprobability sampling.

Part 2: Under the Design sections, read:

- - Design
    - Internal Validity
      - Establishing Cause & Effect
      - Single Group Threats
        - Regression to the Mean
      - Multiple Group Threats
      - Social Interaction Threats
    - Introduction to Design
    - Types of Designs
    - Experimental Design
      - Two-Group Experimental Designs
        - Probabilistic Equivalence
        - Random Selection & Assignment
      - Classifying Experimental Designs
    - Quasi-Experimental Design
      - The Nonequivalent Groups Design
      - The Regression-Discontinuity Design
      - Other Quasi-Experimental Designs
- 
- **QUESTION 2** - In a paragraph, describe the benefits of using experimental design over quasi-experimental design. Describe at least two threats to internal validity that are controlled in experimental design but not necessarily in quasi-experimental design.

Citation: Trochim, William M. The Research Methods Knowledge Base, 2nd Edition. Internet WWW page, at URL:

<<http://www.socialresearchmethods.net/kb/>> (version current as of        ).

### **October 30**

#### **Week 11**

Title: Single-case Design

Topics covered: Research and social work practice  
Single-subject designs

#### **Required Reading**

Rubin and Babbie (2008) Chp.12 (Single case evaluation)

#### **Recommended Reading**

Bloom, M. Fisher, J., & Orme, J.G. (2003). Evaluating practice: Guidelines for the accountable professional (4th ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Corcoran, K. & Fischer, J. (1987). Measures for Clinical Practice. NY: Free Press.

Grinnell, R.M. J. (1993). Social work research and evaluation, (4th ed.). Itasca, IL: Peacock.

### **November 6**

#### **Week 12**

Title: Survey Methodology

Topics covered:  
Self-administered questionnaires  
Interview surveys  
Telephone Surveys  
Secondary analysis

#### **Required Reading**

Rubin and Babbie (2008) Chp.15 – Survey methodology

## **November 13**

### **Week 13**

Title: Qualitative Research & Qualitative Modes of Observation

Topics covered:

Terminology

Roles of the observer

Sampling and Interviewing

Modes of observation

Quantitative and qualitative observation

Secondary analysis

Special community and organization studies

Unobtrusive measures & observation

Content analysis

Historical & Comparative analysis

### **Required Reading**

Rubin and Babbie (2008) Chp.17 (Qualitative methods)

### **Recommended Reading**

Berg, B. L. (2009). *Qualitative Research Methods for the Social Sciences* (7<sup>th</sup> Ed). Boston: Allyn & Bacon.

Disko, J.W. (1997). Strengthening qualitative studies and reports: students to promote academic integrity. *Journal of Social Work Education*, 33, 185-197.

Title: Analysis of Data. Interpreting Descriptive Statistics & Tables. Inferential Data Analysis (Part 1)

Data processing

Data analysis

Case studies

Univariate, bivariate, multivariate analysis

Chance as the rival hypothesis

Statistical significance

Measures of Association

### **Required Reading**

Rubin and Babbie (2008) Chap. 20 (Data Analysis),

### **Recommended Reading**

Berg, B. L. (2009). *Qualitative Research Methods for the Social Sciences* (7<sup>th</sup> Ed). Boston: Allyn & Bacon.

Patterson, D. A., & Basham, R. E. (2006). *Data Analysis with Spreadsheets*. Boston: Allyn & Bacon.

Title: Inferential Statistics – Part 2

Topics covered:

Statistical Power Analysis

Meta Analysis

Misuses and Misinterpretations of Inferential Statistics

### **Required Reading**

Rubin and Babbie (2008) Chps. 21 (Inferential Data), 22 (Inferential data)

### **Recommended Reading**

Gibson, J.W. (1992). Compensating for missing data in social work research. *Social Work Research and Abstracts*, 28, 3-8.

Shadish, W. R., Cook, T.D., & Leviton, L.C. (1991). Foundations of program evaluation: theories of practice. Newbury Park, CA: Sage.

## **November 20**

**Week 14**

**On line class** – Complete either the NIH course in Ethics or the CITI training in Ethics

NIH – 2-3 hour training – please print your certificate and bring to the final exam  
<http://phrp.nihtraining.com/users/login.php>

The CITI training module – register under FAU – print out certificate at the end of your 8 hour training <https://www.citiprogram.org/default.asp>

**November 27**

**Week 15**

Class Presentations

**December 4**

**Week 16**

**FINAL EXAM**

**SAFEWALK – Night Owls**

Boca Raton 561-297-6695 Davie 954-236-1902 Ft. Lauderdale 954-762-5611 Jupiter 561-799-8700

Campus security will escort individuals, day or night. Call ahead or go to their offices at Room 155 in the LA Building. Davie to make appropriate arrangements.

**STUDENTS WITH DISABILITIES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), in Jupiter - SR 117 (561-799-8585), or at the Treasure Coast - CO 128 (772-873-3305), and follow all OSD procedures.

**DISCRIMINATION OR HARASSMENT – 561-297-4004**

Students who have concerns about on-campus discrimination or harassment (including sexual harassment) can contact the FAU Equal Opportunity Program for assistance. The Boca office is located in Administration Building Room 291. Our full Nondiscrimination Policy is posted on our website at <http://www.fau.edu/ssw/public/nondiscrim.html>.

**RELIGIOUS HOLIDAYS**

This course has been arranged so that there will be no classes on religious holidays, such as Christmas or Yom Kippur. Please advise the instructor at the beginning of the term if you need accommodations for other religious holidays.

**HONOR CODE**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

**ADDITIONAL INFORMATION ON STUDENT RIGHTS and RESPONSIBILITIES**

For additional information on student rights and responsibilities, please see the FAU Catalog at <http://www.fau.edu/academic/registrar/univcatalog/welcome.htm> and the BSW Student Manual at <http://www.fau.edu/ssw/pdf/BSWstudmanual32706.pdf> or the MSW Student Manual at <http://www.fau.edu/ssw/pdf/MSWstudmanual.pdf>.

## Fall 2012 Calendar

Class 1 – August 21

Class 2 – August 28

Class 3 – September 4

Class 4 – September 11

Class 5 – September 18 – On line class

Class 6 – September 25

Class 7 – October 2

Class 8 – October 9 - Midterm

Class 9 – October 16

Class 10 – October 23 – on line class

Class 11 – October 30

Class 12 – November 6

Class 13 – November 13 – class presentations

Class 14 – November 20 – On line class

Class 15 – November 27 – presentations, review

Class 16 – December 4 – Final Exam