

Syllabus for  
**SWK 302/SOC 302 -- Research Methods**  
3 Credit hours  
Fall 2017

I. COURSE DESCRIPTION

The course is an introduction to basic research theory and methodology that contribute to a professional social work knowledge base and the maintenance of quality practice standards and service delivery. It helps supply the research content in the social work professional degree plan. Topics include problem development, research & culture, quantitative and qualitative research methodologies, analysis of data with SPSS, moral and ethical standards, single case studies, and program evaluation. The course serves as a potential foundation for senior research paper by allowing the student to develop a formal research proposal that may be implemented in their senior year.

Prerequisites: SOC 101; SWK 202.

Prerequisite/Co-requisite: MAT 232

II. COURSE GOAL

The course is designed to provide the student with a rationale for and an appreciation of a generalist approach to doing research in the social work profession.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

Each successful student will be able to do the following:

1. Relate the significance of research to generalist social work practice (week 1).
2. Critically discuss the scientific method, theory, positivist vs. interpretive approaches, deductive and inductive reasoning (week 1).
3. Apply social work values and ethics to the research process, with emphasis on: confidentiality, informed consent, and protection of subjects (week 1).
4. Critically discuss moral and ethical standards relevant to doing social work research with diverse populations, with emphasis on use of the interpretive approach and promotion of social justice for disenfranchised and vulnerable populations (weeks 1-13).
5. Differentiate the purposes of research: exploration, description, explanation, and evaluation (week 2).
6. Describe the phases of the research process from defining the problem through writing the research report (weeks 1-3).
7. Distinguish between probability and nonprobability sampling (weeks 6-7).
8. Describe qualitative research methodologies: field research, content analysis, secondary analysis, survey research, and questionnaire designs (week 2,4,9,11).
9. Explain quantitative research methodologies: causality, internal and external validity, experimental and quasi-experimental designs, single subject designs, and program evaluation (weeks 2,3,5,9,11).
10. Explain research measurement in terms of: conceptualization, operationalization, measurement error, validity and reliability, and prominent instruments (week 6).

11. Explain descriptive statistics in terms of: measurement levels, distributions, central tendency, variability, and the use of charts, tables, and graphs (weeks 3,11).
12. Critically discuss inferential statistics in terms of: sampling theory, null hypothesis, type I and II errors, tests for significance (cross tabulations, chi-square, Mann-Whitney U, ANOVA, t-test), and measures for strengths of association (contingency of coefficient, Spearman Rank-Order, Pearson's  $r$ ) (weeks 3,11).
13. Use SPSS for the statistical analysis of various data sets (weeks 1-15).

B. Unit Objectives

Each successful student will be able to do the following:

1. Design a formal research proposal (in appropriate APA format), including research problem development, literature review, and research methodology. (weeks 8,10,13,&14).

C. Social Work Program Competencies

By completing this course, students will have the opportunity to successfully engage self in the following CSWE and ORU Social Work Program Competencies.

1. Competency 1; Professional Identity
2. Competency 2; Ethical Principles
3. Competency 3; Critical Thinking
4. Competency 4; Diversity
5. Competency 5; Human Rights & Justice
6. Competency 6; Research
7. Competency 7; HBSE
8. Competency 9; Practice Contexts
9. Competency 10; Engage, Assess, Intervene, Evaluate

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbooks

American Psychological Association. (2010). *Publication manual of the APA* (6<sup>th</sup> ed.). Washington, DC: Author. (ISBN: 9781433805615)

Marlow, C.R. (2011). *Research methods for generalist social workers* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

#### V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate

with other students on assignments.” Plagiarism is usually defined as copying someone else’s ideas, words, or sentence structure and submitting them as one’s own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another’s work as one’s own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students’ majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

## B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student’s major.

## C. Course Policies and/or Procedures

### 1. Evaluation Procedures

- a. The student’s evaluation is based on the following:

Problem Development Section	100 Points
Literature Review Section	100
Methodology Section	100
Final Draft of Research Proposal	150
Unit Exams (2)	200
Comprehensive Final	<u>100</u>
Total Points	750
- b. The following grade scale applies:

A = 675.0 – 750.0 Points
B = 600.0 – 674.5
C = 525.5 – 599.5
D = 450.0 – 524.5
F = 000.0 – 449.5
- c. Due Date
  - (1) All assignments are due at the beginning of class on their respective due dates.

- (2) Major assignments turned in after the due date are penalized at the rate of 10 percent per late day. Weekends count as one late day.
  - (3) Minor assignments (20 points or less) are penalized 50 percent if turned in one day late and are not accepted after that.
2. Whole Person Assessment Requirements
  - a. Completed Research Proposal and Writing Assignment Rubric must be submitted in its entirety by the 14<sup>th</sup> week of the semester.
  - b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.
3. Other Policies and Procedures
  - a. Course Structure—The course utilizes two class sessions per week of 75 minutes each and incorporates a variety of teaching formats.
  - b. Article Exercises—The student is assigned 27 SPSS exercises from the Cronk text and is required to submit a printouts of each exercise, on a weekly basis.
  - c. Research Problem Development—This is the first draft of the introduction section of the research proposal. The student introduces a specific problem in the field of social work. For this assignment, the student shall (a) clearly define, with a solid theoretical foundation, a social work problem relevant to his or her personal practice goals; (b) clearly state the purpose of the research; (c) discuss the rationale and/or significance of the research; (d) list research questions and/or hypotheses; (e) identify assumptions; and (f) conceptualize terms/variables.
  - d. Literature Review—This is the first draft of the literature review section of the research proposal. The student systematically describes the relationship of his or her problem to previous research and theory as found in professional sources. This section establishes a historical context, discusses significant systems, discusses diversity issues, and summarizes the important research findings that bear on the research problem. The student must submit 15 professional sources on the reference list.
  - e. Methodology—This is the first draft of the methodology section of the research proposal. The student (a) describes the proposed research design; (b) describes the target population demographics; (c) describes the proposed sampling technique; (d) describes data gathering methods and instruments; (e) discusses reliability and validity; (f) discusses proposed methods of data analysis; and (g) identify administration issues (e.g., permission needs, confidentiality, etc.).
  - f. Research Proposal—This is the final draft version of the social work research proposal combining all previous sections into a finished product. All sections of the proposal must conform to APA Manual format requirements.
  - g. Examinations—Two unit exams and a comprehensive final will be given. All exams consist of 50 multiple-choice and true-false questions and are worth 100 points each.
  - h. Missed Exams
    - (1) All missed exams must be made up by the end of the week following the originally scheduled exam.
    - (2) Excused Misses—No fees or points are deducted for legitimate excuses from Administration, Physician, Nurse, or Professional Counselor.
    - (3) Unexcused Misses—The makeup exam must be processed on the appropriate form with payment of late fee prior to taking the exam.
  - i. Cheating/Plagiarism
    - (1) Students suspected of cheating receive no points for that exam or quiz with

- no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
- (2) Students suspected of plagiarism receive no points for that written assignment with no opportunity for a makeup. Additionally, they face possible disciplinary action by the University.
  - (3) All appeals to the contrary must be typed and copies submitted to the chairperson of the department and to the instructor.
- j. Changes—Class attendance is considered to be an essential component of the course requirements. Therefore, any changes in syllabi, assignments, exams, or other requirements announced in class by the instructor are considered to constitute adequate and sufficient notice. It is the student's responsibility to be aware of any such changes, and to contact the instructor if he or she is unsure of what is expected.
  - k. Office Hours—Office hours are posted on the instructor's door and are announced in class. If the student cannot make the posted hours, see the instructor after class or leave a message on voice mail with contact times. An appointment is then arranged.
  - l. Students are expected to attend classes and to participate in class activities and discussion.
  - m. It is understood that the occasional absence is unavoidable; therefore, the student is allowed 2 unexcused absences without any point penalties. Any absence beyond 2 is penalized at the rate of 5 points per absence.
  - n. Three tardies are treated as one unexcused absence.

VI. COURSE CALENDAR

<b>Week #</b>	<b>Chapter Readings</b>	<b>Exams</b>		<b>Proposal Assignments</b>
1	1			
2	2 & 3			
3	4 & 5			
4	6			
5		Exam I Chs. 1-6		
6	7 & 8			
7	9 & 10			
8				Literature Review
<b>Fall Break</b>		<b>Fall Break</b>		
9				Problem Development
10		Exam II Chs. 7-10		
11				Methodology
12	11			
13	12			Complete Proposal
14		Thanksgiving Break (Wednesday - Friday)		
15	13			
<b>Finals Week</b>		<b>Finals Week</b>		

Unless otherwise noted, all written assignments will be due on Thursdays.

## Course Inventory for ORU's Student Learning Outcomes

### SWK 302/SOC 302: Research Methods Fall 2014

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive</b> Proficiencies/Capacities				
1A	Biblical knowledge				X
1B	Sensitivity to the Holy Spirit				X
1C	Evangelistic capability				X
1D	Ethical behavior		X		
<b>2</b>	<b>Outcome #2 – Intellectually Alert</b> Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined</b> Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
<b>4</b>	<b>Outcome #4 – Socially Adept</b> Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills		X		
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship		X		
4E	Leadership capacity			X	

(Revised 1/15/04)