

(Matching)  
New Course Request

SEP 09 2008  
Indiana University

RECEIVED JUL 29 2008  
EAST Campus

Check Appropriate Boxes: Undergraduate credit  Graduate credit  Professional credit  89

1. School/Division Social Work 2. Academic Subject Code SWK

3. Course Number S502 (must be cleared with University Registrar) 4. Instructor

5. Course Title Research I

Recommended Abbreviation (Optional) \_\_\_\_\_  
(limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall 2008

7. Credit Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

8. Is this course to be graded S-F (only)? Yes \_\_\_\_\_ No X

9. Is variable title approval being requested? Yes \_\_\_\_\_ No X

10. Course description (not to exceed 50 words) for Bulletin publication: This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed upon knowledge of qualitative and quantitative designs, methodologies, and techniques that inform students of best practices in social work. Students will recognize the impact of thnicity, gender, age, and sexual orientation on the research process and be able to critically review published studies with attention to researcher bias.

11. Lecture Contact Hours: Fixed at 3 or Variable from \_\_\_\_\_ to \_\_\_\_\_

12. Non-Lecture Contact Hours: Fixed at \_\_\_\_\_ or Variable from \_\_\_\_\_ to \_\_\_\_\_

13. Estimated enrollment: 30 of which 100% percent are expected to be graduate students.

14. Frequency of scheduling: \_\_\_\_\_ Will this course be required for majors? \_\_\_\_\_

15. Justification for new course: This is a course required in the MSW Program; pulling from


16. Are the necessary reading materials currently available in the appropriate library? Yes MCI

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

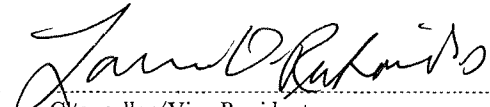
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: \_\_\_\_\_ Approved by: \_\_\_\_\_

  
Date 7-15-08  
Department Chairman/Division Director

  
Date 7-15-08  
Dean

\_\_\_\_\_  
Date \_\_\_\_\_  
Dean of Graduate School (when required)

  
Date 7/17/08  
Chancellor/Vice-President

\_\_\_\_\_  
Date AUG - 6 2008  
University Registrar

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

INDIANA UNIVERSITY  
SCHOOL OF SOCIAL WORK

**S502 Research I (3 cr.)**

*Instructor:*  
*Office*  
*Phone:*  
*E-mail:*  
*Office hours:*

*Semester Year:*  
*Section No.:*  
*Room:*  
*Time:*

**I. Course Description**

This foundation research course assists students in developing the knowledge, skills, and values necessary to evaluate the effectiveness of social work practice. Emphasis is placed upon knowledge of qualitative and quantitative designs, methods, and techniques that inform students of best practices in social work. Students will recognize the impact of ethnicity, gender, age, and sexual orientation on the research process and be able to critically review published studies with attention to bias in research.

**II. Objectives**

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this seminar, learners are expected to demonstrate the ability to:

1. Formulate research problems, hypotheses, and research questions.
2. Evaluate and apply research literature related to social work practice.
3. Design quantitative and qualitative research methods that accurately address research questions and hypotheses.
4. Demonstrate a beginning understanding of the uses and methods of single-system and program evaluation designs.
5. Evaluate research methods for potential biases or limitations related to diverse and oppressed populations.
6. Identify and suggest solutions, consistent with social work values and the NASW Code of Ethics, to ethical, social, and political issues related to research.

### III. Course Content

This course examines a variety of scientific methods and processes of theory building that provide the foundation for research in social work settings. Research processes will be examined in stages from problem formulation to data collection. The course will focus on how research problems are formulated, hypotheses or research questions are derived, and the specific designs that practice researchers may use in addressing given research topics. Both qualitative and quantitative research methods comprise the content of this course. In addition, content is included on writing research reports and evaluating the research of others.

As part of this course students will learn how the unique nature of social work practice (especially clients of cultural and social diversity) serves to affect social work research processes. Values and ethical issues are infused throughout the content of the course as they relate to research processes and methods, bias and culturally sensitive research, and ethical issues in qualitative research.

A variety of teaching and learning activities will be used during class sessions. These include but are not limited to the following: lectures, class discussions, student presentations, speakers, homework, and small group work. The major evaluation of students' progress in accomplishing the learning objectives of this course are a literature review and proposal that includes an informed consent form for the proposed research and a copy of the measurement tools to be included in the proposed research. Students will deliver a PowerPoint presentation on this proposal on the last day of class. In addition, students will complete the IUPUI Protection of Human Subjects Web-based tutorial and pass the examination on ethics in research. Both group and individual homework assignments will guide learning and assist students in accomplishing the assignments for this course. .

### IV. Required Texts

Engel, R. J. & Schutt, R. K. (2005). *The Practice of Research in Social Work*. Thousand Oaks, CA: SAGE.

Additional readings will be assigned for certain course content.

### V. Course Outline

**09/11/08 Overview of Scientific Inquiry**  
Research and Practice  
Research questions and hypotheses  
Reviewing the literature

**Reading assignments:** Engel & Schutt, chapter 1.

**09/18/08 General Processes and Ethical Issues in Research**  
Guidelines in conducting ethical research  
Potential ethical problems  
Vulnerable populations

**Reading assignments:** Engel & Schutt, chapter 2; The IUPUI IRB Packet re: Informed consent.

**Individual assignment:** Complete the Protection of Human Subjects Tutorial and the exam by 09/25/08. The URL for the tutorial for the protection of human subjects is as follows: <http://www.indiana.edu/%7Ercr/files/hspt.pdf>. After reviewing the tutorial, click on the following link and follow the instructions to complete the test: <https://www.indiana.edu/~rcr/index.php>. Print out the e-mail you receive after completing this assignment and submit it on 09/25/08 to me. This assignment counts as 5% of your final grade.

**09/25/08 - Qualitative Research**

**10/02/08** Methods used in qualitative research  
Types of qualitative research  
Focus groups  
The qualitative-quantitative controversy

**Reading assignment:** Engel & Schutt, chapters 9, 12; Liebow reading; and reading on qualitative interviews TBA.

**Individual assignment:** Select a public place and conduct a qualitative observation for 20 minutes of some public event. (Try to be inconspicuous, but remember to take detailed enough notes that you will be able to reconstruct the observation and write in the rich detail used with this method.) After your observation, write your fieldnotes (3 to 5 pages) for the observation, using the format I will provide you as a guide. This assignment counts as 15% of your grade and is due on 10/09/08.

**Group qualitative interview assignment:** Student groups will conduct a qualitative interview with a social worker who has expertise in the group's selected research area. They will transcribe this interview and summarize it, using content analysis methods. The written summary will include the purpose of the interview, major questions asked, and detailed descriptions of content, process, and observation. The summary should be thorough and include the interviewers' thoughts, feelings, and internal questions. This assignment counts as 20% of your final grade and is due on 10/23/08.

**10/09/08 Measurement, Scales, and Using Research Instruments**

Reliability and validity in measurement  
Standardized scales  
Evaluating research instruments

**Reading assignments:** Engel & Schutt, chapter 3.

**10/16/08 Single System Designs**

Scientific and evidence-based practice  
The logic of single system designs  
Types of single system designs  
Advantages and disadvantages of single system designs

**Reading assignment:** Engel & Schutt, chapter 7

**10/23/08- Group Comparisons**

**10/30/08** Experimental designs  
Quasi-experimental designs  
Threats to internal and external validity

**Reading assignment:** Engel & Schutt, chapter 6.

**Group Assignment:** A preliminary version of your literature review and proposal is due on 11/06/08. This is an ungraded assignment that will allow for me to provide some feedback to you on your projects.

**11/06/08      Program Evaluation**  
Initial steps in conducting a program evaluation  
Types of program evaluations  
Practical considerations in program evaluation  
Writing grant proposals  
Components of a research report

**Reading assignment:** Engel & Schutt, chapter 10.

**Individual assignment:** Locate, print, and critique a published research report on a program evaluation. Further written instructions will be provided to you in a separate document. This assignment counts as 25% of your course grade and is due 11/20/08.

**11/13/08      Survey Research**  
Types of survey research  
Issues in selecting a survey research method  
Sampling in survey research  
Interpreting survey research

**Reading assignment:** Engel & Schutt, chapter 8.

**11/20/08-      Data Analysis and Professional Writing**  
**12/04/08** Data entry and cleaning  
Univariate and bivariate statistics  
Introduction to multivariate statistics  
Writing grant proposals  
Components of a research report

**Reading assignment:** Engel & Schutt, chapters 11, 13

**11/27/08      Thanksgiving Holiday! No class!**

**12/11/08      Presentations and Course Wrap-Up**  
Final literature review and proposal is due 12/11/08.

## VI. Evaluation and Grading

Activities	Percentage of Final Grade	SCALE <sup>1</sup>
Qualitative Interview and summary	20%	A+ = 98-100
Written Individual Assignments	45%	A = 93-97
Research Literature review & proposal	<u>35%</u>	A- = 90-92
Total Percentage	100%	B+ = 88-89
		B = 83-87
		B- = 80-82
		C+ = 78-79
		C = 73-77
		C- = 70-72
		D+ = 68-69
		D = 63-67
		D- = 60-62
		F = below 60

### Notes:

1. Be aware that a 'C' is required to pass this course.

## VII. Course Policies

In accordance with the Indiana University School of Social Work grading policy, social work majors must earn at least a "C" to pass this course.

Academic dishonesty (including cheating on exams and plagiarism in papers) is not consistent with ethical conduct in social work practice and is unacceptable in social work classes. In cases of academic dishonesty, university guidelines will be followed. **Any student caught cheating or plagiarizing (offering the work of someone else as one's own) will fail the course.**

To avoid plagiarism, credit sources whenever you use someone else's language or ideas. Such crediting must be detailed and specific. To simply include a work in your list of references is insufficient. Rather, you must specifically acknowledge a source sentence-by-sentence, as necessary. See the APA Manual (5<sup>th</sup> Ed.) for guidelines for in-text references.

I welcome your thoughts, reactions, and suggestions about your learning the content for this course at all times and sometimes will ask for additional brief written feedback from you. A formal evaluation of the course and its instructor will be completed at the end of the course, consistent with the School's academic policy.

Below are lists of the instructor's and students' responsibilities for this course. Please be aware of these responsibilities and contribute to an effective learning environment.

### *Instructor's Responsibilities:*

1. Facilitate an environment conducive for the adult learner.
2. Design and deliver weekly lectures and in-class activities.
3. Read, grade, and provide timely feedback on all written submissions.

4. Work with students as a consultant for major course assignments.

*Students' Responsibilities:*

1. Students are responsible for attending and actively participating in class sessions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Active participation is necessary to promote an effective learning environment.
2. Students are expected to submit all assignments on time. Late submissions of assignments, tests, or other written work without a University recognized excuse and adequate documentation may result in a letter-grade deduction for that work and is at the discretion of the instructor.
3. Students should respect their instructor's and fellow students' dignity and worth by being open and attentive to ideas and opinions, and by sharing their learning, thoughts, and values with the class.
4. Students should complete readings and homework as assigned and come to class prepared for discussion and questions.
5. Students are responsible for completing the major assignment in this course, which is a research literature review and proposal. To help students achieve the goals of this assignment, several homework assignments are geared specifically to aspects of the assignment.

### **VIII. Bibliography**

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