

SWK-D502 Research I (3 cr.)

Course Information

Semester Year: Spring 2017
Section Number: XXXXX
Location: XXXXX
Day: XXXXX
Time: XXXXX

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXXXX

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.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand the quantitative and qualitative research methods and their respective roles in advancing a science of social work and evaluating their practice. They also understand the processes for translating research findings into effective practice (CSWE, 2015 EPAS, p. 8).

Secondary

- Competency 1: Demonstrate Ethical and Professional Behavior

Course Objectives

D502-01: Formulate research problems, hypotheses, and research questions.

D502-02: Evaluate and apply research literature related to social work practice.

D502-03: Design quantitative and qualitative research methods that accurately address research questions and hypotheses.

D502-04: Demonstrate a beginning understanding of the uses and methods used in single-system and program evaluation designs.

D502-05: Evaluate research methods for potential biases or limitations related to diverse and oppressed populations.

D502-06: Identify and suggest solutions, consistent with social work values and the NASW Code of Ethics, to ethical, social, and political issues related to research.

Required Texts

Engel, R., & Schutt, R. K. (2017). *The practice of research in social work* (4th ed.). Los Angeles, CA: Sage Publications.

Course Content

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

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) serve 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 and exercises, homework, and small group works.

Because an important aspect of this course is helping students critically review the empirical literature, students will evaluate and critique a quantitative research study provided to them by their instructor. In this signature assignment, students will be required to not only identify relevant research results, but also identify research methodology and use critical thinking skills to evaluate and assess the value of research methods utilized in the study. Points of assessment will include sampling method, research design, and method of measurement. Students will also identify the study hypothesis, the independent and dependent variables, participant eligibility requirements and any implications for social work practice of policy.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Science, Society, and Social Work Research

Week 1

Overview

This module introduces students to the “why” and “how” of scientific inquiry and provides an overview of evidence-based practice and the importance of understanding research methods.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapter 1 from required text.

Group Assignment

- 2) Discussion: Social Issues
- 3) Select Your Learning Partner

Individual Assignment

- 4) Module 1/Chapter 1 Quiz

Module 2: The Process of Social Work Research

Week 2

Overview

This module examines the scientific and social aspects of the research process and discusses techniques that will assist students in deciding what to study.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapter 2 from required text.

Group Assignment

- 2) Application: Developing Research Questions (research partners assignment)
- 3) Discussion: Critiquing a Study’s Introduction and Literature Review

Individual Assignment

- 4) Module 2/Chapter 2 Quiz

Module 3: Ethical and Scientific Guidelines for Social Work Research

Week 3

Overview

This module discusses ethical issues and key, basic principles that students should keep in mind as they conduct research.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapter 3 from required text.
- 2) CITI Research Ethics materials provided by the Collaborative Institutional Training Initiative (CITI) Program at the University of Miami.

Individual Assignment

- 3) Quiz 3/Module 3

Module 4: Measurement and Sampling

Weeks 4 and 5

Overview

This module covers two critical first steps in the research process: conceptualization of key concepts for study and operationalization of these concepts for observation and measurement. It also discusses how to select study subjects to apply these measures.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapters 4 and 5 from required text.
- 2) Glikman, H. (2004). Low-income young fathers: Contexts, connections, and self. *Social Work, 49*(2), 195-206 (Canvas).

Group Assignment

- 3) Application: Conceptualization and Operationalization (research partners assignment)
- 4) Application: Sampling Strategies (research partners assignment)

Individual Assignment

- 5) Module 4/Chapter 4 Quiz
- 6) Module 4/Chapter 5 Quiz

Module 5: Causation and Research Design

Weeks 6 and 7

Overview

This module explains what a research design is and provides a broad array of research typologies.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapters 6 and 7 from required text.
- 2) Robbins, L. B., et al. (2012). Pilot intervention to increase physical activity among sedentary urban middle school girls: A two-group pretest-posttest quasi-experimental design. *The Journal of Nursing, 28*(4), 302-315 (Canvas).
- 3) Germain, V., et al. (2009). Effectiveness of cognitive behavioural therapy administered by videoconference for posttraumatic stress disorder. *Cognitive Behaviour Therapy, 38*(1), 42-53 (Canvas).

Group Assignment

- 4) Application: Causation & Research Design (research partners assignment)
- 5) Discussion: Group Experimental Designs

Individual Assignment

- 6) Module 5/Chapter 6 Quiz
- 7) Module 5/Chapter 7 Quiz

Module 6: Survey Research

Week 8

Overview

This module provides an overview of different types of surveys, survey methods, and the advantages and disadvantages of various approaches.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapter 9 from required text.

Group Assignment

- 2) Application: Developing Survey Questions (learning partners assignment)

Individual Assignment

- 3) Module 6/Chapter 9 Quiz

Module 7: Quantitative Data Analysis

Week 9

Overview

This module expands upon information students have already learned about in the course to help them better understand how to analyze quantitative data that is collected during a quantitative group design.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapter 14 and Appendix A and B from required text.

Group Assignment

- 2) Application: Reading a Quantitative Research Article (research partners assignment)

Individual Assignment

- 3) Module 7/Chapter 14 Reading Quiz

Module 8: Qualitative Methods/Qualitative Data Analysis

Weeks 10 and 11

Overview

This module provides an overview of three types of qualitative designs: participant observation, intensive interviewing, and focus groups. It also provides information on how to analyze qualitative data.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapters 10 and 11 and Appendix C and D from required text.
- 2) Qualitative Design Overview (Canvas).

- 3) Bullock, K. (2011). The influence of culture on end-of-life decision making. *Journal of Social Work in End-of-Life & Palliative Care*, 7, 83-98 (Canvas).

Group Assignment

- 4) Application: Developing Your Qualitative Design (research partners assignment)
- 5) Discussion: Reading a Qualitative Research Article

Individual Assignment

- 6) Module 8/Chapter 10 Quiz
- 7) Module 8/Chapter 11 Quiz

Module 9: Reporting Research

Week 12

Overview

This module outlines specific steps on how to write a quality research paper.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapter 15 from required text.

Group Assignment

- 2) Discussion: Presenting Your Research Proposal (research partners assignment)
- 3) Discussion: Feedback to Peers

Module 10: Single-subject Design

Week 13

Overview

This module outlines the basic fundamentals of the single-subject design research process.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapter 8 from required text.

Individual Assignment

- 2) Application: Single-Subject Design & Stress Level Management
- 3) Module 10/Chapter 8 Quiz

Module 11: Evaluation Research

Week 14

Overview

This module presents the distinctive features of evaluation research and explores the basic elements involved to implement program evaluation methods.

Assignments

Readings

- 1) Engel, R. J., & Schutt, R. K. (2017), Chapter 13 from required text.

Individual Assignment

- 2) Module 11/Chapter 13 Quiz

Signature Assignment

Individual Assignment

- 1) Signature Assignment: Evaluating Empirical Research

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Module 1/Chapter 1 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:12 pts.
2. Discussion: Social Issues (Group Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
3. Select Your Learning Partners (Group Assignment)
 - a. DUE:TBD
 - b. Points:1 pt.
4. Module 2/Chapter 2 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:11 pts.
5. Application: Developing Research Questions (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
6. Discussion: Critiquing a Study's Introduction and Literature Review (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
7. Module 3/Chapter 3 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
8. Module 4/Chapter 4 Quiz (Individual Assignment)

- a. DUE:TBD
- b. Points:10 pts.
- 9. Application: Measurement (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 10. Module 4/Chapter 5 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:12 pts.
- 11. Discussion: Sampling Methods (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 12. Module 5/Chapter 6 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 13. Application: Causation and Research Design (Group Assignment)
 - a. DUE:TBD
 - b. Points10 pts.
- 14. Module 5/Chapter 7 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points11 pts.
- 15. Discussion: Group Experimental Designs (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 16. Module 6/Chapter 9 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 17. Application: Developing Survey Questions (Group Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 18. Application: Reading a Quantitative Research (Group Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
- 19. Module 7/Chapter 14 Quiz
 - a. DUE:TBD
 - b. Points:10 pts.
- 20. Module 8/Chapter 10 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 21. Discussion: Reading a Qualitative Research Article (Group Assignment)
 - a. DUE:TBD

- b. Points:5 pts.
- 22. Module 8/Chapter 11 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 23. Discussion: Presenting Your Research Proposal (Group Assignment)
 - a. DUE:TBD
 - b. Points:14 pts.
- 24. Discussion: Feedback to Peers (Group Assignment)
 - a. DUE:TBD
 - b. Points:6 pts.
- 25. Module 11/Chapter 13 Quiz (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
- 26. Signature Assignment: Evaluating Empirical Research (Individual Assignment)
 - a. DUE:TBD
 - b. Points:100 pts.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW

students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

University and School Policies

For your convenience, the University website provides a complete list of campus-wide *course policies* (http://registrar.iupui.edu/course_policies.html or <http://registrar.indiana.edu/policies/index.shtml> or <http://www.iue.edu/registrar/policies/> or <http://bulletins.iu.edu/iusb/2016-2017/student-affairs-enrollment-mgt/regulations/index.shtml> or <http://www.iun.edu/bulletin/policies/index.shtml>). Whereas knowledge of and compliance with all of these policies is important, it's imperative that you be aware of and comply with those that are outlined as follows:

Academic integrity

Students should be familiar with the *Indiana University Code of Student Rights, Responsibilities, and Conduct* (<http://www.iu.edu/~code/>), from which many of the policies below are derived. In addition, students should refer to the MSW General Student Handbook and their respective campus supplements for more detailed information about these policies and additional resources available to them.

Cheating

Cheating is grounds for failing the course and possible dismissal from the program and/or university. Cheating is considered to be any attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment. A student must not

use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advance authorization from the instructor to whom the work is being submitted.

A student must not use materials from a commercial term paper company, files or papers prepared by other persons, or submit documents found on the Internet. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student's individual work.

A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

Plagiarism

Plagiarism is a form of cheating and is grounds for failing the course and possible dismissal from the program and/or university. Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgement. A student must give credit to the originality of others and acknowledge indebtedness whenever:

- Directly quoting another person's actual words, whether oral or written;
- Using another person's ideas, opinions, or theories;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material; or
- Offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

Education and Title VI

Title VI of the Civil Rights Act of 1964 (<http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>) protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance. Programs and activities that receive ED funds must operate in a non-discriminatory manner. These may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment if it affects those who are intended to benefit from the Federal funds.

Disability accommodations

Indiana University is committed to creating a learning environment and academic community that promotes educational opportunities for all individuals, including those with disabilities. Course directors are asked to make reasonable accommodations, upon request by the student or the university, for such disabilities. It is the responsibility of students with documented physical or learning disabilities seeking

accommodation to notify their course directors and the relevant campus office that deals with such cases in a timely manner concerning the need for such accommodation. Indiana University will make reasonable accommodations for access to programs, services, and facilities as outlined by applicable state and federal laws.

Students needing accommodations because of disability will need to register with Adaptive Educational Services (AES) and complete the appropriate forms issued by AES before accommodations will be given.

Campus Offices

- Bloomington: Disability Services for Students <https://studentaffairs.indiana.edu/disability-services-students/>
- East: Disability Services <http://www.iue.edu/disability/>
- Indianapolis: Adaptive Educational Services <https://aes.iupui.edu/>
- Kokomo: Accessibility Services <http://iuk.edu/career-services/accessibility-services/index.php>
- Northwest: ADA ACCESSIBILITY <http://iun.edu/ada-accessibility/>
- Southeast: Disability Services <https://www.ius.edu/disability-services/>
- South Bend: Disability Support Services <https://www.iusb.edu/disability-support/>

Class Participation and Observance of Religious Holidays

Any student who is unable to attend classes or participate in any examination, study, or work requirement on some particular day or days because of his or her religious beliefs must be given the opportunity to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment. Upon request and timely notice, students shall be provided a reasonable accommodation. It is recommended that dates and times for examinations and other major course obligations be announced at the beginning of the semester or summer session and that students let instructors know of conflicts very early in the semester, so that accommodations can be made.

Students seeking accommodation for religious observances must make a request in writing by the end of the 2nd week of the semester to the campus registrar, or equivalent for non-semester length courses, to the course instructor and must use the Request for Course Accommodation Due to Religious Observance form from the campus registrar. In the case of religious holidays for which the date may change, the student should state the approximate date and when the exact date is known, inform the instructor of the exact date. The University will not levy fees or charges of any kind when allowing the student to make up missed work. In addition, no adverse or prejudicial effects should result to students because they have made use of these provisions.

Military Withdrawal

Indiana University realizes students who are members of the U.S. armed forces may be called to active duty, specialized training, or as part of disaster relief efforts with little notice. While the following policy does NOT pertain to initial active duty training (i.e. basic training), this policy is provided in order to minimize disruptions or inconveniences for students fulfilling their unanticipated U.S. military responsibilities in the midst of an academic term/session. For the complete policy information, go to <http://veterans.iupui.edu/resources/withdrawal/>

Grades of Incomplete

A grade of Incomplete (I) may be assigned by an instructor only when exceptional circumstances such as an illness, injury, or a family emergency prevents a student from finishing all the work required for the course. The grade of Incomplete may be considered only when a substantial portion of the course work has already been completed, the coursework is of satisfactory quality, and no more than one major exam or assignment is outstanding. The student who does not meet these requirements should meet with her/his advisor to withdraw from the course(s) in question. The student should refer to the Registrar's Office on her/his respective campus regarding the policies and deadline for automatic withdrawal for the semester in question.

The student is responsible for initiating the request for a grade of Incomplete. If the instructor agrees, the instructor and student complete and sign a *Record of Incomplete and Contract for Completion of Course Requirements* form to ensure that a sound educational plan and time frame for completion of course requirements have been established. Failure to fulfill the terms of this contract within the stipulated time frame may result in a failing grade. For removal of a grade of Incomplete, the student is subject to the IUSSW policy, which has precedence over the University policy. The student in the School of Social Work is expected to complete outstanding course work expeditiously, since many courses serve as prerequisites for others. Generally, students may carry no more than one grade of Incomplete at any given time. However, in cases of severe crisis, a student may work with her/his advisor to request grades of Incomplete in multiple courses.

Professional Conduct Policy

Students in a professional program are expected to conduct themselves as professionals in relation to the class and assignments. Full participation is encouraged as long as it is appropriate to the course content. Respect for the opinions of others is expected. Frequent lateness or professionally unbecoming class conduct are likely to result in a lowered grade or deem a student unsuitable for field placement. Students are evaluated on their personal and professional behavior or conduct in this class as described in the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/default.asp>).

With the exception of legally prescribed medications, any use of consciousness altering substances before, during, or between class sessions obviously impairs learning and is unacceptable.

Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom. These include such activities as taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. These include emailing, texting, social networking, and use of the Internet. The use of cell phones during class time is prohibited and these should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. Failure to meet these expectations may result in a loss of participation points or a request from the instructor to leave class.

Inclement Weather or Other University Emergency

Important information about closings from the university will be sent the IU campus alert system. The instructor will post an announcement on Canvas or send an email to all class members if she/he is cancelling class.

Evaluation of Course

Consistent with the School and University policy, a formal evaluation of the course and its instructor will be completed at the end of the course.

Expectations for Writing

Effective practice of generalist social work requires excellent writing skills to communicate information accurately and concisely to others involved in helping client systems. For this reason, formal writing assignments in social work courses will be evaluated both for the content and ideas presented as well as for the clarity of that presentation. All formal papers will be typed, double-spaced and paginated. In order to support professional expectations of utilizing evidence to inform practice at all levels, APA style is to be used to cite academic sources, including in-text references and bibliography. The formal APA manual and other guides to writing in APA style are available in the bookstore and are an expected part of the textbooks for the BSW program.

Students experiencing writing difficulties are advised to seek assistance at the University Campus Writing Center.

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.

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- Lecture notes from Bill Barton, Ph.D.
- Lecture notes from Virginia Majewski, Ph.D.