

**San José State University
School of Social Work
ScWk 240, Research Methods and Design
Code 48449, Section 5, Fall 2012**

Instructor:	Fred Prochaska, Ph.D., M.P.H., M.S.W.
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Office Hours:	Wednesdays, Noon to 2:45 PM
Class Days/Time:	Wednesday 6:00 to 8:45 P.M.
Classroom:	SPXC 211

Research Sequence Web Page

Copies of the course assignments and assignment examples can be found on the [Research Sequence Web Page](http://www.sjsu.edu/socialwork/courses/Research/) at <http://www.sjsu.edu/socialwork/courses/Research/> or accessible through the “Courses” page on the School of Social Work website.

Faculty Web Page and MySJSU Messaging

Copies of the course materials that are specific to this section, such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at : <http://www.sjsu.edu/people/fred.prochaska> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Catalog Description

Scientific method and problems of knowledge. Basic concepts and models of research methodology, qualitative research, program and practice evaluation in social work. Critical analysis of existing research on diverse and oppressed populations. (3 units)

Course Description

ScWk 240 is the first course in the graduate social work research sequence during the foundation year. It provides students with the foundation concepts and skills for using research evidence to inform and improve practice, policy, and social service delivery, as well as to evaluate their own practice. The course prepares students to identify evidence-based interventions and to consider how to employ evidence-based interventions. It also provides students with the ability to understand and use quantitative and qualitative research methods and to build knowledge using scientific and ethical approaches.

The course prepares students to critically assess current knowledge about diverse individuals, families, and communities. Emphasis is placed on concepts necessary to evaluate one's own practice, as well as the service delivery process. ScWk 240 provides the conceptual base for the second course in the graduate research sequence (ScWk 242), as well as for the Master of Social Work Special Project (ScWk 298).

Course Student Learning Objectives

The following Competencies/Program Objectives (PO) are realized through this course:

Program Objective	Student Learning Objectives
Apply ethical principles, codes of ethics and professional social work values skillfully in practice and in resolving ethical conflicts (PO 2).	1. Apply decision-making strategies that are grounded in social work values, ethics and person-centered principles (2a).
Apply critical thinking skills using logic, scientific inquiry, and reasoned discernment in order to synthesize information, communicate professional judgments, and practice effectively in the context of specific fields of practice (PO 3).	2. Routinely exercise critical, higher order thinking in evaluating and seeking information to make reasoned professional decisions (3a). 3. Demonstrates skillful written and oral communication that is clear, focused and relevant to practice context (3c).
Apply research skills to the evaluation of practice and the use of research to inform practice (PO 6).	4. Critically analyze research evidence in order to identify benefits and limitations of findings for use within particular practice contexts (6c).
Integrate knowledge and theory of human behavior and the social environment from diverse perspectives into advanced social work within the context of a specific field of practice (PO 7).	5. Demonstrate the ability to critically evaluate and apply information about human behavior and the social environment from diverse perspectives (7b).

Assignment	Points	Due Date	Student Learning Objectives
Bibliography	10	9/12/12	4
Written Assignment #1: Introduction, Background and Theory Section of the Literature Review	15	10/3/12	3, 4, 5
Midterm	20	10/17/12	2, 3, 4

Article Critique	15	11/14/12	2, 3
Written Assignment #2: Full Literature Review (adding Review of Evidence, Hypothesis, Research Questions and Justification)	30	12/512	1, 3, 4, 5,
Class Participation	10	weekly	3

Required Texts/Readings

Textbook

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN 9781557987914. Available at the Spartan Bookstore and elsewhere.

Pyrczak, F., & Bruce, R. R. (2011). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (7th ed.). Los Angeles: Pyrczak Publishing. ISBN 1-884585-97-3. Available at the Spartan Bookstore and elsewhere.

Rubin, A., Babbie, E., & Lee, P.A. (2008). *Research methods for social work: Custom edition prepared exclusively for San Jose State University*. Belmont, CA: Wadsworth/Thomson Learning. Available at the Spartan Bookstore and elsewhere.

School of Social Work Research Sequence Reader Articles will usually be available at your instructor's website at: <http://www.sjsu.edu/people/fred.prochaska>

Other Readings

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five traditions* (2nd ed.). Thousand Oaks, CA: Sage. ISBN: 9781412916073

Kreuger, L. W., & Neuman, W. L. (2006). *Social Work Research Methods with Research Navigator*. Boston, MA: Pearson. ISBN-10: 0205470114.

Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage. ISBN: 9780761919711

Library Liaison

For assistance in the library go to the King Library Reference Desk (2nd floor; 808-2100) and/or utilize the Social Work Research Guide available at <http://libguides.sjsu.edu/scwk>. The Social Work Library Liaison is: Teresa Slobuski, Teresa.Slobuski@sjsu.edu or 408-808-2318.

Classroom Protocol

Students are expected to arrive on time, participate in class discussions and exercises, and to be attentive to lectures and discussions. It is important to be courteous and respectful to one's peers, as well as to the instructors. Students are asked to refrain from using cell phones, earphones or other devices. Students are allowed to use laptop computers for classroom related work only. PDF copies of overhead notes will usually be posted on my website two to three days prior to each class section.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>.

Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Assignments and Grading Policy

Your grade in this course will be based on your presentations, written work, tests and participation as follows:

Penalty for Late Work

It is your responsibility to submit assignments on time. If you are unable to submit an assignment by the date and time indicated on this syllabus (or announced in class), you must email your situation to me at least 24 hours prior to the time the assignment is due.

If you submit an assignment after the due date and time without discussing with me, 10% of the total assignment point value will be deducted automatically.

For example, if an assignment is worth 30 points, 3.0 points will be deducted prior to grading. Another 10% of the total grade will be deducted for each additional week, or fraction thereof, that the assignment is late. You can avoid the late deduction(s) by planning ahead and contacting me to make alternative arrangements.

Bibliography: Due 9/12/12 (Week 4) – 10 points

Additional information regarding this assignment will be distributed.

The bibliography serves as a comprehensive compilation of reference materials on a research topic area. A minimum of 25 references should be included in the bibliography. Materials should be organized according to the 3 major sections of the literature review: 1) background, 2) theory and 3) review of the research evidence (10 points). This assignment will serve as the foundation for additional scholarly works that may be identified and included in the Full Literature Review.

Written Assignment #1 Introduction, Background and Theory Sections of the Literature Review: Due 10/3/12 (Week 7) - 15 points

Additional information regarding this assignment will be distributed.

Introduction (2 pages): The introduction provides a context for the research topic and its significance. This section needs to incorporate up-to-date literature (e.g. current demographic statistics and trends, new and innovative studies) to articulate clearly the your research topic. The essential questions that should be answered by this section are: (1) what is the practical and theoretical importance of this research topic, (2) how would more information and research on this topic area contribute to knowledge both in social work and other disciplines, and (3) how can the transcultural model be used to explain or understand this research topic?

Background (1 page): The background section provides statistical and/or demographic information to describe the population that is the focus of the research topic or other aspects of the research topic. Historical or policy-related information may also be included in this section if applicable.

Theory (1 page): The theoretical framework is used to organize and explain your research topic. You need to present in a brief fashion the theory or conceptual model that helps to explain the phenomenon you are studying. Select only one theory/conceptual framework for your paper.

Midterm: 10/17/12 (Week 10) – 20 points

The format of this exam will consist of short answer, essay questions and/or multiple choice questions that will ask you to synthesize what you have learned and apply it to an area of social work practice.

Article Critique: Due 11/14/12 (Week 13) – 15 points

Additional information regarding this assignment will be distributed.

Written Assignment #2 Full Literature Review. Adding new sections: Review of Evidence, Research Questions and Hypothesis (and revised Introduction, Background and Theory sections): Due 12/5/12 (Week 15) – 30 points

This assignment serves as the official assessment of writing competency. Additional information regarding this assignment will be distributed.

Revised Introduction, Background and Theory Sections: Include these sections with revisions based on instructor feedback.

Review of Evidence (3-4 pages): The review of evidence section provides an integrated summary of the literature that pertains to your research topic, with a particular focus on the research questions and hypothesis that you developed for your research topic. This section should be organized with sub-headings and should provide not only a description

of the current state of knowledge on a research topic, but also a discussion of the gaps in the knowledge base, or limitations in existing studies on a topic. Please note that the literature review is not an annotation (i.e., direct summary of each article, book, book chapter or report); rather, it presents an overview of how these sources of information converge or diverge.

Research Questions and Hypothesis (1-2 pages): Your research questions and or hypothesis(es) should be clearly stated in this section (moved from your introduction to the end of the review). For qualitative research, state the overarching question(s) that guide your project. For quantitative research, indicate the relationship(s) you believe exist between the independent and dependent variables in your study.

For this assignment, you should use no fewer than 15 references to support your work.

Class Participation – 10 points

Students will be assessed on the frequency, quality, and depth of their in-class participation in class discussions. As part of class participation, students are expected to critically analyze information that is presented/discussed, bring examples and applications of the concepts being covered, be prepared to discuss readings, and provide additional insights on issues from their own special knowledge and expertise. Students should notify the instructor in advance if they are not able to attend class, if they arrive late to class, or if they need to leave class early. Attendance is usually taken during the first five minutes of each class time.

APA Format and Writing Requirements:

All papers must follow current American Psychological Association (APA) format guidelines (6th edition) with the following exceptions: *the use of running heads is optional*. All papers must use standard, 12-point fonts (e.g., Times Roman) and be free of typographical, formatting, spelling, and content errors, as the quality of the writing will be evaluated as part of the grade for all written assignments. Be sure to carefully review and edit all drafts prior to submission. All ideas, quotes, and information taken or derived from other sources must be appropriately cited and referenced in accordance with APA rules.

Grading

The grading and evaluation distribution for the class is outlined below.

Percentage	Grade
97-100%	A +
93-96%	A
90-92%	A -
87-89%	B +
83-86%	B
80-82%	B -
77-79%	C +
73-76%	C

70-72%	C -
67-69%	D +
63-66%	D
60-62%	D -
Below 60%	F

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

School of Social Work Policies

School of Social Work Writing Policy

The Instructor will return selected assignments (as specified elsewhere in the syllabus) ungraded if at least five unique errors are found in grammar, punctuation, sentence structure, spelling, typos, APA style, or other basic writing errors. Late penalty points may apply, as specified in the syllabus.

A unique error is an error that will be counted 1 time. For example, if a possessive apostrophe is left off of a word 5 times in a paper, it will be counted as 1 error (i.e. a possessive apostrophe error). It is the student's responsibility to make corrections throughout the paper and ensure there are no additional instances of the error in the paper before re-submitting the paper and submitting next assignments.

University Resources (EACH OF THE FOLLOWING IS OPTIONAL)

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

ScWk 240/ Research Methods and Design, Fall 2012 Course Schedule

This schedule is subject to change with fair notice.

Any changes will be announced in class.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
		MODULE ONE: FOUNDATIONS FOR RESEARCH AND ETHICS
1	8/22/12	<u>Social Work Research -- The Current State of the Art</u> <ul style="list-style-type: none"> • Overview of course • The importance of social work research • Accountability in the social services • Library and Internet resources for social work
2	8/29/12	<u>The Logic of Scientific Method</u> <ul style="list-style-type: none"> • Conceptual bases for research • Quantitative and qualitative research and methods • Exploratory, descriptive, and explanatory studies • Impact/outcome studies, program evaluation, needs assessment, process evaluation • Hypotheses and theories; induction and deduction • Problem formulation • Political issues in research <p><u>Readings:</u></p> <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Supplement Ch. 1, "Introduction to the Research Methods Supplement" • Supplement Ch. 2, "Wise Consumers of Research" • Supplement Ch. 3, "Follow Your Passion – Selecting a Research Topic" • Supplement Ch. 4, "Research and Scientific Inquiry" • Ch. 1, "Why Study Research?" • Ch. 2, "Evidence-Based Practice" <p>Nutley, S., Walter, I., & Davies, H. T. O. (2009). Promoting evidence-based practice: Models and mechanisms from a cross-sector review. <i>Research on Social Work Practice, 19</i>(5) 552-559.</p>

3	9/5/12	<p><u>Ethical Issues in Social Science Research</u></p> <ul style="list-style-type: none"> • Human subjects review process • Confidentiality versus anonymity • Research bias • Professional and peer review of published research • Documentary Video: “The Deadly Deception: The Tuskegee Syphilis Study” <p><u>Readings:</u></p> <p>Pyrczak & Bruce, <i>Writing Empirical Research Reports</i>,</p> <ul style="list-style-type: none"> • Ch. 1, “Structuring a Research Report.” <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Supplement Ch. 5, “Quantitative Versus Qualitative Research” • Supplement Ch. 6, “Building a Model – Thinking of Variables...” • Supplement Ch. 7, “Examining Research Topics and Terms” • Supplement Ch. 8, “Evaluating Ethics in Research” • Ch. 3 “Philosophy and Theory in Science and Research” • Ch. 6 “Problem Formulation” • Ch. 4, “The Ethics and Politics of Social Work Research” <p>Malone, R. E. (2006). “It’s like Tuskegee in reverse”: A case study of ethical tensions in institutional review board review of community-based participatory research. <i>American Journal of Public Health, 96</i>(11), 1914-1919.</p> <p>Begun, A. L., Berger, L. K., Otto-Salaj, L., & Rose, S. J. (2010). Developing effective social work university-community research collaborations. <i>Social Work, 55</i>(1), 54-62.</p>
		<p>MODULE TWO: METHODOLOGY OF SOCIAL RESEARCH AND THE EVALUATION OF SOCIAL WORK PRACTICE</p>
4	9/12/12	<p><u>Measurement</u></p> <ul style="list-style-type: none"> • Operationalization and operational definitions of variables and outcomes • Levels of measurement • Reliability and validity <p>BIBLIOGRAPHY is due at the beginning of class today</p>

		<p><u>Readings:</u></p> <p>Pyrczak & Bruce, <i>Writing Empirical Research Reports</i>,</p> <ul style="list-style-type: none"> • Ch. 4, “Writing Research Objectives and Questions.” • Ch. 5, “Writing Titles” • Ch. 6, “Writing Introductions and Literature Reviews” <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Supplement Ch. 10, “Measurement Exercise” • Ch. 7, “Conceptualization and Operationalization” • Ch. 8, “Measurement” • Ch. 9, “Constructing Measurement Instruments” • Ch. 20 (pp. 479-481), “Quantitative Data Analysis” <p>Chavez, L. M., Matias-Carrelo, L., Barrio, C., & Canino, G. (2007). The cultural adaptation of the Youth Quality of Life Instrument-Research version for Latino children and adolescents. <i>Journal of Child and Family Studies</i>, 16(1), 75-89.</p>
5	9/19/12	<p><u>Measurement in Social Research and Evaluation; Surveys and Interviews</u></p> <ul style="list-style-type: none"> • Formal instruments, client assessment • Designing and implementing surveys and questionnaire • Internal and external validity • Culturally sensitive instrumentation • Cultural influences on validity and reliability • Interviewing <p><u>Readings:</u></p> <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Supplement Ch. 11, “Establishing Reliability and Validity of Measures” • Chapters 7, 8, and 9 from Week 4’s reading • Ch. 15, “Survey Research” <p>Flicker, S. et al. (2010). Survey design from the ground up: Collaboratively creating the Toronto Teen Survey. <i>Health Promotion Practice</i>, 11, 112-122.</p>

6	9/26/12	<p><u>Sampling</u></p> <ul style="list-style-type: none"> • Sampling Methodology: Probability and non-probability sampling procedures • Sampling bias • Enhancing participation by ethnic minorities and special populations <p><u>Readings:</u></p> <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Supplement Ch. 9, “Sampling Scenarios” • Ch. 14, “Sampling” <p>Villarruel, A. M., Lemmott, J. S., Jemmott, J. B., & Eakin, B. L. (2006). Recruitment and retention of Latino adolescents to a research study: Lessons learned from a randomized clinical trial. <i>Journal of Specialists in Pediatric Nursing, 11</i>(4), 244-250.</p>
7	10/3/12	<p><u>Group Research Designs</u></p> <ul style="list-style-type: none"> • Experimental and control group models <p><u>Readings:</u></p> <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Ch. 10, “Causal Inference and Correlational Designs” • Ch. 11, “Experimental Designs” <p>McLaughlin, D. P., & McFarland, K. (2011). A randomized trial of a group based cognitive behavior therapy program for older adults with epilepsy: the impact on seizure frequency, depression and psychosocial well-being. <i>Journal of Behavioral Medicine, 34</i>, 201-207.</p> <p>WRITTEN ASSIGNMENT #1: Introduction, Background and Theory section of the Literature Review due at beginning of class</p>
8	10/10/12	<p><u>Single System Designs</u></p> <ul style="list-style-type: none"> • Alternative methods for controlling threats to validity • Spreadsheet modeling of client progress • Celeration lines • Goal attainment scaling

		<p><u>Readings:</u></p> <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Supplement Ch. 12, “Research Design Scenarios” • Ch. 12, “Single-Case Evaluation Designs” <p>Bradshaw, W., & Roseborough, D. (2004). Evaluating the effectiveness of cognitive behavioral treatment of residual symptoms and impairment in Schizophrenia. <i>Research on Social Work Practice, 14</i>(2) 112-120.</p>
		<p>MODULE THREE: QUALITATIVE RESEARCH</p>
9	10/17/12	<p><u>Introduction to Qualitative Research</u></p> <ul style="list-style-type: none"> • Comparing and contrasting qualitative and quantitative approaches • The contributions of qualitative inquiry to knowledge building • What are qualitative data? • Ethnography, phenomenology, narrative analysis, grounded theory, case study and other theoretical traditions <p>MIDTERM EXAM to be given during the first hour of class.</p> <p><u>Readings:</u></p> <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Supplement Ch. 13, “Qualitative Designs” • Ch. 17, “Qualitative Research: General Principles” <p>Pyrczak & Bruce, <i>Writing Empirical Research Reports,</i></p> <ul style="list-style-type: none"> • Ch. 7, “Writing Definitions” • Ch. 8, “Writing Assumptions, Limitations, and Delimitations” • Ch. 9, “Writing Method Sections” • Ch. 13, “Writing Abstracts” <p>De Santis, J. P. & Barroso, S. (2011). Living in silence: A grounded theory study of vulnerability in the context of HIV infection. <i>Issues in Mental Health Nursing 32,</i> 345-354.</p> <p>Bradshaw, W., Armour, M. P., & Roseborough, D. (2007). Finding a place in the world: The experience of recovery from severe mental illness. <i>Qualitative Social Work, 6</i>(1), 27-47.</p>

10	10/24/12	<p><u>Theoretical Traditions and Orientations</u></p> <ul style="list-style-type: none"> • Presenting qualitative research in scholarly reports • Comparing and contrasting ethnography, phenomenology, narrative analysis, grounded theory, case study and other theoretical traditions <p><u>Readings:</u></p> <p>Pyrczak & Bruce, <i>Writing Empirical Research Reports</i>,</p> <ul style="list-style-type: none"> • Ch. 14, “A Closer Look at Writing Reports of Qualitative Research” <p>Palinkas, L. A., Schoenwald, S., K., Hoagwood, K., Landsverk, J., Chorpita, B. F., Weisz, J. R. (2008). An ethnographic study of implementation of evidence-based treatment in child mental health: First steps. <i>Psychiatric Services</i>, 59(7), 738-746.</p> <p>Sosulski, M.R., Buchman, N.T., & Donnell, C.M. (2010). Life history and narrative analysis: Feminist methodologies contextualizing Black women’s experiences with severe mental illness. <i>Journal of Sociology and Social Welfare</i>, 37(3), 29-57.</p>
11	10/31/12	<p><u>Designing Qualitative Research Studies</u></p> <ul style="list-style-type: none"> • Developing research questions for qualitative studies • Sampling strategies and sample size <p><u>Readings:</u></p> <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Ch. 18, “Qualitative Research: Specific Methods” <p>Ginsburg, L. R. Lewis, S., Zackheim, L., & Casebeer, A. (2007). Revisiting interaction in knowledge translation. <i>Implementation Science</i>, 2(34) doi:10.1186/1748-5908-2-34</p>
12	11/7/12	<p><u>Research Standards and Quality in Qualitative Research</u></p> <ul style="list-style-type: none"> • Mixed methodologies/triangulation • Credibility and trustworthiness in qualitative research • Guidelines for rigorous qualitative research <p><u>Readings:</u></p> <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Supplement Ch. 14, “Verification of Qualitative Data”

		Banyard, V. L., & Williams, L. M. (2007). Women's voices on recovery: A multi-method study on the complexity of recovery from child sexual abuse. <i>Child Abuse and Neglect</i> , 31, 275-290
		MODULE FOUR: PROGRAM EVALUATION
13	11/14/12	<p><u>Needs Assessment, Logic Models</u></p> <ul style="list-style-type: none"> • Program mission, goals, and objectives • Methods of needs assessment • Components of logic models • Theory of change <p><u>Readings:</u></p> <p>Rubin, Babbie, & Lee, <i>Research Methods for Social Work: Custom Edition</i></p> <ul style="list-style-type: none"> • Ch. 13, "Program Evaluation" <p>Hill, J. R., & Thies, J. (2010). Program theory and logic model to address the co-occurrence of domestic violence and child maltreatment. <i>Evaluation and Program Planning</i>, 33(4), 356-364.</p> <p>ARTICLE CRITIQUE ASSIGNMENT DUE TODAY</p> <p>Note: NO EVENING CLASSES ON 11/21/12 due to Thanksgiving Holiday the next day</p>
14	11/28/12	<p><u>Process and Outcome Program Evaluations</u></p> <ul style="list-style-type: none"> • Process evaluation components • Outcome evaluation components <p><u>Readings:</u></p> <p>Ziviani, J., Darlington, Y., Feeney, R., & Head, B. (2011). From policy to practice: A program logic approach to describing the implementation of early intervention services for children with physical disability. <i>Evaluation and Program Planning</i>, 34(1), 60-68.</p>
15	12/5/12	<p><u>Accountability and Research</u></p> <ul style="list-style-type: none"> • Ideologies and politics in research • Dilemmas in reporting research findings • Responsibility and accountability to participants, stakeholders, sponsors, and the profession <p>Course Review and Bridge to Advanced Social Work Research Topics</p>

	<p><u>Readings:</u></p> <p>Freedman, D. H. (2010). The streetlight effect. <i>Discover</i>, July/August, 55-57.</p> <p>WRITTEN ASSIGNMENT #3 due at the beginning of class</p>
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RESEARCH SEQUENCE BIBLIOGRAPHY

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Social Work Professional Writing Competency Policy and the Graduate Writing Assessment Requirement (GWAR)

Students admitted after September 1, 1987 must comply with the English Competency policy adopted by the Academic Senate of SJSU (S94-7). This policy states: "...all students entering California State Universities after implementation of the proficiency / diagnostic examination shall be required to demonstrate their competency with regard to writing skills as a requirement for graduation." In addition to these admission requirements, "...each department may establish its own criteria within these policy guidelines and candidates must abide by the department decision" (see <http://info.sjsu/web-dbgen/catnarr/policies/n15.html>, Nov. 2, 2001).

Current Implementation of Policy

1. In the MSW Program the Professional Writing Competency policy is that all students must successfully pass a written assessment assignment administered in ScWk 240. This policy applies to all students, including those who have already passed:
 - English 100W (or equivalent).
 - The WST exam.
 - TOEFL
2. Transfer students from other graduate programs within or outside the state of California, as well as BASW students who are substituting another course for ScWk 240, must also complete the written assessment assignment.
3. If a student is deficient in writing ability, the student will be referred to the Graduate Advisor to develop a remedial plan. The student may also be reassessed in ScWk 242.
4. Students must successfully complete the Professional Writing Competency requirement before they can be advanced to candidacy with Graduate Studies & Research during fall semester of their final year. Students must also successfully complete this requirement prior to enrolling in ScWk 298.

San José State University

SJSU Campus Emergency Procedures

FIRES EARTHQUAKES AND OTHER DISASTERS

- Call 911 or use a blue light telephone to summon University Police assistance for all campus police, fire or medical emergencies. Give your name, the nature of the emergency and your specific location. Stay on the line until the University Police Dispatcher tells you to hang up.
- Use extinguishers for minor fires. If a fire appears uncontrollable, close all room doors to confine the fire and evacuate the area or building.
- Remain calm during an earthquake. “Duck and cover” under a desk or table or stand in a doorway or against an interior wall. Move away from exterior wall windows, overhead lights, etc. Wait at least two minutes after shaking stops before leaving a building. Move to a clear area well away from structures or overhead hazards such as trees or power lines.
- Help disabled persons evacuate the building. Follow instructions of Building Emergency Team members and University Police.
- Tune to radio station KSJS 90.7 FM for campus information.

MEDICAL EMERGENCIES

- Call 911. Give your name, the nature of the emergency and your specific location. Tell the University Police Dispatcher what assistance you need (ambulance, paramedics, etc.)
- Assist the victim until help arrives. If you or someone in the area is trained in CPR perform CPR or Rescue Breathing if necessary. Stop the bleeding with direct pressure to the wound. Do not move a victim unless his or her life is in immediate danger. Do not leave victims unattended.
- For first aid, report in person to the Student Health Center weekdays from 8:00 am - 5:00 pm or call University Police at 924-2222.

EVACUATION PROCEDURES

- Leave by the nearest safe exit when you hear the building emergency alarm (fire alarm) or if you are told to do so by University Police or a Building Emergency Team member.
- Take keys, books, wallets or billfolds, prescription medicines and important personal belongings with you in case this building cannot be reentered immediately. Move at least 150 feet away from all structures.
- Use the stairs. Do not use elevators — in case of fire or earthquake many elevators stop in place and you may be trapped.
- Reenter a building only when University Police or Building Emergency Team members tell you that it is safe to do so.

POLICE - FIRE - MEDICAL EMERGENCY DIAL 9 – 1 – 1

For further information visit the University Police Web site at: <http://www.sjsu>.