Social Work 562
Virtual Academic Center

Social Work Research

3 Units

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

SOWK 562 Social Work Research (3 units). Introduction to research methods, including conceptualization of research problems, literature review, research design, sampling, measurement, data collection and data analysis.

III. COURSE DESCRIPTION

This foundation course is designed to provide an introduction to research methods and to produce an appreciation of the research process. It will explore general issues that are related to the conduct of social work research as applied to social work practice and service delivery in complex, urban environments as well as program evaluation, and policy development.

In this course, students will review the characteristics and logical processes of social work research and understand the applicability of scientific and scholarly inquiry in advancing professional knowledge and improving social work practice to diverse clientele in numerous settings. Students will gain a conceptual and operational understanding of the various quantitative and qualitative methodologies used in the conduct of social work related research. Students will be prepared to participate in a range of research activities including (a) conceptualization of research problems; (b) review of the literature; (c) evaluation of research design; (d) sampling; (e) selection of measurement tools; (f) data collection; (g) interpretation of data analyses and (h) ethical considerations in the conduct of research with human participants. Attention will also focus on how racial, ethnic, gender, and lifestyle issues impact each stage of the research process.

Students will not be expected to carry out an actual study; however, they will complete a series of assignments, which prepare them to utilize research as professional social workers. Students are coached to achieve a level of disciplined conceptual and analytical thinking in the process of developing their assignments and critiquing existing empirical literature.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Teach basic research principles and concepts within the framework of ethical practice of professional social work. Identify the ethical issues involved in professional social work research, including informed consent, confidentiality, use and abuse of sensitive data, the issue of withholding treatment to control groups, and the honest disclosure of findings.
2	Provide opportunities for students to increase awareness of and be sensitive to issues in the research process as they relate to various diverse populations such as gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups.
3	Teach and demonstrate the importance of the role of social work empirical research and evidence-based practice research as they apply to social work practice and policy. The principles of evidence-based practice research will be presented and students will have opportunity to apply the principles to evidence search, review of the literature, evidence appraisal and assessing the strengths and limitations of published research, and implementation of evidence in the context of individuals, groups or communities.
4	Present foundation-level research concepts and build student skills including the use research terms and vocabulary, the skill of identifying relevant social work research questions and hypotheses, identifying independent, dependent and other variables, the measurement of variables including describing the concepts of reliability and validity, methods for sample selection, the exploration of research design options and key foundation-level statistical concepts including descriptive and inferential statistics.
5	Provide students with the opportunity to solidify their skills and knowledge by developing introductory level reviews of the literature that follow a professional writing style and prepare students for analytic writing in the concentration year.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Two primary learning/teaching modalities will be used in class: (1) didactic presentation by the instructor and (2) critical discussion, interaction, and transaction among the instructor and students. Please note that it may be necessary for the instructor to make adjustments to the syllabus during the semester.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

	Social Work Core Competencies	SWK 562	Course Objective
1	**Professional Identity**		
2	**Ethical Practice**	*	1
3	**Critical Thinking**	*	3-5
4	**Diversity in Practice**	*	2
5	Human Rights & Justice		
6	**Research Based Practice**	*	3-5
7	Human Behavior		
8	Policy Practice		
9	Practice Contexts		
10	Engage, Assess, Intervene, Evaluate		

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Ethical Practice—Apply social work ethical principles to guide professional practice. Social workers competent in Ethical Practice: ▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making. ▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	1. Apply strategies of ethical reasoning to identify ethical issues that are present in research contexts and be able to discuss strategies that could be used to address ethical concerns. Standards of the National Association of Social Workers Code of Ethics and Belmont principles will serve as frameworks for considering ethical issues.	Exam Questions Literature Review (Students' Ethical Dilemmas)
Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. ▪ Use critical thinking augmented by creativity and curiosity. ▪ Understand that critical thinking also requires the synthesis and communication of relevant information.	2. Distinguish, appraise, and integrate multiple sources of knowledge to conduct an up-to-date literature review on any social work research, practice, or policy topic, informed by research based-knowledge and practice wisdom.	Literature Review Assignments
	3. Demonstrate effective oral and written communication by accurately and consistently utilizing foundation-level research terms in both speaking and writing.	Exam Questions Written Assignments Class Participation
	4. Identify key elements, interpret, and describe the meaning of results presented in research tables utilizing foundation-level statistical concepts.	Exam Questions Final Course Assessment Exam Article Critique Assignment
	5. Identify specific strengths and limitations in published research (e.g., journal articles, reports, and other communication forms) and describe how such issues affect interpretation of findings.	Final Course Assessment Exam Literature Review Article Critique Assignment

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Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: ▪ Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. ▪ Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. ▪ Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	6. Utilizing an understanding of the fact that culture can shape the power structures faced by individuals and groups, articulate and promote attention to issues in the research process as they relate to diverse populations, such as racial and ethnic minorities, gays and lesbians, women, and a range of other groups.	Exam Questions Literature Review Assignment Measurement Assignment

Research Based Practice—Engage in research-informed practice and practice-informed research. Social workers competent in Research Based Practice: ▪ Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. ▪ Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.	7. Articulate, orally and in writing, reasoned and relevant conclusions based on research findings that can inform practice, policy, and/or further research. This includes the ability to describe the relevance of research to the discipline of social work.	Literature Review Assignments Article Critique Assignment
	8. Identify and accurately describe the purpose of foundation-level research concepts and techniques utilized in published research. This includes the ability to: 　a. Identify research questions and related hypotheses. 　b. Identify independent and dependent variables and describe how the concepts of reliability and validity affect the measurement strategies chosen. 　c. Identify and describe other foundation-level research techniques used in research such as methods for sample selection and research design options.	Exam Questions Article Critique Assignment
	9. Utilize foundation-level research concepts and techniques (as in student learning outcome 8) to develop introductory level research reviews of the literature that follow a professional proposal development style. This includes the ability to discuss how theoretical or conceptual frameworks inform research choices.	Literature Review Assignments

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due	% of Final Grade
1) Written Assignments (Three Assignments, 10% each)		30%
2) In-Class Exams (Two, 10% each)		20%
3) Article Critique		20%
4) Sequence Final Assessment Exam	Finals Week	20%
5) Class Participation & Homework	Ongoing	10%

1) Written Assignments (10% each; 30% of Course Grade)

Literature Review Assignment 1 — Problem Formulation

The ability to locate and summarize research around specific problem areas is a key skill you will need to develop. The purpose of this assignment is to locate, summarize and synthesize existing theoretical and empirical knowledge about a social work problem area or population related to your field placement. If

you do not yet have a field placement, then you may choose to focus on a topic related to mental illness, homelessness, military social work or child welfare, all areas of research focus for faculty at the USC School of Social Work. For this assignment, the content is focused on description of the problem area, its causes, and consequences, and not focused around interventions or treatments. Be sure to consult early with the course instructor about how you intend to conceptualize your problem area, which will facilitate your search for relevant literature. Suggested length: 7 to 10 pages.

Literature Review Assignment 2 — Intervention

Social workers are often involved in direct treatment or intervention to address problems. The purpose of this assignment is to locate and analyze research around an intervention or treatment related to the topic you selected for the Problem Formulation paper. To complete this assignment, you will need to conduct a review of the literature around interventions that have been evaluated to treat or address the problem area identified in your first paper. You will need to briefly discuss the kinds of interventions you locate that have been used to address your problem area and to more carefully evaluate 3-5 articles directly addressing one specific intervention or treatment approach. Suggested length: 6 to 8 pages.

Measurement and Operationalization Assignment

As a professional social worker, it is very likely that you will have responsibility for understanding and/or using specific tools for measuring outcomes of interest to you, your clients, or an agency where you work. You will need to understand what it means to "measure a variable" of interest and you will want to be able to assess the strengths and weaknesses of a measurement process. This will often involve you selecting measurement instruments and utilizing other data collection techniques. The purpose of this assignment is to teach you how to find, evaluate and critique appropriate testing and measurement tools in social work. To complete this assignment, you must identify two variables that you will operationalize for the assignment. You will measure one variable with a known scale or instrument and one variable with any other data collection technique (client self-report, observation, archival/known data or biological/physiological techniques). Suggested Length: 3 to 5 pages.

Note: Additional details for each of the assignments and due dates may also be posted by the Instructor.

2) Exams (20% of Course Grade)

There will be two in-class exams, each worth 10% of the course grade. The exams will consist of multiple choice, short answer items and vignette-based questions. Exams will be held during class. Exams will typically be administered during Week 8 and Week 14, but this may vary by instructor and may be changed based on coverage of the needed material.

3) Article Critique

Professional social workers are expected to be critical consumers of social work and other related literature. The ability to read and evaluate the methodology and conclusions from an empirical article is a key skill you will need to develop. The purpose of this assignment is to read and describe an article including a critical analysis of the literature review, the sampling methods, the research design, the measures chosen, the statistical analysis, and the the outcomes and conclusions. Suggested length: 6 - 8 pages.

4) Final Assessment Exam (20% of Course Grade)

Students will complete a final assessment exam, which will measure their ability to apply the knowledge acquired during the course. Vignettes and descriptions from published research articles will be presented and students will be asked to answer questions about specific aspects of research methodology including ethics, research design, sampling, measurement, and interpretation of statistical results. The exam will be administered during Finals Week, as per the USC Finals Week Schedule for the cohort.

5) Class Participation, Completion of Asynchronous Content & Unit Quizzes (10% of Course Grade)

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active class participation. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed asynchronous course Units (VAC) and required readings and assignments prior to class. This includes completion of homework Unit Assessment Quizzes and posts in Forums embedded in the asynchronous content for VAC. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material. Failure to meet these expectations will result in the reduction of grades. Your instructor may provide a rubric for grading participation. Class participation is worth 10 percent of the final grade.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades is determined by the degree to which these skills have been demonstrated by the student; (2) a grade of B+ is given to work which is judged to be very good—this grade denotes that a student has demonstrated a more-than competent understanding of the material being tested in the assignment; (3) a grade of B is given to student work which meets the basic requirements of the assignment—it denotes that the student has done adequate work on the assignment and meets basic course expectations; (4) a grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations; (5) a grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement; (6) grades between C- and F are applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Rubin, A. & Babbie, E. (2009). *Essential Research Methods for Social Work, 3rd Edition*.

The textbook may be purchased from the USC Bookstore or directly from the publisher at the following link: www.cengagebrain.com/micro/uscasowk562.

Guides for APA Style Formatting

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

APA formatting and style guide. (1995-2011). The OWL at Purdue. Retrieved from
   http://owl.english.purdue.edu/owl/resource/560/01/
   (Instructor Note: Note: this popular site for students—it is free, has switched to 6th edition.)

Winn, J. (2010). APA style: USC Lib Guides. Available at
   http://libguides.usc.edu/content.php?pid=26798&sid=639172
   (Instructor Note: HIGHLY RECOMMENDED.)

Recommended Websites

(**Referencing note:** If you use the site in a paper, you say "Retrieved" rather than "Available" and in the text, the title is italicized.)

National Associate of Social Workers. Available at http://www.naswdc.org

National Guideline Clearinghouse™ (NGC). Available at http://www.guideline.gov [A public resource for evidence-based clinical practice guidelines]. The elements of style—A rule book for writing. Available at http://www.bartleby.com/141/ . [You can read it online]

USC Guide to Avoiding Plagiarism. Available at
   http://libguides.usc.edu/content.php?pid=83009&sid=616087

FQS: Forum qualitative research – An online journal of qualitative research. Available at
   http://www.qualitative-research.net

Institute for the Advancement of Social Work Research. Available at http://www.iaswresearch.org

Society for Social Work Research. Available at http://www.sswr.org

American Evaluation Association Available at http://www.eval.org

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

The Table below describes the topics for each Asynchronous Unit of Instruction. Your instructor will provide you with a Syllabus Addendum with any changes to the order in which the Units will be covered in your section, as well as the due dates for all assignments. Please note that the Asynchronous Units of Instruction do NOT correspond to the weeks of the course.

Course Overview

Unit	Topics	Assignments
1	■ Course Introduction and Overview	
2	■ Literature Review: Finding Relevant Research	
3	■ Variables: Building Blocks of Research	
4	■ Ethical Practice of Social Work Research	
5	■ Selecting Participants to Take Part in Research: Sampling	
6	■ Introduction to Research Design	Literature Review Assignment 1 Due
7	■ Group Designs Continued	
8	■ Social Work Research Models to Assess Practice and Policy (Single Subject Designs, EBP, Evaluation)	Exam 1
9	■ Qualitative Research	
10	■ Selecting Measurement Methods	Literature Review Assignment 2 Due
11	■ Location and Assessment of Measurements	
12	■ Quantitative Statistics - Descriptive Statistics ■ Introduction to Inferential Statistics	Measurement Assignment Due
13	■ Inferential Statistics and Hypothesis Testing Continued	
14	■ Consumption of Empirical Literature: Methodological Critique	Exam 2
15	■ Course Wrap-Up and Evaluation and Presentations ■ Review for Final Assessment Exam	Article Critique Due
FINAL ASSESSMENT EXAMINATION: During Finals Week which is the week following end of class		

Course Schedule—Detailed Description

Unit 1: Course Overview and Social Work Research Problems

Topics

- Course objectives, syllabus, and review of expectations
- Ways of knowing
- Five common errors of reasoning
- Value of scientific inquiry
- Description of "social work" research
- Purposes of social work research
- Evidenced based practice

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
  Chapter 1: Why Study Research
  Chapter 2: Evidenced Based Practice

Other Works Cited in this Unit

Farrier, J. (2010, February 5). The invisible rope prank [Videofile]. Retrieved
  from http://www.neatorama.com/2010/02/05/the-invisible-rope-prank/

Fisher, H. (2009, July 13). Helen Fisher on love, lust and attachment. [Video file]. Retrieved from
  http://video.search.yahoo.com/video/play?n=21&ei=utf-8&fr=yfp-t-701&fr2=tab-
  web&tnr=21&p=anthropology+research+studies&vid=0001906871576&dt=1247545356&l=283&t
  url=http%3A%2F%2Fyts.video.search.yahoo.com%2Fimage%2F360dc3181&rurl=http%3A%2F%
  2Fwww.youtube.com%2Fv%2FD8Od-
  bsCsFA&tit=Helen++Fisher+on++Love%2C++Lust+and++Attachment&sigr=114cg2o73&newfp=1
  &surl=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DD8Od-
  bsCsFA%26feature%3Dyoutube_gdata&sigs=120q6rivh

National Association of Social Workers. (2003). *NASW Press Online*. Retrieved from
  http://titania.naswpressonline.org/vl=19496500/cl=22/nw=1/rpsv/home.htm

Peep Studies. (n.d.). Retrieved from http://www.peepresearch.org/

University of Southern California, School of Social Work (2010). Retrieved
  from http://sowkweb.usc.edu/people/index.php

Yahoo Answers (2010). Retrieved
  from http://answers.yahoo.com/question/index?qid=20060909084007AAGUxZe

Recommended Readings by USC School of Social Work faculty

Soydan, H. (2008). Applying randomized controlled trials and systematic reviews in social work research. *Research on Social Work Practice, 18*(4), 311-318. doi:10.1177/10497315073077

Soydan, H. (2009). Evidence-based medicine and knowledge dissemination, translation, and utilization: Challenges of getting evidence based treatments to patient care and service delivery. *Journal of Evidence-Based Medicine, 2*, 143-149. doi:10.1111/j.1756-5391.2009.01031

Unit 2: Literature Review: Finding Relevant and Rigorous Research

Topics

- The formulation of researchable problems—How to locate sources of information
- Utilizing library resources
- Cataloging research located effectively
- Various structures for literature review
- Critiquing knowledge bases and reviewing the literature
- Reason for writing a proposal this semester
- Different types of proposals and writing
- Proposal structure
- Scientific and logical writing style for compelling proposals
- Developing a reasoned argument and use of theory

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
　　　Chapter 5: Reviewing Literature and Developing Research Questions

Recommended Readings

USC guide to avoiding plagiarism. (n.d.). Available at
　　　http://libguides.usc.edu/content.php?pid=83009&sid=616087

　　　Select this link for specific hints: Trojan integrity: a guide to avoiding plagiarism. Available at
　　　http://www.usc.edu/student-affairs/SJACS/forms/tig.pdf

Unit 3: Variables: The Building Blocks of Research

Topics

- The definition of variables
- Identifying independent and dependent variables
- Level of Measurement

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
　　　Chapter 6: Conceptualization in Quantitative and Qualitative Inquiry

Unit 4: Ethical Practice of Social Work Research

Topics

- Experiments with questionable ethics that have led to modern ethical standards
- Belmont principles
- List of ethical guidelines for social science research
- Culturally Competent Research
- Institutional review boards

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
　　　Chapter 16: Ethical Issues in Social Work Research
　　　Chapter 17: Culturally Competent Research

NASW code of ethics. (n.d.). Available from http://www.naswdc.org/pubs/code/

Rice, E. (2010). The positive role of social networks and social networking technology in the condom using behaviors of homeless youth. *Public Health Reports, 125*(4), 588-595. Retrieved from http://www.publichealthreports.org/archives/issuecontents.cfm?Volume=125&Issue=4

USC's IRB. Retrieved from http://www.usc.edu/admin/provost/irb/

Recommended Readings and Video (Note: recommended materials are not all in APA 6th ed. style)

ABC News (Producer). (2010, March 17). *French 'Game of Death' shocks audience, contestants* [Video Webcast]. ABC News with Diane Sawyer. Retrieved from http://abcnews.go.com/WN/International/french-game-death-shocks-audience-contestants/story?id=10127881

Aspell, P. S., & Dilanni, D. (1993). *The deadly deception*. Boston, MA: WGBH Educational Foundation. (Instructor Note: A 60-minutes long PBS documentary of the Tuskegee Syphilis Study.)

Haney, C., Banks, C., & Zimbardo, P. (1973). Interpersonal dynamics in a simulated prison. *International Journal of Criminology and Penology, 1*, 69-97.

Humphreys, L. (1976). Methods: The sociologist as voyeur. *The Research Experience,* 100-114.

Jones, J. H. (1981). A moral astigmatism. In *Bad blood: The Tuskegee syphilis experiment* (pp. 1-15). London: Free Press.

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology, 67*(4), 371-378.

Tuskegee University. (1997, May 16). *Presidential apology—USPHS Syphilis Study at Tuskegee* [Video File]. Retrieved from http://www.youtube.com/watch?v=l1A-YP24QwA

University of Southern California. (2010). *Protection of research subjects.* Retrieved from http://www.usc.edu/admin/provost/oprs/upirb/

Vodpod (2008, December 16). *The Tuskegee syphilis experiment* [Video File]. Retrieved from http://vodpod.com/watch/1230919-the-tuskegee-syphilis-experiment

Zimbardo, P. G. (2010). *Stanford Prison experiment* [Video File], Retrieved from http://www.prisonexp.org/psychology/2

Unit 5: Finding Research Subjects: Sampling

Topics

- Defining the population of interest
- Sampling and external validity
- Probability sampling techniques
- Non-probability sampling techniques
- Ethical concerns in sampling
- Pragmatics of sampling

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
Chapter 10: Sampling: Quantitative and Qualitative Approaches

Hurlburt, M. S., Leslie, L. K., & Landsverk, J. (2004). Contextual predictors of mental health service use among a cohort of children open to child welfare. *Archives of General Psychiatry*, *61*, 1217-1224. doi:10.1001/archpsyc.61.12.1217

Other Works Cited in this Unit

Connexions Consortium. (2010). *Sampling simulation*. Retrieved from
http://cnx.org/content/m11188/latest/

Haahr, M. (2010). *Random integer generator*. Retrieved from http://www.random.org/integers/

Wiley Higher Education. (2010). Statistics animations. In *Instructor companion site. Mann introductory statistics* (5th ed.). Retrieved from http://bcs.wiley.com/he-bcs/Books?action=mininav&bcsId=1524&itemId=0471448079&assetId=39918&resourceId=3251

Unit 6: Research Designs: Matching Design to Purpose

Topics

- Introduction to research design
- Continuum of knowledge
- Matching design to purpose and level of knowledge
- Survey research designs
- Causal inference
- Experimental and quasi-experimental designs
- Internal and external validity as they relate to design

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
Chapter 4: Factors Influencing the Research Process
Chapter 11: Experiments and Quasi-experiments

Brekke, J. S., Hoe, M., & Green, M. F. (2009). Neurocognitive change, functional change and service intensity during community-based psychosocial rehabilitation for schizophrenia. *Psychological Medicine, 39*(10), 1637-1647. doi:10.1017/S003329170900539X

Rubin, A., & Babbie, E. (2010). Causal inference and quasi-experimental designs. In *Research methods for social work* (7th ed., pp. 244-270). Belmont, CA: Brooks-Cole Cengage Learning.
(Instructor Note: Posted on ARES.)

Rubin, A., & Babbie, E. (2010). Experimental designs. In *Research methods for social work* (7th ed., pp. 253-257). Belmont, CA: Brooks-Cole Cengage Learning.
(Instructor Note: Posted on ARES.)

Recommended Readings by USC School of Social Work Faculty:

Astor, R. A., Benbenishty, R., & Estrada, J. N. (2009). School violence and theoretically atypical schools: The principal's centrality in orchestrating safe schools. *American Educational Research Journal, 46*(2), 423-461. doi:10.3102/0002831208329598

Unit 7: Group Designs (Continued)

Topics

- Threats to internal validity that can be addressed by design
- Threats to internal validity that cannot be addressed by design
- Threats to external validity related to design

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
Chapter 11: Experiments and Quasi-experiments

Whitsett, D. (2006). The psychobiology of trauma and child maltreatment. Cultic Studies Review, 5(3), 351. http://www.icsahome.com/culticstudiesreview/idx_articles.asp
(Instructor Note: USC SW faculty.)

Suggested Review

Rubin, A., & Babbie, E. (2010). Causal inference and quasi-experimental designs. In *Research methods for social work* (7th ed., pp. 244-270). Belmont, CA: Brooks-Cole Cengage Learning.
(Instructor Note: Posted on ARES.)

Rubin, A., & Babbie, E. (2010). Experimental designs. In *Research methods for social work* (7th ed., pp. 253-257). Belmont, CA: Brooks-Cole Cengage Learning.
(Instructor Note: Posted on ARES.)

Unit 8:	Social Work Research Models to Assess Practice and Policy

Topics
- Single subject design
- Case studies
- Program evaluation
- Evidence based practice

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
    Chapter 12: Single Case Evaluation Designs
    Chapter 13: Program Evaluation

Other Works Cited in this Unit

Callaghan, G. M., Summers, C. J., & Weidman, M. (2003). The treatment of histrionic and narcissistic personality disorder behaviors: A single-subject demonstration of clinical improvement using functional analytic psychotherapy. *Journal of Contemporary Psychotherapy, 33*(4), 321-339. doi:10.1023/B:JOCP.0000004502.55597.81

Frost, R. O., Steketee, G., & Greene, K. A. I. (2003). Cognitive and behavior treatment of compulsive hoarding. *Brief Treatment and Crisis Intervention, 3*(3), 323.

Recommended Readings by USC School of Social Work Faculty

Whitsett, D. (2006). The psychobiology of trauma and child maltreatment. *Cultic Studies Review, 5*(3), 351-373. Retrieved from http://www.icsahome.com/culticstudiesreview/idx_articles.asp

Whitsett, D., & Kent, S. A. (2003). Cults and families. *Families in Society*, *84*(4), 491. Retrieved from http://homepages.wmich.edu/~rmckinn2/6680/cults%20and%20families.pdf

Unit 9: Qualitative Research

Topics

- Introduction to qualitative research
- Comparing qualitative and quantitative research
- Sampling in qualitative research
- Designs in qualitative research
- Data collection and analysis
- Ethical guidelines in qualitative research

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
    Chapter 14: Additional Methods in Qualitative Research

Christenson, P., & Ivancin, M. (2006). *The "Reality" of health: Reality television and the public health.* A
    Discussion Paper prepared for the Kaiser Family Foundation. Retrieved from
    http://www.kff.org/entmedia/upload/7567.pdf

Franklin Klinker, J., & Todd, R. H. (2007). Two autoethnographies: A search for understanding of gender
    and age. *The Qualitative Report, 12*(2), 166-183. Retrieved from
    http://www.nova.edu/ssss/QR/QR12-2/klinker.pdf

Hernandez, J. R. L. (2009). Photo-ethnography by people living in poverty near the northern border of
    Mexico. *Forum: Qualitative Social Research, (10)*2. Retrieved from http://www.qualitative-
    research.net/index.php/fqs/article/viewArticle/1310/2810

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Mack, N., Woodsong, C., MacQueen, K. Guest, G., & Namey, E. (2005). *Qualitative research methods: A
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    You don't go tell white people nothing: African American women's perspectives on the influence
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Nuru-Jeter, A., Dominguez, T. P., Hammond, W. P., Leu, J., Skaff, M., Egerter, S., Jones, C. P., &
    Braveman, P. (2009). It's the skin you're in: African-American women talk about their experiences
    of racism. An exploratory study to develop measures of racism for birth outcome studies.
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    public. *The Qualitative Report, 12*(2), 238-254. Retrieved from
    http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie1.pdf

Recommended Readings by USC School of Social Work faculty

Astor, R. A., Benbenishty, R., & Estrada, J. N. (2009). School violence and theoretically atypical schools:
    The principal's centrality in orchestrating safe schools. *American Educational Research Journal,
    46*(2), 423-461. doi:10.3102/0002831208329598.

Barrio, C., Palinkas, L. A., Yamada, A. M., Fuentes, D., Criado, V., Garcia, P., & Jeste, D. V. (2008).
    Unmet needs for mental health services for Latino older adults: Perspectives from consumers,
    family members, advocates, and service providers. *Community Mental Health Journal, 44*(1), 57-
    74. doi:10.1007/s10597-007-9112-9

Dominguez, T. P., Dunkel-Schetter, C., Glynn, L. M., Hobel, C., & Sandman, C. A. (2008). Racial differences in birth outcomes: The role of general, pregnancy, and racism stress. *Health Psychology: Official Journal of the Division of Health Psychology, American Psychological Association, 27*(2), 194-203. doi:10.1037/0278-6133.27.2.194

Rice, E. (2010). The positive role of social networks and social networking technology in the condom using behaviors of homeless youth. *Public Health Reports, 125*(4), 588-95. PMCID: PMC2882610

Rice, E., Lester, P., Flook, L., Green, S., Valladares, E. S., & Rotheram-Borus, M. J. (2009). Lessons learned from "integrating" intensive family-based interventions into medical care settings for mothers living with HIV/AIDS and their adolescent children. *AIDS and Behavior, 13*(5), 1005-1011. doi:10.1007/s10461-008-9417-x

Schneiderman, J., McDaniel, D., Xie, B., Cabassa, L., & Suh, J. (2010). Child welfare caregivers of differing English-language use: Perceptions of pediatric health care access barriers. *Journal of Ethnic and Cultural Diversity in Social Work, 19*(1), 18-33. doi:10.1080/15313200903310726

Teitelman, A. M., Ratcliffe, S. J., & Cederbaum, J. A. (2008). Parent—Adolescent communication about sexual pressure, maternal norms about relationship power, and STI/HIV protective behaviors of minority urban girls. *Journal of the American Psychiatric Nurses Association, 14*(1), 50-60. doi:10.1177/1078390307311770

Unit 10:   Selecting Measurement Methods

Topics

- Variables
- Concept to measurement: The process of operationalization
- Data collection techniques
- Reliability
- Validity

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
    Chapter 6: Conceptualization in Quantitative and Qualitative Inquiry (Review)
    Chapter 7: Measurement in Quantitative and Qualitative Inquiry
    Chapter 8: Quantitative and Qualitative Measurement Instruments

Hurlburt, M. S., Leslie, L. K., & Landsverk, J. (2004). Contextual predictors of mental health service use among a cohort of children open to child welfare. *Archives of General Psychiatry*, *61*, 1217-1224. doi:10.1001/archpsyc.61.12.1217

Other Works Cited in this Unit

 Main, M. B. (n.d.). *Adult Attachment Interview Protocol.* Theory & Research at Stony Brook, SUNY Stony Brook. Retrieved from http://www.psychology.sunysb.edu/attachment/measures/content/aai_interview.pdf

McLeod, S.A. (2007). Ainsworth's 'Strange Situation' assessment. *Simply Psycholo*gy, UK. Retrieved from http://www.simplypsychology.pwp.blueyonder.co.uk/mary-ainsworth.html

Stepping up. (2003). *Patient Health Questionnaire (PHQ-9).* University of Washington. Retrieved from http://steppingup.washington.edu/keys/documents/phq-9.pdf

The MacArthur Initiative on Depression and Primary Care. (2010). *Patient Health Questionnaire.* Retrieved from http://www.depression-primarycare.org/clinicians/toolkits/materials/forms/phq9/ (Instructor Note: A compendium of resources for a widely used standardized depression tool.)

Recommended Readings by USC School of Social Work faculty

Lincoln, K. D., Taylor, R. J., & Jackson, J. S. (2008). Romantic relationships among unmarried African Americans and Caribbean blacks: Findings from the national survey of American life. *Family Relations, 57*(2), 254-266. doi:10.1111/j.1741-3729.2008.00498.x

Wenzel, S. L., Green, H. D., Tucker, J. S., Golinelli, D., Kennedy, D. P., Ryan, G., & Zhou, A. (2009). The social context of homeless women's alcohol and drug use. *Drug and Alcohol Dependence, 105*(1-2), 16-23.

Unit 11:	Locating Instruments and Assessment of Measurement Models

Topics

- Measurement (continued)
  - ▽ Locating instruments, tests, and other measures
  - ▽ Assessing measurement model strength

Required Readings

American Psychological Association. (2010). *FAQ/Finding information about psychological tests.* Retrieved from http://www.apa.org/science/programs/testing/find-tests.aspx

Jordan-Marsh, M., Cody, M., Silverstein, M., Chin, S., & Garcia, R. (2008). Assessing a self-report health measure for non-English-speaking elders: Issues in using the SF-36 health survey. *Research on Social Work Practice, 18*(1), 55-65. doi:10.1177/1049731507300152

Toneatto, T. (1995). [Review of the SAQ--Adult Probation [Substance Abuse Questionnaire].] In J. C. Conoley & J. C. Impara (Eds.), *The twelfth mental measurements yearbook* (pp. 889-891). Lincoln, NE: Buros Institute of Mental Measurements. Retrieved from http://libguides.usc.edu/content.php?pid=26798&sid=669026

Unit 12:	Quantitative Statistics—Descriptive Statistics & Introduction to Inferential Statistics

Topics

- Level of measurement (nominal, ordinal, interval/ratio)
- Measures of central tendency
  - ▽ Mode
  - ▽ Median
  - ▽ Mean
- Measures of dispersion
  - ▽ Frequency/percentages
  - ▽ Range
  - ▽ Standard deviation & variance
- Reading research / drawing conclusions

Required Readings

Rubin, A & Babbie, R (2013). *Essential Research Methods for Social Work, 3rd Edition*.
　　Chapter 18: Quantitative Data Analysis

Hoffman, R. D. (2003). Internet glossary of statistical terms. Retrieved from http://www.animatedsoftware.com/statglos/statglos.htm
　　(Instructor Note: Look at descriptions of: Mean, Median, Mode, Range, Variance, Standard Deviation, Variance, Sampling Distribution, Statistic, Parameter.)

Unit 13: Inferential Statistics and Hypothesis Testing Continued

Topics

- Statistical significance
- Choosing and understanding statistical tests
- Bivariate Stats: T-Tests, ANOVA, Chi Squared, etc.
- Multivariate statistics: Multiple regression, ANCOVA

Required Readings

Hoffman, R. D. (2003). Internet glossary of statistical terms. Retrieved from
http://www.animatedsoftware.com/statglos/statglos.htm
(Instructor Note: Look at: Null Hypothesis, Alternative Hypothesis, Statistical Hypothesis, Alpha, Statistical Significance, Type I error, Type II Error, Beta, The Relationship Between Alpha, Beta and Power.)

Lane, D. M. (2008). *Chapter 9: Logistics of hypothesis testing/ Ruling out chance as an explanation.* Rice Virtual Lab in Statistics. Retrieved from http://davidmlane.com/hyperstat/logic_hypothesis.html

Unit 14: Critiquing Research: Applying Knowledge and Skills Learned to Date

Topics

- Critical assessment skills in becoming effective consumers of social work and related literature
- Preparation for Final Article Critique Assignment

Required Readings

Edwards, K. E. (2009). Effectiveness of a social change approach to sexual assault prevention. *College Student Affairs Journal, 28*(1), 22-37. doi:1965538951

Kirby, J. S., & Baucom, D. H. (2007). Treating emotion dysregulation in a couples context: A pilot study of a couples' skills group intervention. *Journal of Marital and Family Therapy, 33*(3), 375-391. doi:10.1111/j.1752-0606.2007.00037.x

Taylor, B., Stein, N., & Burden, F. (2010). The effects of gender violence/harassment prevention programming in middle schools: A randomized experimental evaluation. *Violence and Victims, 25*(2), 202-223. doi:10.1891/0886-6708.25.2.202

Unit 15: Wrap Up, Evaluation & Review for Final Assessment

Topics

- Article Critique
- Review for Exam
- Course wrap up
- Course evaluations

Required Readings:

None

Required Readings

None

Unit 16: FINAL ASSESSMENT EXAMINATION – DURING FINALS WEEK

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in the synchronous online class for the duration of the class. Failure to attend class, arriving late or lack of active participation may impact your ability to achieve course objectives, which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class, without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations that conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work that will be missed, or to reschedule an examination, due to holy days observance. Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

Students are expected to follow Virtual Academic Center guidelines about appropriate conduct and attendance in synchronous live session. In consideration of classmates and the instructor, students are asked to keep external distractions that might interfere with class to a minimum.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus,* the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: http://www.usc.edu/dept/publications/SCAMPUS/gov/. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: http://www.usc.edu/student-affairs/SJACS/.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible*. Instructors are not permitted to provide accommodations without this letter.   DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The Office of Disability Services and Programs is aware of the USC School of Social Work Virtual Academic Center and will work with students on the mailing and electronic transfer of needed documents and verifications.

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected. Your instructor will provide you with details about his or her policies regarding late papers, but generally, it is a half a grade per day.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble
The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- SERVICE
- SOCIAL JUSTICE
- DIGNITY AND WORTH OF THE PERSON
- IMPORTANCE OF HUMAN RELATIONSHIPS
- INTEGRITY
- COMPETENCE

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the sequence, Michael Hurlburt, at hurlburt@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.