

## USING PROJECTS AND TEAMS TO ENGAGE STUDENTS IN RESEARCH

Webinar for CSWE's Commission on Research  
in collaboration with Social Work Engagement in Research Learning

### **Definitions:**

Undergraduate research is an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline (Wenzel, 1997). The Council for Undergraduate Research defines undergraduate research activities as engaging undergraduate students in investigations that contribute to the discipline in an original intellectual or creative way (Webber et al., 2013).

### **Research on outcomes:**

Lopatto and Tobias (2010) state that there are three layers of outcomes from undergraduate research, for students, for mentors, and for institutions.

#### *Outcomes for students:*

- Academic performance
- Retention/graduation
- Productivity
- Skill development
- Networking
- Initial employment
- Professional confidence & identity
- Income level
- Career eminence
- Satisfaction with academic program
- Reduced stress

#### *Outcomes for mentors:*

- Personal satisfaction and fulfillment
- Creative synergy and professional rejuvenation
- Motivation to remain current

#### *Outcomes for institutions:*

- Productivity increases
- Enhanced organizational commitment
- Increased faculty retention
- Talent development

The positive outcomes are well-documented in STEM, and are found by many researchers to be even more effective for students from marginalized backgrounds.

#### Conclusions from literature review:

- Undergraduate research has many documented benefits
- Helps students with critical thinking, increases academic achievement, helps clarify choice in academic major, and helps promote enrollment in graduate school (Webber, 2013)
- Faculty members who engage in research with their undergraduate students have reported benefits in their quality of work and quality of life (Webber, 2013).
- Undergrad students who engage in research find that it helps them in their future STEM careers (Russell, 2007)
- Students that have undergraduate research experience are almost twice as likely to go on to get a PHD (Russell, 2007)
- Undergraduate research opportunities increased understanding, confidence, and awareness (Russell, 2007)
- Undergraduate research helps students work as a team
- There is evidence in social work education that research skills are improved (Hostetter, Sullenberger and Wood, 2013; Whipple, Hughes, and Bowden, 2015)

**Proposal:**

We can build a social work faculty learning community to support faculty, stimulate ideas, and increase capacity for undergraduate research. Using conferences and online resources, we can have an information clearing house where we collect best practices, risks taken, success stories and cautionary tales. This can be a win-win-win-win – for students, faculty, clients and the social work professoriate. Ideas are welcome!

**Facebook group:**

<https://www.facebook.com/groups/589297717934831/>  
(search on Social Work Engagement in Research Learning)



**References**

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**Good online sources**

- Council on Undergraduate Research (<http://www.cur.org/>)
- Peter Felten (<https://www.elon.edu/e-web/academics/teaching/catlHome.xhtml>)
- Mick Healey (<https://www.heacademy.ac.uk/resource/developing-undergraduate-research-and-inquiry>)

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- Balster, N., Pfund, C., Rediske, R., and Branchaw, J. (2010, Summer). Entering Research: A Course That Creates Community and Structure for Beginning Undergraduate Researchers in the STEM Disciplines. *Life Sciences Education* Vol. 9, 108–118.
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### S371 Survey for Assigning Students to Teams

Name \_\_\_\_\_ (please use preferred nickname and last name)

I have a laptop that I can bring to class and use for my team’s work (write “yes” if true, leave blank if not true). \_\_\_\_\_

Please circle the number that most closely matches your feelings in the boxes below. I will use this information to assign teams.

1. I am interested in taking research class

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

2. I tend to do fine in math classes

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

3. I enjoy classes that have students work in groups

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

4. I plan to get an MSW as soon as possible

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

5. I think research is an important part of social work education

1	2	3	4	5
Strongly disagree	Disagree	Undecided	Agree	Strongly agree

Thank you for your help!

FIRST TEAM ASSIGNMENT  
ETHICS IN RESEARCH

Group members:	Brought written study info (yes/no)	Lead person:
_____	_____	_____
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

Each team member has written about an ethically controversial research study. Share your information about the studies. Fill in the information below.

1. What are some of the studies your team has collected?

\_\_\_\_\_

\_\_\_\_\_

2. What types of ethical violations were identified?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Select one of the studies. Design a research study that would answer the same research question, but would be ethical. Write your answers here and on newsprint.

Research question \_\_\_\_\_

New method \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Research Problem and  
Literature Search for Team Study  
Team Assignment #2**

Team members:

\_\_\_\_\_ Lead person, if any: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*The purpose of this assignment is to help you focus your thinking and understanding of your topic, as well as increase your understanding of a literature review, so that you can do an effective literature review for your project.*

**Part A.** Each team member should read Chapter 1 of the Galvan book, and read the section in Chapter 2 entitled, “Writing a Literature Review for a Research Article” (the last section of that chapter). Then read Chapter 3 and do the following steps in the chapter: 1, 2, 3, and 5 (you will write #5, the research problem/topic statement, below in Part C). Each team member should select one article, and print the citation information and abstract for it. **Make sure you ONLY use empirical (research) studies** for this assignment. We will discuss in class how to identify them (“METHODS” is the magic word). Each team member does this section (Part A) on the general topic the team is interested in studying. **PART A IS DUE BY THE START OF CLASS ON 2-7-17.** (Note that you will use these same steps for the individual Literature Review Assignment later in the semester.)

The rest of this assignment is done in class by the teams.

**Part B.** 1. State your team’s research problem (in Galvan, this is called “topic statement”):

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. State your team's research question:

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3. State two major concepts in your team's study (e.g., addictions, love, prejudice, etc.):

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4. State two variables that might be used to measure the two concepts (e.g., for addictions, you could ask about amount of alcohol consumed, for love, you could ask about number of hugs given, for prejudice, you could ask about feelings about having your sister marry someone of a different ethnic background):

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5. Write notes about anything the team learned that will be helpful for your literature search on your research topic (e.g., you found a survey that had good questions):

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**Team Assignment on Variables, Definitions, Hypotheses  
#3  
S371**

Group members:

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Lead person:

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The purposes of this assignment are to (1) help you clarify the variables in your study, (2) help you clarify your hypothesis, if you have one (or your hunch), and (3) help you put your variables into operational definitions so that you can measure them.

1. Statement of research question:

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2. First major variable

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3. Operational definition of first major variable:

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4. Second major variable:

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5. Operational definition of second major variable:

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6. Initial hypothesis or hunch:

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**Three Articles – Individual Task  
(brief assignment #4)**

Each team member does the following steps, due \_\_\_\_\_.

1. Bring in the abstracts for 3 articles he or she might like to use for the research project.
2. Write 1-2 sentences about each article, stating what the team might gain from the article (useful lit review, good way to ask about demographic questions, good attitude questions, useful conclusions, etc.). If it's useful, bring in those sections.

The team will use these abstracts for future work on the team project.



**Team assignment on Research Design  
(brief assignment #5)  
S371**

Group members:

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Lead person:

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The purpose of this assignment is to help you develop your thoughts on the research design of your study.

1. Statement of research question or hypothesis:

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2. Is your research design exploratory, descriptive, or explanatory, and why?

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3. State the level of measurement for your main variables.

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4. Is your research design qualitative or quantitative, and why?

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5. What is your plan to collect the data? How do you think you will obtain, or design, your instrument?

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6. At this point, who do you think will make up your sample? How do you think you will get access to your sample?

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7. What ethical considerations arise in this research design?

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8. What are the advantages and disadvantages of your research design?

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**Team assignment on  
Organizational Details, Ethical Work with Participants, and Selecting the Sample  
(brief assignment #6)**

**S371**

Group members:

Lead person:

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**REMEMBER, THIS INFORMATION WILL BE USEFUL IN YOUR PAPER**

I.     State your hypothesis **OR** question:

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II.    Selecting the Sample

A.     What population do you want to learn about?

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B.     1) How will you select a sample to study? 2) What is this method called?

1)

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2)

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C.     What sample size do you plan to obtain?

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D. How will your sample selection affect your ability to generalize to the population?

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E. In what ways might your sample have a built-in bias in terms of gender, race, class or other issues?

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F. How will you discuss these biases in your study? (Be specific – better to write this now and get feedback than to write it later for the final paper. Use the back if needed.)

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### III. Organizational Details

A. Are there other sources of data which you will use in your study besides your sample? If yes, explain.

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B. Will you do interviews, surveys, or both? If both, explain.

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C. Will you develop your own instrument, use someone else's or do both? Explain, and provide information about your plan for your instrument

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D. Who will gather the data? When will this occur?

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- E. What problems do you expect to have in terms of social desirability, “faking bad,” or influencing participants by the attention of the researcher? How will you work to minimize this?

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IV. Ethical Work with Participants

- A. What possible risks or costs might your participants incur?

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- B. What possible benefits might your participants receive?

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- C. Will participants be given information from which they can give (or refuse) informed consent? If so, how?

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- D. Will participation in your research be anonymous or confidential? Explain how you will make sure this happens.

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- E. Write a paragraph explaining the purpose of your study, how long it might take to participate in your study, what possible harm might come to your participants, what possible benefits might come from participating, how the participant’s name will be protected, and the fact that participation is voluntary and can be stopped at any time. If you are doing an interview, provide a statement with a line for a signature and date, stating “I have read the above and I agree to participate.” You may use the back of the sheet for this. ***Make sure I review your survey or interview questions, and that you have people pilot them, before you collect your data. See #7 for more tips on survey development.***

Team assignment on Instrument Construction  
Questions and Sources  
#7  
S371

Team members:

Lead person:

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I. State your research question:

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II. Collecting data on your variables

A. Identify your main variables:

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B. Plan your questions. State the variable and write the questions you will ask (or types of questions) to measure each variable. If you prefer to attach the survey, that's fine, just write the variable names next to the questions. (Hand write on paper version, type on Box version.) Expect this to take some time.

C. Plan the format for your survey, using these tips:

It's better not to use Survey Monkey if you have very many participants. You will have to pay to get your data. Most students prefer to use Google Forms. When asking questions on your survey, make sure there is only ONE answer (not a list of "check all that apply," except for

ethnicity, just because that is important to let people choose whatever groups they identify with). Otherwise, it gets REALLY hard to handle when you analyze it. For example, if you ask, “what method do you use for safe sex?” (check all that apply) – condom, abstinence, hormonal birth control, pulling out, etc., these will have to be sorted and usually have to be analyzed by hand. It’s better to ask, “Do you use condoms?” (yes, no), “Do you use abstinence?” (yes, no), etc., or some variation on this single-topic question.

D. Plan to mark your survey with codebook markings (this means assigning numbers to each variable – you need to turn words into numbers for analysis). This MUST be in Box or Google Docs the class day before we do data analysis.

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### III. Sources for your instrument

A. Explain from what sources you obtained the main questions. Did you get ideas from one of your articles? Did you come up with it totally on your own? It’s best if your questions have a basis in articles, which you will cite. Document how you got your questions below (write it like you would write it for the paper).

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**Team assignment on Data Collection:  
Reliability/Validity, Piloting and Plan  
#8  
S371**

Team members:

Lead person:

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I. State your research question:

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II. Reliability and validity - Discuss your instrument's reliability and validity – write a sentence about each that you will be able to copy right into your team paper. Explain if your instrument is known to be reliable, and why or why not. Explain if your instrument is known to be valid, and why or why not.

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III. Piloting feedback - Explain what you learned from piloting your instrument.

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**Team assignment on Data Analysis**

**#9  
S371**

Team members:

Lead person:

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\_\_\_\_\_

Mark your survey with codebook markings (this means assigning numbers to each variable – you need to turn words into numbers for analysis). Please mark a hard copy and bring it to the data analysis class. You also need to do an electronic version, which must be in Box or Google Docs the day before the data analysis class.

I. Write your hypothesis or question:

\_\_\_\_\_

\_\_\_\_\_

II. Data analysis and coding

(If you have a qualitative study, or a qualitative question, your task is to identify themes or categories. You can think about what those themes or categories might be, and make a list of them on the back of this sheet. Please see me to discuss.)

A. Complete each column below for each variable you are measuring (this will help with entering data into SPSS)

Variable (which of your two or so main variables is this asking about?)	Question number (what question is this on your survey?)	Variable label (name you give this particular question)	Level of measurement (nominal, ordinal, interval or ratio)	Values (this means numbers)	Statistical test (which test can you use for this question? Mean or frequencies?)



**Team Assignment on Writing Sections  
#10  
S371**

Team members:

_____	_____
_____	_____
_____	_____

Your team's jobs for this are to assign tasks and get started on writing sections.

**1<sup>st</sup> – assign tasks:** Look at the longer version of the “Team Research Project” assignment sheet (it has the paper assignment and the poster presentation assignment on it). Connect what is due for the paper with what is due for the poster presentation, and assign those tasks as well. Make sure every section has someone assigned to write it.

**2<sup>nd</sup> – start writing:** Once you've assigned the sections, you can start outlining and writing them in class. Select any section from the list below, except the first one (because it's the last to be written). As a team, start brainstorming how to write that section. Look back at your past team assignment sheets to see what information is available from them. You don't have to turn anything in to me for this unless you want feedback. **DO** upload it to Box to keep track of it. *Use class time for this.*

**I. Title Page/Abstract – write last**

**II. Introduction**

- A. Description of the Problem
- B. Statement of Research Question and Hypotheses
- C. Rationale for Study

**III. Literature Review**

- A. Brief Theoretical and/or Historical Perspectives
- B. Research Relating to Problem
- C. Gaps in the Literature
- D. Reiteration of the Purpose of the Study

**III. Methods**

- A. Participants
- B. Instruments
- C. Procedures

**IV. Results**

- A. Report of Factual Information
- B. Tables, Charts

**V. Discussion**

- A. Brief Summary of Findings
- B. Explanation of Unexpected Findings
- C. Implications – Applications to Social Work Practice
- D. Weaknesses or Limitations of the Study
- E. Recommendations for Future Research



**Indiana University  
School of Social Work**

S371 SOCIAL WORK RESEARCH (3 Credits)

2:30 Section #4586 4:00 Section #7861	Instructor Name: Carol Hostetter
Spring 2018	Office: 1127 E Atwater Ave
Times: 1:00-2:15 2:30-3:45	Office Hours: Thursdays, 10:00 am to 1 pm
Days: Mondays and Wednesdays	Office: 812-855-4427 Cell: 812-325-3260
Room: Cedar Hall C102	Email: chostett@indiana.edu

**Course Description and Place in the Curriculum**

The general goal of this basic social science research methods course is to introduce and develop skills needed to conceptualize a problem, make use of available literature, design a research strategy, evaluate, organize, and integrate relevant data (both existing and new), derive useful solutions based on knowledge, and communicate those solutions to clients and colleagues. The attainment of this goal will prepare students to continue their own professional education, contribute to the development of the profession as a whole, and maintain their service to clients at a standard commensurate with the current level of knowledge. This is the first course in the research professional content area and provides basic knowledge about research methodology as it applies to social work. Social work practice and research share common features and processes as both are fundamentally problem-solving enterprises. Students are encouraged to generalize the basic concepts and principles of science presented within this course for use in the knowledge building activities that take place throughout the broader curriculum. Underlying principles of science and logic are emphasized and special attention is directed toward the recognition of common sources of error and bias in the implementation and interpretation of research studies as it affects the outcomes of research utilization. Students will be better able to recognize the impact of race, gender, age, and sexual orientation on the research process.

BSW graduates are expected to demonstrate the integration and application of the ten core competencies identified by the Council on Social Work Education, the accrediting body for all social work academic programs. The content and assignments in this course are designed to introduce, reinforce and/or emphasize selected practice behaviors associated with this course, and to assist students in developing the social work core competencies. These competencies are evidenced by corresponding practice behaviors. This course content contributes to building knowledge and skills for students to demonstrate EPAS: 2.1.3 critical thinking; 2.1.2 values and ethics; 2.1.4 diversity and difference; 2.1.5 Social Justice; 2.1.6 research-informed practice and practice-informed research; 2.1.10(d) evaluation of practice.

**Course Objectives and Competencies**

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to:

S371-1: Demonstrate knowledge of the scientific process, its application in the social sciences, and utilization in the helping process. [EP 2.1.3]

- S371-2: Demonstrate skills necessary to the assessment and interpretation of existing research as a prelude to its use in decision-making in social work practice. [EP 2.1.6]
- S371-3: Identify information needed to address questions and problems encountered in social work practice situations. [EP2.1.3]
- S371-4: Demonstrate knowledge of the range of research designs and their appropriate utilization in generalist practice. [EP 2.1.6]
- S371-5: Demonstrate research skills such as conceptualizing a problem, formulating hypotheses and objectives, designing research strategy, collecting, analyzing, and interpreting both quantitative and qualitative data, including commonly encountered statistical procedures. [EP 2.1.6]
- S371-6: Demonstrate skill in defining problems, interpretive tasks, and proposed actions for specific practice situations in a manner that can be observed or measured. [EP 2.1.6]
- S371-7: Demonstrate understanding of methods to control variation and bias, including factors that can affect the reliability, validity, and representativeness of the information used by social workers in the problem-solving process, particularly as they diverse and oppressed populations. [EP 2.1.2; 2.1.4; 2.1.6]
- S371-8: Identify the value assumptions and the ethical and political dilemmas encountered by social workers and social scientists in their efforts to gather, verify, and utilize knowledge with special emphasis given to the impact which these have on oppressed groups. [EP 2.1.2; 2.1.6]

**Content Outline and Reading Assignments**

Date	Unit	Topic or Activity
WEEK ONE 1-8	<b>Unit 1 – Introduction to Research and the Hero’s Journey</b>	Introduction to the course, especially Team-Based Learning Introduction to S371 with the Hero's Journey Connection between research and social work practice Advice from last year’s class, with a senior representative Students take (ungraded) course pre-tests and complete surveys for team placement
1-10		Introduce teams Students take (ungraded) Reading Assurance test over syllabus and Hero’s Journey Discuss Hero’s Journey Discuss team research projects Reading: Campbell's 'Hero's Journey'
WEEK TWO 1-15	Dr. Martin Luther King Junior Day	A Day On, Not a Day Off – celebrate his legacy!

Date	Unit	Topic or Activity
1-17	<b>Unit 1 – Introduction to Research</b>	RAP 1 (Individual exam and Team exam) Reading: Royse, Ch.1, Introduction Reading: Royse, Ch. 2, The Way Research Proceeds (2017 edition: The Research Process Unpacked) Presentation on earlier class research study on Attitudes on Poverty Application: Unpacking “Attitudes on Poverty” study
WEEK THREE 1-22		Information provided for Team Research Project Discussion of article from 2011 S371 class: “Families Pass Money and Opportunities Down: Adolescent Constructions of Social Class” Application: Analyze <i>Problem, Question, Literature, Method, Research Findings, Conclusion</i> Application: take ACE survey
1-24	<b>Unit 2 – Ethics and Cultural Competence</b>	Reading: NASW Code of Ethics Reading: Royse, Ch. 3, Ethical Thinking and Research Reading: Rubin and Babbie, Ch. 16, Culturally Competent Research (on Canvas) RAP 2 (Individual exam and Team exam) Information provided for Ethics Discussion Assignment (brief assignment #1) Application
WEEK FOUR 1-29		<b>DUE: Ethics Discussion Assignment (brief assignment #1)</b> Continued discussion of ethics and cultural competence
1-31		Information provided for team assignment on Research Problem for Group Study, and Literature Search for Group Study (brief assignment #2) Application
WEEK FIVE 2-5		Zimbardo video Application – Exercise on concepts and variables (HH exercise, then analyze <i>Problem, Question, Literature, Method, Research Findings, Conclusion</i> )
2-7	<b>Unit 3 – Literature Review</b>	Reading: Galvan, Ch. 1: Writing Reviews of Academic Literature: An Overview Reading: Galvan, Ch. 2, p. 14: Writing a Literature Review for a Research Article RAP 3 (Individual exam and Team exam) <b>DUE: Team assignment on Research Problem for Group Study, and Literature Search for Group Study (brief assignment #2)</b> Application

Date	Unit	Topic or Activity
WEEK SIX 2-12		<p>Information provided for team assignment on Variables, Definitions, and Hypotheses for Group Study (brief assignment #3)</p> <p>Begin set up for Google Docs</p> <p><i>Begin selection of literature</i></p> <p>Team meetings – begin discussion of topic for Team Project</p> <p>Brian Powell’s study: Counted Out: Same-Sex Relations and Americans' Definitions of Family</p> <p>Application: Analyze <i>Problem, Question, Literature, Method, Research Findings, Conclusion</i></p> <p>Application: Practice interviewing for qualitative research study for Counted Out study</p>
2-14	<b>Team Work on Project</b>	<p>Receive feedback on team brief assignment #2</p> <p>Work on team brief assignment #3 (variables, definitions and hypotheses)</p> <p>Information provided for team assignment on Three Articles (brief assignment #4)</p> <p>Discuss lit review flow chart</p> <p>Finish set up for Google Docs</p> <p>Optional: Team work sheet on brainstorming and planning for team research project</p>
WEEK SEVEN 2-19		<p>Information provided for Empirical article assignment</p> <p>Application: Teams work on research projects and brief assignments #3 and #4</p>
2-21	<b>Unit 4 – Research Design and Instruments</b>	<p>Reading: Royse, Ch. 5, Research Designs for Group Comparisons (read sections discussed in PowerPoint)</p> <p>Reading: Royse, Ch. 6, Understanding and Using Research Instruments</p> <p>Reading: Royse, Ch. 7, Developing Data Collection Instruments: Scales and Questionnaires</p> <p>RAP 4 (Individual exam and Team exam)</p> <p><b>DUE: Team assignment on Variables, Definitions, and Hypotheses for Group Study (brief assignment #3)</b></p> <p>Application - <i>Student researchers meeting people at the margins: Implications for social work education (PPT)</i></p>
WEEK EIGHT 2-26		<p>Information provided for team assignment on Research Design (brief assignment #5)</p> <p><b>DUE: Team assignment on Three Articles (brief assignment #4)</b></p> <p>Application – <i>example on research design BPD presentation Messy Methods 2005 (PPT)</i></p>

Date	Unit	Topic or Activity
2-28	<b>Unit 5 – Data Collection</b>	Reading: Royse, Ch. 8, Quantitative and Qualitative Sampling (read sections discussed in PowerPoint) (2017 edition: Sampling) Royse, Ch. 10, Unobtrusive Approaches to Data Collection (read sections discussed in PowerPoint) RAP 5 (Individual exam and Team exam) Application – Eminem sampling demonstration Application – <i>Messy Methods: Challenges and Strengths of Multiple Methods Research</i>
WEEK NINE 3-5		<b>DUE: Empirical article assignment</b> (submit on Canvas) Information provided for team assignment on Organizational Details, Ethical Work with Participants, and Selecting the Sample (brief assignment #6) Application – meet in teams, work on brief assignment #5 (Research Design), due next class
3-7		<b>DUE: Team assignment on Research Design (brief assignment #5)</b> Information provided for Literature Review Paper Research example: Children’s literature content analysis example (Der Struvvelpeter) ( <i>Analyze Problem, Question, Literature, Method, Research Findings, Conclusion</i> ) Midterm evaluation of class and teams
Week of 3-12-2018 through 3-16-2018 – Spring Break!		
WEEK TEN 3-19	<b>Unit 6 – Quantitative and Qualitative Research</b>	Reading: Royse, Ch. 9, Survey Research Methods Reading: Royse, Ch. 11, Qualitative Research RAP 6 (Individual and Team exam) Application <b>DUE: Team assignment on Organizational Details, Ethical Work with Participants, and Selecting the Sample (brief assignment #6)</b> Finish up all brief assignments through #6 Application: Misconception Bias study example ( <i>Analyze Problem, Question, Literature, Method, Research Findings, Conclusion</i> ) Information provided for team assignment on Instrument Construction (brief assignment #7) Videos on quantitative and qualitative research

Date	Unit	Topic or Activity
3-21		<p><b>DUE: Team assignment on Instrument Construction (brief assignment #7)</b>  <b>SURVEYS SHOULD BE DESIGNED AND APPROVED BY PROFESSOR BY END OF CLASS DAY</b>                      Information provided for team assignment on Data Collection: Instruments and Plan (brief assignment #8)                      Application</p>
WEEK ELEVEN 3-26	<b>Unit 7 – Analyzing and Interpreting Data</b>	<p>Reading: Royse, Ch. 13, Data Analysis (read sections discussed in PowerPoint)                      RAP 7 (Individual and Team exam)  <b>BRING SURVEYS TO CLASS FOR PILOTING TODAY</b>                      Application</p>
3-28		<p><b>DUE: Team assignment on Data Collection: Instruments and Plan (brief assignment #8)</b>                      Research examples                      Application</p>
WEEK TWELVE 4-2	<b>Survey Finalizing and Data Collection</b>	<p>Teams discuss data collection plans  <b>DUE: Literature Review Paper</b>                      Information provided for team assignment on Data Analysis (brief assignment #9)                      Application: Social Presence research project, apply to brief assignment #9</p>
4-4		<p>Data D-Day – all data should be collected by the end of today</p> <ul style="list-style-type: none"> <li>• SURVEYS FOR TEAM PROJECTS SHOULD BE COLLECTED BY TODAY</li> </ul> <p>Example: Social Presence research project (<i>Analyze Problem, Question, Literature, Method, Research Findings, Conclusion</i>)                      Application – Teams work on Data Analysis (brief assignment #9)</p>
WEEK THIRTEEN 4-9	<b>Data Analysis – Bring laptops</b>	<p><b>DUE: Team assignment on Data Analysis (brief assignment #9)</b>                      Application – Teams begin data analysis</p>
4-11	<b>Data Analysis – Bring laptops</b>	<p>Application – Teams complete data analysis</p>
<p>NOTE: DO NOT SELL THE GALVAN BOOK OR THE APA MANUAL – YOU WILL NEED THEM SENIOR YEAR.</p>		

Date	Unit	Topic or Activity
WEEK FOURTEEN 4-16	Unit 8 – Writing and Presenting	Information provided for team assignment on Writing Sections (brief assignment #10) Discuss how to write and present results, how to make pie charts and tables Application Optional section drafts to me for feedback are due 4-18, will be returned 4-25
4-18		Reading: Royse, Ch. 14, Professional Writing: Proposals, Research Reports, and Journal Articles (read sections discussed in PowerPoint) Reading: Preparing a poster presentation, in Szuchman and Thomlison, <i>Writing with Style: APA Style for Social Work</i> . See also the APA manual RAP 8 (Individual and Team exam) Evaluate past student posters Application
WEEK FIFTEEN 4-23		Course Concept Review, and the return of the Hero's Journey Application: Write sections of paper, work on poster
4-25		<b>DUE: Team assignment on Writing Sections (brief assignment #10)</b> Students take (ungraded) post-tests Team evaluations Application
FINALS WEEK STARTS 4-30	<b>DUE Final paper – 5 pm, Friday, May 4<sup>th</sup>, at the School of Social Work and online (see below for details)</b>	

Poster sessions during final exam time	
<b>2:30 section</b>	<b>2:45-4:45 p.m., Mon., April 30</b>
<b>4:00 section</b>	<b>12:30-2:30 p.m., Fri., May 4</b>

**Final exam: POSTER SESSION** – Each team presents findings of project to others in class. Mutual feedback is provided. Students must dress professionally. Students who do not attend will lose points, see Assignments section below.

The above schedule and procedures are subject to change in the event of extenuating circumstances.

#### Required and Recommended Texts and Journal Articles

##### Required:

##### Texts

Royse, D. (2017). *Research methods in social work* (7th ed.). Cognella, Inc.

Galvan, J. L., & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Routledge.

Recommended:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington DC: Author.

See also: [www.apastyle.org](http://www.apastyle.org).

## **Conduct of Course**

A variety of teaching-learning methods and experiences will be used throughout the semester in an effort to address course content and to help students meet course objectives. Activities will include lectures, class discussions, student presentations, in-class assignments, homework, and the like. Disguised case materials, journal articles, and book chapters will be used as appropriate to clarify particular subject areas. Similarly, experiences of the students and the instructor will be relied on for illustrative purposes.

### *Instructor's Responsibilities:*

1. Facilitate an environment conducive for the adult learner.
  2. Design weekly lectures and classroom activities.
  3. Read and provide timely feedback on all written material submitted for a grade.
- While we will have structured opportunities at the beginning and conclusion of this class for your feedback to the instructor, reactions and suggestions are welcome at any time.

### *Student's Responsibilities:*

1. Attend and actively participate in class sessions. Daily participation will be noted by the instructor and will aid in recommendations for jobs and graduate programs in the future. In addition, it is possible for students to earn bonus points or to be assessed penalty points, on the basis of class attendance. Absences will not be evaluated as to excused or unexcused for this policy, due to the generous bonus system.
2. Participate in team meetings both in and out of class. This policy has the purpose of providing support to students' team project partners as much as possible.
3. Respect your fellow students by being open and attentive to their ideas and opinions. Share your learning, thoughts, and values with the class.
4. Complete readings as assigned and come to class prepared for the "Individual Readiness Assessment Test" and then the "Team Readiness Assessment Test." (See details in box below.)
5. Complete an Empirical Article Assignment and a Literature Review Paper (individual).
6. Brief assignments will be given to individuals and to the team. The purpose of the assignments is to help teams move toward completion of the project as well as the writing of the paper.
7. Complete a team research project written as a paper. Details of the project will be discussed in class. The poster session and presentation during the final period is also a team grade. Each student will be evaluated as to his or her individual work on the project, and will be given a letter grade for this.

8. Complete a pre-test and a post-test, ungraded.
9. Provide peer reviews for each other's work, and receive feedback from peers.
- 10. All assignments must be stapled, no paper-clipped assignments will be accepted. Paper clips tend to be attracted to each other and hide papers from me.**

**See next page for information on Team-Based Learning**

## **Team-Based Learning**

Students will see a PowerPoint explaining Team-Based Learning in class. Here are the basics: Team-Based Learning involves using the majority of class time to apply course concepts to practical experiences. Teams are assigned by the instructor. Team-Based Learning uses a Readiness Assurance Process. The course is divided into units. On the first day of each unit, students come to class having done the readings assigned for that unit. The first thing we do in class is the Readiness Assurance Test (RAT). The first round of the test is completed by each individual. The second round is completed by the team. The weights of these tests will be determined by the students in the class. You may bring a regular sheet of paper (normal printer paper is 8 ½ by 11 inches) with notes to the tests (this is a study sheet you can use during the tests). After completing the Team RAT, teams may challenge the instructor based on comparisons to the textbook. Any team that successfully wins the challenge gets the points – teams that do not challenge do not get the points. Individuals in the team that wins the challenge will also get the points. When complete, the team records its scores in the team folder. We will then discuss any questions or unclear information remaining in the unit. The next step is applying the information through team exercises, called Applications. Some of these are graded, some are not. Students will evaluate each other's team contribution, through a form provided by the instructor, and will also provide peer reviews of written work.

Absences: The absentee policy (below) will apply. Also, if students miss a RAT, they may take a make-up exam if they contact the instructor **before** missing the RAT. They will be able to receive the team exam score.

Students will have a chance to evaluate the Team-Based Learning teaching and learning method at the middle and end of the semester.

Source: Michaelsen, Bauman Knight and Fink. (2002). *Team-Based Learning: A Transformative Use of Small Groups in College Teaching*. Sterling, VA: Stylus Publishing.

### **List of team assignments (brief assignments)**

1. Ethics Discussion Assignment (brief assignment #1) (this is the only individual brief assignment)
2. Team assignment on Research Problem for Group Study, and Literature Search for Group Study (brief assignment #2)
3. Team assignment on Variables, Definitions, and Hypotheses for Group Study (brief assignment #3)
4. Team assignment on Three Articles (brief assignment #4)
5. Team assignment on Research Design (brief assignment #5)
6. Team assignment on Organizational Details, Ethical Work with Participants, and Selecting the Sample (brief assignment #6)
7. Team assignment on Instrument Construction (brief assignment #7)
8. Team assignment on Data Collection: Instrument and Plan (brief assignment #8)
9. Team assignment on Data Analysis (brief assignment #9)
10. Team assignment on Writing Sections (brief assignment #10)

## GRADING REQUIREMENTS AND PROCEDURES

### Exams and Projects

The class has eight units, so there are eight short Readiness Assurance Tests (RATs), one at the beginning of each unit. Students may bring a one-page review sheet, with notes on one side only. Students should read the reading assignments and review the Canvas PowerPoints before each RAT. Students will take the RATs individually and in teams.

### Grading Criteria

There are three major performance areas: Individual Performance, Team Performance, and Team Contribution. *Note that team-based learning research shows that the team outperforms the individual 99% of the time – but if individuals do not prepare, the team cannot perform very well.*

### Team Contribution

Each student will evaluate the contributions of each team member. There will be a handout for guidance. Each student's final Team Contribution score will be the average of all team members' scores.

### Grade Weights (totaling 1000 points)

<b>Assignments</b>	<b>Subtotal</b>
<b>1. Individual performance overall</b>	
Course pre-test	5
Course post-test	5
Attend final exam period - poster presentation	5
Individual Readiness Assurance Tests (8 tests)	240
Empirical Article Assignment	100
Literature Review paper	200
Subtotal	555
<b>2. Team performance overall</b>	
Team Readiness Assurance Tests (8 tests)	230
Team Research Project Assignments (10 assignments)	30
Team Poster Presentation	20
Team Research Paper	150
Subtotal	430
<b>3. Team Contribution</b>	
Evaluation by peers	15
<b>Sum of all three areas</b>	<b>1000</b>

### Attendance:

(twice a week class)	
Present for all classes	+ 5 points
Present for all but 1 class	+ 3 points
Present for all but 2 classes	0 points
Present for all but 3 classes	- 5 points
Present for all but 4 classes	- 20 points
Missing more than 4 classes	Another 10 points will be deducted for each additional class missed

**Being late** – Being 10 or more minutes late twice during the semester will result in the student being counted as missing ½ a class. The points listed above will apply.

**Technology devices** – Your cell phone must be in your bag during class. **You may use a laptop to take notes, but you must be willing to share your screen with others and shut your screen for class discussion time.** Late assignments will have 10% of the points deducted for each 24-hour period they are late.

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. 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 future BSW-level professional.

### University and School Policies

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 BSW 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 of 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 acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever:

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

### Right to Accommodation for Individuals with Disabilities

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. Please contact Disability Services for Students [www.indiana.edu/~iubdss](http://www.indiana.edu/~iubdss)

### 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](#), or equivalent for non-semester length courses, to the course instructor and must use the [Request for Course Accommodation Due to Religious Observance](#). 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

Please watch the university website for important information about closings or class cancellations. 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 IU Writing Tutorial Services in Ballantine 206, the Main Library, and several dormitories. Please call 855-6738 to schedule an appointment or drop by the office to pick up some of the written handouts available.

### Additional Course Policies

Every student is expected to demonstrate the degree of professionalism required of social workers, as well as demonstrate social work values in their behavior and work. This includes the following:

- (i) Not engaging in behaviors that are disruptive to the class, such as side-conversations, engaging in non-class related activities during class, using or having your cell phone turned on while in the classroom, and entering or leaving class in a conspicuous manner.
- (ii) Treating your colleagues and professor with respect. While honest intellectual differences are highly valued and encouraged, differences may not be expressed in hurtful, pejorative, or disrespectful ways.
- (iii) Come prepared to class. It is assumed that you will have read all assigned readings and be ready to discuss them in class.
- (iv) All assignments are due as noted on the syllabus. If assignments are late, one point will be deducted from the grade for each day past the deadline.
- (v) All assignments must be prepared and presented professionally, and written assignments must follow the APA guidelines. If you are unfamiliar with APA-style writing, or need additional assistance, please speak with the professor.
- (vi) If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. After the first absence, failure to attend class will result in the loss of one point from the final grade for the course.

### **Counseling and Psychological Services (CAPS)**

During the semester, if you find that life stressors are interfering with your academic or personal success, consider contacting Counseling and Psychological Services. All IU students are eligible for counseling services at minimal fees. CAPS is located in the Student Health Center and can be contacted by phone, (812) 855-7688. For more information, see the CAPS web-site at:

<http://healthcenter.indiana.edu/counseling/index.shtml>

### **Sexual Misconduct**

As your instructor, one of my responsibilities is to create a positive learning environment for all students. Title IX and IU's Sexual Misconduct Policy prohibit sexual misconduct in any form, including sexual harassment, sexual assault, stalking, and dating and domestic violence. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

The Sexual Assault Crisis Services (SACS) at (812) 855-8900 (counseling services)

Confidential Victim Advocates (CVA) at (812) 856-2469 (advocacy and advice services)

IU Health Center at (812) 855-4011 (health and medical services)

It is also important that you know that Title IX and University policy require me to share any information brought to my attention about potential sexual misconduct, with the campus Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, those individuals will work to ensure that appropriate measures are taken and resources are made available. Protecting student privacy is of utmost concern, and information will only be shared with those that need to know to ensure the University can respond and assist.

I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

### **Appointment Information**

My office hours are Thursdays, 10:00 am to 1 pm. I am happy to meet with students at other times, including before or after class. I am accessible through phone (855-4427) and email ([chostett@indiana.edu](mailto:chostett@indiana.edu)). I encourage students to talk with me and give me feedback.

### Grading Criteria for Papers

Effective practice of generalist social work requires good 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 and for the clarity of that presentation. The grade for a paper will be based on the following criteria:

- I. Presentation and Appearance
  - A. Neatness
  - B. Correct grammar (noun-verb agreement, sentence structure, proper and consistent verb tense, etc.)
  - C. Use of non-sexist language
  - D. Spelling
  - E. Punctuation
  - F. Correct usage of APA style
  
- II. Organization
  - A. Structure and format of the paper
  - B. Logical sequencing and continuity of ideas
  - C. Clarity of expression
  - D. Conciseness
  
- III. Content as indicated by specific paper assignment  
In each course, a specific content outline may be included here so that each student will know specific topics to be addressed in the assignment.

All formal papers will be typed, double-spaced, and paginated. APA citation style is to be used, including in-text reference and the bibliography. APA manuals are available at the bookstore and would be a valuable resource in your library.

### Recommended Journal Articles

- Bennett, L., & Bland, P. (2008). Substance abuse and intimate partner violence. Harrisburg, PA: VAWnet, a project of the National Resource Center on Domestic Violence/Pennsylvania Coalition Against Domestic Violence. Retrieved from: <http://www.vawnet.org>
- Ritter, A., & Cameron, J. (2006). A review of the efficacy and effectiveness of harm reduction strategies for alcohol, tobacco and illicit drugs. *Drug and Alcohol Review*, 25(6), 611-624.
- Thomas, M. D., & Bennett, L. W. (2009). The co-occurrence of substance abuse and domestic violence: A comparison of dual-problem men in substance abuse treatment and in a court-ordered batterer program. *Journal of Social Work Practice in the Addictions*, 9(3), 299-317.
- Eckhardt, C. I., & Utschig, A. C. (2007). Assessing readiness to change among perpetrators of intimate partner violence: Analysis of two self-report measures. *Journal of Family Violence*, 22(5), 319-330.
- Padilla, Y. C., Crisp, C., & Rew, D. (2010). Parental acceptance and illegal drug use among gay, lesbian, and bisexual adolescents: Results from a national survey. *Social Work*, 55(3), 265-275.
- Schumacher, J. A., Homish, G.G., Leonard, K. E., Quigley, B. M., & Kearns-Bodkin, J. N. (2008) Longitudinal moderators of the relationship between excessive drinking and intimate partner violence in the early years of marriage. *Journal of Family Psychology* 22(6), 894-904.
- Conners, N. A., Edwards, M. C., & Grant, A. S. (2007). An evaluation of a parenting class curriculum for parents of young children: Parenting the strong-willed child. *Journal of Child & Family Studies*, 16(3), 321-330.
- Gitlin, L., Winter, L., Dennis, M., Corcoran, M., Schinfeld, S., & Hauck, W. (2006). A randomized trial of a multicomponent home intervention to reduce functional difficulties in older adults. *Journal of the American Geriatrics Society*, 54(5), 4-14.
- Hedrick, S. C., Sullivan, J. H., Sales, A. E. B., & Gray, S. L. (2009). Mom and pop versus the big boys: Adult family homes as providers of Medicaid-funded residential Care. *Journal of Aging & Social Policy*, 21(1), 31-51.
- Rockwell, D. H., Yobs, A. R., & Moore, M. B., Jr. (1964). The Tuskegee study of untreated syphilis: The 30th year of observation. *Archives of Internal Medicine*, 114(6), 792-798.
- Strolin-Goltzman, J., Kollar, S., & Trinkle, J. (2010). Listening to the voices of children in foster care: Youths speak out about child welfare workforce turnover and selection. *Social Work*, 55(1), 47-53.
- Winstok, Z., Eisikovits, Z., & Gelles, R. (2002). Structure and dynamics of escalation from the batterers perspective. *Families in Society*, 83(2), 129-141.
- Conners, N. A., Edwards, M. C., & Grant, A. S. (2007). An evaluation of a parenting class curriculum for parents of young children: Parenting the strong-willed child. *Journal of Child & Family Studies*, 16(3), 321-330.

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- Berg, B. (2004). *Qualitative research for the social sciences*. Boston: Allyn & Bacon.
- Bloom, M., Fischer, J. & Orme, J. (2009). *Evaluating practice: Guidelines for the accountable professional* (6<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Bostock, L. (2002). God, She's gonna report me: The ethics of child protection in poverty research. *Children & Society, 16*(4), 273-283.
- Bourque, L., & Fielder, E. (2003). *How to conduct telephone surveys* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Pub.
- Buckingham, A., & Saunders, P. (2004). *The survey methods workbook*. Malden, MA: Polity Press.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage Pub.
- Czaja, R., & Blair, J. (2005). *Designing surveys. A guide to decisions and procedures* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Pine Forge Press.
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