



SW 594: RESEARCH METHODS IN SOCIAL WORK I

Master

Instructor:

Office hours:

Location:

Telephone:

Email: _____@csulb.edu

Catalog Description

An introduction to research methods, including conceptualization of research problems, designs, sampling, measurement, and data collection. The emphases are on building skills for conducting multiculturally-focused research and evaluating findings critically. Letter grade only (A-F).

Course Description

This is the first of a two-semester course. Its purpose is to provide an introduction to social work research methods and knowledge building, including the importance of conducting research in social work, conceptualization of research “problems,” writing purpose statements and literature reviews, ethical principles, quantitative and qualitative designs, sampling, measurement issues, and instrumentation in quantitative and qualitative designs. Readings and class discussions are intended to evaluate the assumptions underlying various research methods and to assess research findings critically. Students will acquire knowledge in applying multiculturally focused research methods in social work practice situations by writing a proposal for a qualitative research project.

Course Objectives

By the end of the course, students will be able to:

1. Differentiate evidence-based social work practice on all levels of the micro-macro continuum.
2. Compare and contrast the philosophies and paradigms underlying qualitative and quantitative approaches to research.
3. Analyze current policies aimed at the protection of human subjects and apply ethical principles relevant to social work research.
4. Compare and contrast various qualitative and quantitative research designs and sampling methods.
5. Produce a researcher-developed quantitative survey instrument appropriate for administration to a specific population.
6. Perform critical thinking by (a) formulating a researchable question relevant to qualitative social work research, (b) generating a literature review relevant to qualitative

social work research, (c) developing a qualitative research instrument, and (d) critiquing a qualitative research article, including its implications for social work practice.

7. Evaluate issues that diversity (e.g., gender, age, class, ethnicity, culture, sexual orientation, and physical or mental ability) raise in the conduct and application of research.

Course Format

Class content will be presented in a variety of ways including lecture, small and large group activities, computer simulations, and discussion.

Required Textbook:

Rubin, A. & Babbie, E. (2017). *Research methods for social work. (9th ed.)*. Pacific Grove, CA: Brooks/Cole.

Recommended Textbook:

Lune, H. & Berg, B. L. (2017). *Qualitative research methods for the social sciences (9th ed.)*. Boston, MA: Pearson.

Journal articles will be used to supplement the book. Students are expected to complete assigned readings prior to attending the class for which they are assigned.

Course Overview

Assignment	Points
<p>Assignment 1: Qualitative Research Proposal, Parts A, B, C (10% each of final grade=30%) The Qualitative Research Proposal will be divided into three sections (Course Objectives 4 & 5).¹</p> <ul style="list-style-type: none"> - Part A & B: Formulating the Purpose of the Study and Literature Review - Part C: Qualitative Research Methods (Design and Data Collection, Sampling, Plan for Data Analysis, Study Checklist, and Social Work & Multicultural Relevance) 	<p>Part A & B = 200</p> <p>Part C = 100</p>
<p>Exams (25% each of the final grade). There will be two exams consisting of short-answer questions (Course Objectives 1-4, & 6)</p>	<p>Exam 1 & 2= 400</p>
<p>Assignment 2: Qualitative Research Article Critique (10% of final grade). Students will retrieve a qualitative research article and provide an analysis and a critique of the study purpose (variables, 3P's), research method (sample, variables, data collection, study instrument, etc.), study results, and study limitations (Course Objectives 2, 4, & 5). Students will make presentations of their analysis.</p>	<p>100</p>
<p>Assignment 3: Quantitative Survey Questionnaire Development (10% of final grade) Students will develop a brief self-administered survey instrument (Course Objective 7).³</p>	<p>100</p>
<p>Class Participation (10% of final grade) Students are expected to attend each class session and actively participate in class to learn the research-related subject material. See University Policy on Attendance.</p>	<p>100</p>

Grading Scale:

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

Detailed Course Schedule and Reading Assignments

Session 1: Introduction to Course

- Course expectations
- Rationale for social work research
- Quantitative and qualitative research approaches
- Evidence-based practice

CO #1

Objectives: Students will learn how to differentiate everyday ways of knowing versus the scientific approach, and to gain an appreciation of the importance of accountability and the need to evaluate practice and policy.

Required Readings

- Rubin & Babbie: Chapter 1 (Why Study Research?)
- Rubin & Babbie: Chapter 2 (Evidence-Based Practice)
- Rubin & Babbie: Chapter 3 (Factors Influencing the Research Process)
- Rubin & Babbie: Chapter 4 (Quantitative, Qualitative, and Mixed Methods of Inquiry)

Recommended Readings

- Lune & Berg: Chapter 1 (Introduction)
- Whittaker, J. K. (2002). The practice-research nexus in social work problems and prospects. *Social Service Review*, 76(4), 686-694.
- Allen, H., Garfinkel, I., & Waldfogel, J. (2018). Social Policy Research in Social Work in the Twenty-First Century: The State of Scholarship and the Profession; What Is Promising, and What Needs to Be Done. *Social Service Review*, 92(4), 504–547.

SSW PE 4.1 INTRODUCED

SSW PE 7.1 INTRODUCED

SSW PE 9.1 INTRODUCED

SSW PE 9.2 INTRODUCED

Session 2:

Session 2:

Session 2: Problem Formulation & Conceptualization

- Identifying “problem” areas
- Formulating research questions
- Conceptualization and operationalization
- Writing purpose statements and introduction

CO #7, 6a

Objectives: Students will learn and apply concepts related to research problem formulation and operationalization of variables, and to explore basic concepts relevant to social science research.

Required Readings

- Rubin & Babbie: Chapter 7 (Problem Formulation)
- Rubin & Babbie: Chapter 8 (Conceptualization in Quantitative and Qualitative Inquiry)

Recommended Reading

SSW PE 4.2 INTRODUCED

SSW PE 4.3 INTRODUCED

SSW PE 7.2 INTRODUCED

Session 3:

Session 3: Designs (Quantitative)

- Pre-experimental
- Quasi-experimental
- Experimental designs
- Threats to internal and external validity

CO #4

Objectives: Students will understand and be able to apply principles related to experimental and quasi-experimental designs, including threats to internal and external validity and the extent to which various designs reduce such threats.

Required Reading

Rubin & Babbie: Chapter 11 (Causal Inference and Experimental Designs)

Rubin & Babbie: Chapter 12 (Quasi-Experimental Designs)

Recommended Readings

Hawkins, J. D., Oesterle, S., Brown, E. C., Arthur, M. W., Abbott, R. D., Fagan, A. F. & Catalano, R. F. (2009). Results of Type 2 translational research trial to prevent adolescent drug use and delinquency: A test of communities that care. *Archives of Adolescent Medicine* 163(9), 789–798.

Ryan, W. & Smith, J. D. (2009). Antibullying programs in schools: How effective are evaluation practices? *Prevention Science*, 10, 248-259.

Joseph, C. M., Saltzgaber, J., Havstad, S. L., Johnson, C. C., Johnson, D., Peterson, E. L., & ... Ownby, D. R. (2011). Comparison of early-, late-, and non-participants in a school-based asthma management program for urban high school students. *Trials*, 12(1), 141-147.

SSW PE 1.2 INTRODUCED

SSW PE 6.4 INTRODUCED

SSW PE 9.3 INTRODUCED

Session 4:

Session 4:

Session 4: Literature Reviews

- Culturally sensitive research
- Literature search using library databases
- Critically reviewing the literature
- Writing scholarly literature reviews

CO #7, 6b

Objectives: Students will learn to literature search and identify peer-reviewed journal articles, summarize research findings, write literature reviews and learn to

be aware of sources of ideas for research and researchable aspects of one's own practice.

Required Readings

Rubin & Babbie: Chapter 6 (Culturally Competent Research)

Rubin & Babbie: Appendix A (Using the Library)

Recommended Readings

Silva-Martinez, E. & Murty, S. (2011). Ethics and cultural competence in research with battered immigrant Latina women. *Journal of Ethnic and Cultural Diversity in Social Work* 20(3), 223-239.

Davis, S. K., Williams, A. D., & Akinyela, M. (2010). An Afrocentric approach to building cultural relevance in social work research. *Journal of Black Studies*, 41(3) 338-350.

Tew, J., Ramon, S., Slade, M., Bird, V., Melton, J., & Le Boutillier, C. (2012). Social factors and recovery from mental health difficulties: A review of the evidence. *British Journal of Social Work*, 42, 443-460.

Maschi, T., Dennis, K.S., Gibson, S., MacMillan, T., Sternberg, S., & Horn, M. (2011). Trauma and stress among older adults in the criminal justice system: A review of the literature with implications for social work. *Journal of Gerontological Social Work*, 54(4), 390-424.

SSW PE 1.1 INTRODUCED

Session 5: Research Ethics & IRB

- Research Ethics
- Institutional Review Board (IRB) and Certification
- Political considerations in research

CO #3, 7

Objectives: Students will become familiar with general ethical principles in research, including the protection of research participants, gain skill in the completion of exempt and standard protocols for the Institutional Review Board for the Protection of Human Subjects, understand the importance of multicultural sensitivity in research, and understand how political forces may infuse the research process and affect the use of results.

Required Readings

Rubin & Babbie: Chapter 5 (The Ethics and Politics of Social Work Research)

Recommended Readings

Lune & Berg: Chapter 3 (Ethical Issues in Research)

Peeled, E., & Leichtentritt, R. (2002). The ethics of qualitative social work research. *Qualitative Social Work Research and Practice*, 1(2), 145-169.

Gambrill, E. (2011). Ethical aspects of outcome studies in social, behavioral, and educational interventions. *Research on Social Work Practice* 21(6), 654-663.

SSW PE 1.1 ASSESSED

COMPLETE IRB CERTIFICATION MODULE

Session 6: Single System Design

- Single-Case Evaluation Designs
- Practice Evaluation
- Single systems

CO #4

Objectives: Students will understand and be able to apply principles related to single-systems designs, including the various types of designs, measurement, and analysis options.

Required Reading

Rubin & Babbie: Chapter 13 (Single-Case Evaluation Designs)

Recommended Readings

Louw, C., & Grobler, H. (2015). The utilization of the bridging technique during therapy to overcome contact-making barriers in adolescents. *Journal of Social Work Practice, 29*(2), 173-190. ^a

Kuerbis, A., Hayes, M., & Morgenstern, J. (2013). Exploratory Single-System Analyses of Moderation-Based Brief Treatments with Middle-Aged and Older Heavy Drinkers. *Journal of Social Work Practice in The Addictions, 13*(4), 393-416. ^a

Quinn, A., Woehle, R., & Tiemann, K. (2012). Social Network Analysis for Analyzing Groups as Complex Systems. *Journal of Social Service Research, 38*(5), 605-618. ^a

SSW PE 7.3 INTRODUCED

Session 7: Survey Research

- Survey research
- Data collection
- Limitations and multicultural considerations.

CO #4

Objectives: Students will learn and be able to apply principles related to survey research, field research, and unobtrusive research, including their strengths and weaknesses. Students will become aware of the strengths and weaknesses of self-administered questionnaires compared to telephone and face-to-face interviews.

Required Readings

Rubin & Babbie: Chapter 16 (Survey Research)

Recommended Readings

Marshall, G. L., Thorpe Jr., R. J., & Szanton, S. L. (2017). Material Hardship and Self-Rated Mental Health among Older Black Americans in the National Survey of American Life. *Health & Social Work, 42*(2), 87-94. ^a

Stein, G. L., Cagle, J. G., & Christ, G. H. (2017). Social Work Involvement in Advance Care Planning: Findings from a Large Survey of Social Workers in Hospice and Palliative Care Settings. *Journal of Palliative Medicine, 20*(3), 253-259. ^a

- Veenstra, C. M., Wallner, L. P., Jagsi, R., Abrahamse, P., Griggs, J. J., Bradley, C. J., & Hawley, S. T. (2017). Long-Term Economic and Employment Outcomes Among Partners of Women with Early-Stage Breast Cancer. *Journal of Oncology Practice, 13*(11), e916-e926. ^a
- Mukhtar, F., Boffetta, P., Dabo, B., Park, J. Y., Tran, C. D., Tran, T. V., & ... Luu, H. N. (2018). Disparities by race, age, and sex in the improvement of survival for lymphoma: Findings from a population-based study. *Plos ONE, 13*(7), 1-12. ^a

ASSIGNMENT 1 & 2: PARTS A & B DUE

Session 8: Exam # 1

Session 9: Sampling

- Sampling in quantitative and qualitative research
- Probability and nonprobability

CO #6c

Objectives: Students will become knowledgeable of options for selecting the appropriate subjects using probability and non-probability sampling procedures.

Required Readings

Rubin & Babbie: Chapter 15 (Sampling)

Recommended Readings

- Pettus-Davis, C., Grady, M. D., Cuddleback, G. S., Scheyett, A. (2011). A practitioners' guide to sampling in the age of evidence-based practice: Translation of research into practice. *Clinical Social Work Journal 39*, 279-389.
- Rice, E., Lee, A., & Taitt, S. (2011). Cell Phone Use among Homeless Youth: Potential for New Health Interventions and Research. *Journal of Urban Health: Bulletin of the New York Academy of Medicine, 88* (6), 1175-1183. [non probability Sampling]
- Khan, H. R., Gittner, L. S., Perisetti, A., Saxena, A., Rafiq, A., Gabbidon, K., & ... Lyuksyutova, M. (2017). Does Survival Vary for Breast Cancer Patients in the United States? A Study from Six Randomly Selected States. *Journal of Environmental & Public Health, 1-8*. ^a
- Mahmoodi, M. R., Najafipour, H., Mohsenpour, M. A., & Amiri, M. (2017). The relationship between food insecurity with cardiovascular risk markers and metabolic syndrome components in patients with diabetes: A population-based study from Kerman coronary artery disease risk study. *Journal of Research in Medical Sciences, 1-9*. ^a
- Ko, E., Lee, J., & Hong, Y. (2016). Willingness to complete advance directives among low-income older adults living in the USA. *Health & Social Care in the Community, 24*(6), 708-716. ^a

Session 10: Qualitative Research Methods (Part 1)

- Ethnography
- Participatory action research

- Field research
- Content analysis

CO #4

Objectives: Students will become aware of the strengths and weaknesses of qualitative research methods including ethnography, participatory action research, field research, and content analysis.

Recommended Readings

- Lune & Berg: Chapter 6 (Ethnographic Field Strategies)
 Lune & Berg: Chapter 7 (Participatory Action Research)
- Marshall, J. W., Ruth, B. J., Sisco, S. Bethke, C., Piper, T. M., Cohen, M. & Bachman, S. (2011). Social work interest in prevention: A **content** analysis of the professional literature. *Social Work, 52*(3) 201 – 211.
- Mull, D.S., Agran, P.F., Winn, D. G., Anderson, C.L. (2011). Injury in children of low-income Mexican, Mexican American, and non-Hispanic white mothers in the USA: a focused **ethnography**. *Social Science & Medicine, 52*, 1081-1091.
- Ingram, M., McClelland, D. J., Martin, J., Caballero, M. F., Mayorga, M. T., & Gillespie, K. (2010). Experiences of Immigrant Women Who Self-Petition Under the Violence Against Women Act. *Violence Against Women, 16*(8), 858–880.[**PAR**]^a
- Garcia, I. E., Kramer, J. C., Kramer, J. M., & Hammel, J. (2009). ‘Who Did What?’: A **Participatory Action Research** Project to Increase Group Capacity for Advocacy. *Journal of Applied Research in Intellectual Disabilities, 22*(1), 10–22.
- Barusch, A., Gringeri, C., & George, M. (2011). Rigor in qualitative social work research: A review of strategies used in published articles. *Social Work Research 35*(1), 11-19.
- Brunson, J. (2017). Maternal, Newborn, and Child Health After the 2015 Nepal Earthquakes: An Investigation of the Long-term Gendered Impacts of Disasters. *Maternal & Child Health Journal, 21*(12), 2267–2273. [Field Research]^a
- McKibben, W. B., Umstead, L. K., & Borders, L. D. (2017). Identifying dynamics of counseling leadership: A **content** analysis study. *Journal of Counseling & Development, 95*(2), 192-202.
- Kvam, D. S. (2017). Supporting Mexican immigrants’ resettlement in the United States: an **ethnography** of communication approach to building allies’ communication competence. *Journal of Applied Communication Research, 45*(1), 1-20. ^a
- Saija, L., De Leo, D., Forester, J., Pappalardo, G., Rocha, I., Sletto, B., & ... Magnaghi, A. (2017). Learning from practice: environmental and community mapping as **participatory action research** in planning. *Planning Theory & Practice, 18*(1), 127-153. ^a
- Rodesiler, L. (2017). Local Social Media Policies Governing Teachers' Professionally Oriented Participation Online: A **Content Analysis**. *Techtrends: Linking Research & Practice to Improve Learning, 61*(3), 293-300. ^a
- Pendse, A., & Inman, A. G. (2017). International student-focused counseling research: A 34-year **content analysis**. *Counselling Psychology Quarterly, 30*(1), 20-47. ^a
- Schelbe, L., & Geiger, J. (2017). Parenting Under Pressure: Experiences of Parenting While Aging out of Foster Care. *Child & Adolescent Social Work Journal, 34*(1),

SSW PE 10.3 INTRODUCED

Session 11: Measurement Issues (reliability and validity)

- Instrumentation in quantitative research
- Validity and Reliability
- Survey instrument construction
- Finding existing instruments

CO #6c, 7

Objectives: Students will define the various types of reliability and validity and learn how to locate existing research instruments.

Required Readings

Rubin & Babbie: Chapter 9 (Measurement)

Rubin & Babbie: Chapter 10 (Constructing Measurement Instruments)

Recommended Readings

Larson, N., Neumark-Sztainer, D., Story, M., van den Berg, P., & Hannan, P. J. (2011). Identifying correlates of young adults' weight behavior: Survey development. *American Journal of Health Behavior, 35*(6), 712-725.

Sanabria-Arenas, M., Tobón Marín, J., Certuche-Quintana, M. C., Sánchez-Pedraza, R., & Marín, J. T. (2017). Validation of an instrument for measuring satisfaction of patients undergoing hemodialysis. *BMC Health Services Research, 17*1-13. ^a

Bennett, R. M., Raiz, L., & Davis, T. S. (2016). Development and Validation of the Poverty Attributions Survey. *Journal of Social Work Education, 52*(3), 347-359. ^a

Survey Instrument ASSIGNMENT DUE (Assignments 3)

SSW PE 5.1 INTRODUCED

Session 12: Instrumentation in Qualitative Research

- Interview checklist
- Focus group guide

CO #4, 7

Objectives: Students will acquire skills in interview guide construction and interviewing techniques.

Required Readings

Rubin & Babbie: Chapter 9 (Measurement)

Recommended Readings:

Lune & Berg: Chapter 4 (A Dramaturgical Look at Interviewing)

Lune & Berg: Chapter 5 (Focus Group Interviewing)

Wilson, S. (2006). The validation of the Texas Revised Inventory of Grief on an older Latino sample. *Journal of End-of-Life and Palliative Care, 2*(4), 33-60.

Session 13: Qualitative Research Methods (Part 2)

- Case studies

- Focus groups
- Qualitative interviewing
- Oral histories

CO #4

Objectives: Students will become aware of the strengths and weaknesses of qualitative research methods including case studies, focus groups, qualitative interviewing, and oral histories.

Required Readings

- Rubin & Babbie: Chapter 18 (Qualitative research: General Principles)
- Rubin & Babbie: Chapter 19 (Qualitative research: Specific Methods)

Recommended Readings

- Lune & Berg: Chapter 10 (Case Studies)
- Lune & Berg: Chapter 11 (An Introduction to Content Analysis)
- Bloom, J. (2011). "The farmers didn't particularly care for us": Oral narrative and the grassroots recovery of African America migrant farm labor history in central Pennsylvania, *Pennsylvania History: A Journal of Mid-Atlantic Studies* 78(4), 323-354.
- Sheff, A., Park, E. R., Neagle, M., & Oreskovic, N. M. (2017). The patient perspective: utilizing focus groups to inform care coordination for high-risk medicaid populations. *BMC Research Notes*, 1017-26. ^a
- Conroy, D. A., Czopp, A. M., Dore-Stites, D., Dopp, R. R., Armitage, R., Hoban, T. F., & Arnedt, J. T. (2017). A Pilot Study on Adolescents With Depression and Insomnia: Qualitative Findings From Focus Groups. *Behavioral Sleep Medicine*, 15(1), 22-38. ^a
- Powell, T., & Holleran-Steiker, L. (2017). Supporting Children After a Disaster: A Case Study of a Psychosocial School-Based Intervention. *Clinical Social Work Journal*, 45(2), 176-188. ^a
- Gibson, M. (2017). Social worker or social administrator? Findings from a qualitative case study of a child protection social work team. *Child & Family Social Work*, 22(3), 1187-1196. ^a
- Grindlay, K., Seymour, J. W., Fix, L., Reiger, S., Keefe, O. B., & Grossman, D. (2017). Abortion Knowledge and Experiences Among U.S. Servicewomen: A **Qualitative** Study. *Perspectives on Sexual & Reproductive Health*, 49(4), 245–252. ^a
- Bishop, S. C. (2018). "Nobody Can Take Our Story": Competing Representational Narratives of Immigrants without Legal Status. *Communication & Society*, 31(3), 159-173. ^a
- Peters, B. (2018). Fighting Isolation: How Four Native Women Created Change at UNC-Chapel Hill. *American Indian Quarterly*, 42(3), 344-374. ^a

Group Review & Sharing: Review research articles to understand how Case studies, focus groups, qualitative interviews, & oral histories are applied.

Session 14: Course Wrap-up

- Course wrap-up
- Writing experiences

- Lessons learned
- Future directions for social work practice & research

CO #4, 5, 6, 7

Session 15: Exam #2

Finals Week

Assignment 1 (PART C) Due

^a = Full text is available at “Academic Search Complete”

^{1, 2, 3} = Assignments 1, 2, 3.

Social Work Competencies

The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW594) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Assessed in this Course

Competencies Addressed	Behaviors	Assignment
C 1: Demonstrate ethical and professional behavior	Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics Demonstrate professional demeanor in behavior, appearance, and oral, written and electronic communication	In-Class Attendance and Participation Completion of IRB Certificate
C 2: Engage in Diversity and Difference in Practice	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	Qualitative research proposal, Exams, Survey development
C 4: Engage in Practice-Informed Research and Research-informed Practice	Use practice experience and theory to inform scientific inquiry Apply critical thinking to engage in analysis of quantitative qualitative research methods and research findings Use and translate research evidence to inform and improve practice, policy and service delivery	Qualitative research proposal, Qualitative article critique, Final Exam
C 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities	Select and use appropriate methods for evaluation of outcomes Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary	Exams, Qualitative research proposal,

	<p>theoretical frameworks in the evaluation of outcomes</p> <p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</p>	
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UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES- 2020-2021

POLICY REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your campus-provided “BeachMail” (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, *you will no longer be able to assign a third-party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your “preferred” email account in MyCSULB.* However, if you wish to continue receiving official campus communication at your personal email accounts, you may [Use Rules to Automatically Forward Messages](#) from your BeachMail account to your preferred personal email account. You can access your [BeachMail](#) (Outlook) account within the campus [Single Sign-On](#) (SSO) service. If you have any questions about this service update, please contact DoIT-ServiceManagement@csulb.edu or the Technology Help Desk at (562) 985-4959.

Statement of Non-discrimination (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy>

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status - as these terms are defined in CSU policy - in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity has been designated to coordinate the efforts of California State University, Long Beach to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at larisa.hamada@csulb.edu, 6300 State University Dr. #120, Long Beach, CA 90815, (562) 985-8256. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor executive order) is the system-wide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Preferred Gender Pronoun (U)

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change. To submit a request, go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement of Accessibility (U)

http://www.csulb.edu/divisions/aa/academic_technology/itss/course_materials/accessibility/

All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all

students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the Bob Murphy Access Center (BMAC) (formerly DSS). The telephone number is (562)985.5401 and they are located in the Student Success Center (SSC) Room 110. Email address is BMAC@csulb.edu.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Campus Behavior (U)

General Policies

CSULB Statement on Civility and Acts of Violence

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence>

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate.

The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce local, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are sustained may result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect.

Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

The NASW Code of Ethics outlines a set of core values that form the basis of social work's purpose and

perspective. The core values are:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

The School of Social Work also applies the Code to classroom interactions and comportment. That is, students as emerging professionals are expected to maintain confidentiality, respect for difference and are expected to take personal responsibility for timely attendance and consistent commitment to the learning experience by being active and responsible members of each class or group.

The School of Social Work considers all students as citizens who are subject to all federal, state and local laws in addition to regulations that exist as part of their responsibility to the School/College/University governing student conduct and responsibility. A student may be suspended or disqualified from the BASW or MSW program for violating laws, rules or regulations.

Cheating and Plagiarism (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cheating-and-plagiarism>

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgment of an original author or source must be made through appropriate references, (i.e., quotation marks, footnotes, or commentary). Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult with the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by: (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarism as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action

One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a

Report from the Academic Integrity Committee.

- a. Review – no action.
- b. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- c. A requirement that the work be repeated;
- d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- e. Assignment of a failing final grade;
- f. Referral to the Office of Student Conduct and Ethical Development for possible probation, suspension, or expulsion.

Attendance Policy (U/S)

Attendance

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30>

Students are expected to attend classes regularly. Classroom participation is a necessary and important means of learning and is essential to the educational objectives of all MSW and BASW courses. Faculty members may drop students who fail to attend class during the first week of the semester. However, students should not presume that they will be dropped by the faculty member. Students who have registered for a class, but never attended, should verify whether or not they are officially enrolled. It is the student's responsibility to withdraw officially from the class.

Excused Absences

Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- a. Illness or injury to the student
- b. Death, injury, or serious illness of an immediate family member or the like
- c. Religious reasons (California Education Code section 89320)
- d. Jury duty or government obligation
- e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Extended or Multiple Absences

Attendance in all Social Work classes is crucial since student participation is essential. This is particularly true for School Social Work since certain content must be covered for students to be eligible for the PPSC. Absences impact a student's academic work and performance as well as the participation of other students. Participation points will be deducted for every absence. To gain full participation points each week, students must be on time and stay the entire class. Students who anticipate extended or multiple absences during a particular semester should consult with the Graduate Program Coordinator before enrolling in this class to determine whether it will be possible to complete the course requirements successfully.

Medical-Restriction and Disability-Related Absences

Attendance related matters involving a medical restriction or disability must be reviewed and approved as soon as possible by the Bob Murphy Access Center (BMAC formerly DSS) at (email: BMAC@csulb.edu, telephone: (562) 985-5401, location: Student Success Center (SSC) Room 110). BMAC is the University office authorized to review medical documentation and authorize reasonable accommodations for academic-related matters based on a disability or medical restriction(s).

References: Class Attendance – Academic Information, Policies and Regulations, Course Catalog

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html
Academic Senate – Attendance Policy, Policy Statement 01-01
http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-of-registration-or-withdrawal-from-csulb>

Cancellation of Registration or Withdrawal from CSULB

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term.

Information on canceling registration and withdrawal procedures is available online at the [Enrollment Services website](#).

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,

Withdrawals in terms prior to fall 2009 at CSULB,
Withdrawals at institutions other than CSULB, and
Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines,
and
- b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and that there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Confidentiality and Respect (I)

Students should know that social workers are expected to honor confidentiality. This means that the nature of the discussions regarding individual student comments should remain in the classroom. Issues that social workers must discuss can be challenging and uncomfortable. Students should know that social workers are expected to be respectful of each other's concerns and always respect age, ethnicity, gender, sexual orientation, cultural diversity, and spirituality. Professional behavior is expected in the classroom.

Writing Skills and Late Assignments (I)

All assignments are due on the dates indicated in the course schedule. Late assignments will automatically receive a 5-point reduction for each day they are late. Please try to plan your work accordingly; everyone has emergencies that arise. Those students who struggle to get their work in on time perceive negotiating individually with students as unfair. On all assignments, points are also assigned to writing style: use of complete sentences, correct grammar and spelling, and checking for editorial corrections. In other words, a student cannot receive an "A" on an assignment if it is poorly written. Please keep in mind that when a paper is poorly written, it usually detracts from the content. Please contact the Social Work Librarian for guidance on APA formatting if needed.

Use of Academic Technology (I)

This course makes use of academic technology, including the Internet websites, e-reserves, and BeachBoard. Students are required to make use of this technology to fulfill the requirements of this course. To participate in the academic technology elements of this course, students must have access to, and be able to use, a computer equipped with Adobe Acrobat Reader 6.0 (or later version) and word-processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your paper in such a way that no identifying information about you is included. Another option is that you may request, in writing from your instructor, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and

do not include any plagiarized material.

CSULB Technology Help Desk

The CSULB Technology Help Desk is available for all students. This office can help resolve a wide range of computer issues. Contact: 562-985-4959 or visit them on the web at http://www.csulb.edu/divisions/aa/academic_technology/thd/.

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SSW PE 4.3 ASSESSED
SSW PE 7.3 ASSESSED

ASSIGNMENT 1 ASSIGNMENT 1

(PARTS A, B, & C)

QUALITATIVE RESEARCH PROPOSAL

Requirements

Write your research proposal in a narrative form--**bold** important concepts to highlight the sections in each part of the assignment. Sample journal article(s) will be discussed in class to develop an understanding of how to write Parts A, B, & C.

Part A (Assignment 1A)

Introduction / Problem Statement

- **Research Topic/Title.**
- **Problem Statement:** Give an introduction to your research and the issue/problem you intend to study.
- **Purpose:** State the purpose of your research study.
- **Definitions:** Define important concepts/variables stated in your purpose/research questions.

Part B (Assignment 1B)

Literature Review

Write your literature review section in a narrative form.

Prior Research

Identify ten or more research studies (qualitative/quantitative). Make sure the articles that you identified are relevant to your study variables. Your description should include:

- An **overview** (an introduction).
- The main variables studied in the chosen research articles. Discussion of the methodology followed in the selected article.
- Discuss the findings. Make sure they have some relevance to your study variables.
- Conclude with the discussion of *similarities and differences* among the studies you have reviewed in this section.
- If necessary, group the studies by highlighting the **subheadings**. Do not present findings from one study at a time.

Part C (Assignment 1C)

Research Method

- **Design/Methodology:** Specify research design; Discuss the nature: Explorative/Descriptive/Explanatory; Explain why your study is qualitative.
- **Sampling:** Describe the study population, sampling procedures, and sample size. The rationale for the chosen sampling procedure. A description of the program, agency, or the community where you intend to collect data.
- **Study Checklist:** Specify the interview guide/checklist with probes that you intend to utilize to measure study variables (Appendix C-2: Study Checklist).
- **Data Collection Method:** Specify data collection procedure and how would you collect data. Discuss where and when would you collect data.
- **Plan for Data Analysis:** Name the approaches you will be used to analyze data.
- **Social Work Ethics:** Discuss how would you protect human subjects; how would you ensure confidentiality or anonymity. Integrate information from the NASW Code of Ethics & IRB.
- **Relevance to your concentration (CYF/OAF)**
- **Relevance to Social Work and Multicultural Social Work Practice**
- **Limitations of the study methodology**

Appendices

- A References (Appendix A, Appendix B, Appendix C-1)
- B Checklist/Interview guide (Appendix C-2)

Consultation

I am available for individual and group consultations. If you need help with any part of the proposal, schedule an appointment ahead of time to meet with me. Do not wait until the last minute. Follow the suggested timeline to receive peer-reviews to receive class participation points.

Format

Submit your narrative typed and double-spaced, excluding references and study checklist/interview guide. You are required to demonstrate university-level writing (e.g., use of complete sentences, correct grammar, and spelling). Up to 2% will be taken off for errors in writing.

Criteria for Evaluation

Part A

100 points

(Presenting required information, organizational structure, clarity and completeness, and references)

Part B

100 points

(Presenting required information, organizational structure, clarity and completeness, choosing relevant articles, and references)

Part C

100 points

(Presenting required information, organizational structure, clarity, completeness, checklist/interview guide, and references)

Grading

This project is worth **30%** of your final grade.

Sections	Required Documents
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Assignment 1 - Part A	2 to 3 pages + Appendix A: A reference page (Requirement: 8 or more references, not used in Part B. Also, you will introduce the research studies that will be used in Part B).
Assignment 1 - Part B	3 to 5 pages + Appendix B: A reference page (Requirement: 10 or more Research Studies).
Assignment 1 - Part C	2 to 3 pages + Appendix C-1: A reference page (Requirement: none) Appendix C-2: A study instrument.

SSW PE 9.2 ASSESSED

Assignment 2: Qualitative Research Article Critique

SW 594A

Objectives

1. Describe your understanding of the qualitative research methodology used in the given article.
2. Assess and critique the benefits and drawbacks, understand the variables, study instruments, and data collection procedures used.
3. Briefly explain how qualitative methodology is relevant to social work practice, administration, research, and policymaking.
4. Present your critique and share your article with your peers during article presentation hour.

Format

You will retrieve a qualitative social work research article (Step 1) and read the entire article. Critically evaluate the article (Step 2). Highlight the relevant points in the chosen article (Step 3). Submit the chosen article (highlighting important points) or in the Assignment 2 discussion forum. Present your critique and share your article with your peers during article presentation hour (Step 4).

What to submit?

Submit your article (highlighting important points) or in the Assignment 2 discussion forum.

Grading

This assignment is worth **100 points (10% of your final grade)**.

Due

_____ .

SW 594A: ASSIGNMENT 3: SURVEY QUESTIONNAIRE DEVELOPMENT

Purpose

Students will develop a quantitative survey questionnaire suitable for self-administration.

Objectives

- To develop skills in the construction of survey research questionnaires.
- To be able to locate existing instruments appropriate for social work research and to assess their suitability in multicultural research.

Your submission must include:

1. Your **Research Title**
2. Study questions for **Main Variables** 1, 2, 3, ... (you can have one or more sections depending upon the number of main variables)
3. Demographics Section
4. List the sources of your study instruments: Write a complete references of the journal article(s) or web sites you chose to identify standardized scales to study your main variable(s) (use APA style). If you cannot identify standardized instruments formulate your own questions to study your main variable(s).

Format

You are required to demonstrate university-level writing (e.g., use of complete sentences, correct grammar, and spelling). Two percent will be taken away for errors in writing. Submit your Study Instrument within 3 to 4 pages, including references. Format your study instrument for easy administration with question numbers and numbers for attributes. Suggestion: Name your document (word) with your firstname3. E.g., I will name my file as janaki3.

What to submit?

Submit your assignment electronically at Assignment 3 drop box.

Criteria for Evaluation

Addressing requirements (1-2)	60 points
Addressing requirement (3-4)	30 points
The Clarity for easy administration	10 points

Grading

This project is worth 100 points (10% of your final grade).

Due: _____

SSW PE 9.3 ASSESSED

SW594A
Exam

Total: 200 points

Your Name: _____

Answer all the questions. Give examples from your internship/practice or any research article you have read for SW 594A.

I Multiple Choice (50 points). Circle only one answer.

1. _____ **does not establish** cause-effect relationship.
 - a) Explanatory design
 - b) Experimental design
 - c) Descriptive design
 - d) None of the above

2. A(n) _____ **is a variable influenced** by other variables.
 - a) extraneous variable.
 - b) independent variable.
 - c) dependent variable.
 - d) either b or a, depending upon the variable.

3. _____ **design is used to compare** the effectiveness of one intervention.
 - a) BAB design
 - b) B design
 - c) AB design
 - d) BCBC design

4. Which of the following data collection **method assures the lowest response rate?**
 - a) Mailed survey questionnaire
 - b) Interview Method
 - c) Group administered questionnaire
 - d) All of the above

5. Quasi-experimental designs are often used instead of **experimental designs** because _____.
 - a) agency constraints often make experiments not feasible.
 - b) they have more internal validity than experiments.
 - c) quasi-experiments randomly assign participants to groups.
 - d) all of the above.

6. _____ **is an exploratory design.**
 - a) A design
 - b) B design
 - c) AB design
 - d) ABAB design

7. Which of the following data collection method has the **longest waiting period** to get responses?
 - a) Mailed survey questionnaire
 - b) Interview Method
 - c) Group administered questionnaire
 - d) All of the above

8. Which of the following techniques of data collection is MOST likely to make a guarantee of **anonymity**?
 - a) Interviews
 - b) Mailed questionnaires
 - c) Secondary data analysis
 - d) Group administered questionnaire

9. You have been asked to conduct a research study in Japan to better understand “ijime” or bullying among **school-age** Japanese children. There is very little information available to document this phenomenon and how it affects pre-adolescents in Japan. What is the best type of research study to employ?
 - a) Exploratory study
 - b) Randomized controlled study
 - c) Descriptive, quantitative study
 - d) Explanatory study

10. Which of the following is a characteristic of **a cross-sectional study**?
 - a) It is conducted at only one point in time
 - b) It can be exploratory or descriptive.
 - c) It provides a means for studying a large variation in the population at the same point in time.
 - d) All of the above.

II Fill in the Blanks (50 points)

1. _____ design, **a group design**, controls issues related to external validity.
2. _____, a single system design, does not have a **baseline period**.
3. _____, **a pre-experimental design**, is LEAST suited for providing clear evidence about a causal relationship between the independent and dependent variables.
4. _____ design, a group design, is the weakest design with an **intervention**.
5. _____ design helps to study a large **variation** in the population at one point in time.
6. _____ design **uses random digit dialing** to reach their respondents.
7. TDE, _____, is commonly used in **survey** research.
8. BAB, an _____ design, has only one **baseline period**.

9. Representativeness of the study **sample** and setting can influence _____.
10. _____ design **controls** for the threat for differential selection.

III True or False (25 points)

Circle only one answer.

1. In a **descriptive** single system design, you cannot repeat an intervention.
 - a. True
 - b. False

2. In a single system design, the **target problem must** be measurable.
 - a. True
 - b. False

3. A quasi-experimental design primarily differs from an experimental design in its ability to control for extraneous variables.
 - a. True
 - b. False

4. Internal validity refers to the confidence with which a study's results depict whether one variable is the cause of another variable.
 - a. True
 - b. False

5. Longitudinal survey design has no intervention.
 - a. True
 - b. False

IV Short Answers

1. Assume that you evaluate the effectiveness of innovative group intervention in reducing adolescent's stress levels **at a high school**. Assume that you have experimental (15 adolescents) and comparison groups (16 adolescents). Describe how you would minimize external validity threats while you are planning your evaluation research (45 points).

2. Assume that you are hired to evaluate a **school social worker's practice**. a) Choose a single system design, a measurable target problem/issue, and interventions; b) Graph the changes in the target problem/issue to show you evaluate a social worker's interventions with one of his/her clients (30 points).

SW594A
Exam II

Total: 200 points

Your Name: _____

Answer all the questions.

I Multiple Choice (50 points). Circle only one answer.

1. The unit about which information is collected and which provides the basis of the analysis is called _____.
 - a) a sampling framework
 - b) a universe
 - c) an element
 - d) a sampling bias
2. Which of the following research methods uses variable as its unit of analysis?
 - a) Participatory Action Research
 - b) Focus Group
 - c) Field Research
 - d) Ethnography Research
3. Deja uses a sampling interval of 5 to select a sample from a **student population** of 1,000. What type of sampling procedure is she using?
 - a) Simple Random
 - b) Systematic Random
 - c) 100
 - d) 200
4. Brenda and Chloe are researching California's **immigrant schoolchildren**. They want to draw a sample with subjects in each of the following immigrant categories: Mexican, Asian, and South American. They want to use a probability sampling procedure. An appropriate sampling procedure would be _____.
 - a) Simple Random Sampling.
 - b) Cluster Sampling
 - c) Purposive Sampling
 - d) Disproportionate Stratified Random Sampling
5. _____ uses multiple sampling procedures.
 - e) Snowball sampling
 - f) Proportionate random Sampling
 - g) Cluster sampling
 - h) All of the above
6. Qualitative methods:
 - a) Emphasize precise, probabilistic findings.

- b) Emphasize deeper meanings.
 - c) Cannot be combined with quantitative methods in the same study.
 - d) Maintains objectivity entirely.
7. Which of the following groups would it probably be most difficult to develop an adequate sampling frame?
- a) All recipients of TANF in California
 - b) People suffering from mental disorders
 - c) Current college students in America
 - d) Vietnam war veterans
8. Reliability involves _____
- a) Whether a particular technique repeatedly applied to the same subjects would yield the same results each time.
 - b) Ensuring accuracy.
 - c) Ensuring that your measure measures what you think it should measure.
 - d) All of the above.
9. Which one is the best example of qualitative data?
- a) A **school social worker** explains what burnout feels like
 - b) Number of vacation days taken per year
 - c) Amount of overtime worked per month
 - d) Average number of cars stolen by a juvenile delinquent
10. Random sampling means you sample a population-based on:
- a) The number of people in the population.
 - b) Everyone has an equal chance of being selected.
 - c) Finding one person to lead us to others.
 - d) Whoever is most comfortable to sample

II Fill in the Blanks (50 points)

11. In proportionate stratified random sampling, _____ is equal for each group.
12. _____, a qualitative design, does not require participatory observation.
13. _____ method helps to establish the reliability of an instrument by administering the instrument to the same group of **students** for two or more occasions.
14. Dinorah is using _____ to select **students** using lotto method.
15. Suzie believes non-standardized instruments often lack _____.
16. _____ design is suitable to gather qualitative data.

17. If the coefficient alpha for Kayleigh and Sable's study instruments are less than .40, their study instruments are not _____.
18. If Gerardo and Eva distribute a scale to measure **senior students' stress** and if the scale does not have some questions related to stress, the scale they distributed has a problem with _____.
19. If Tony is asked to collect data from 50 elderly from the Jewish Family Services (his field agency), he will use a _____ sampling procedure.
20. Phuong identified a standardized scale for Assignment 5, if she is content with the instrument she found, the instrument is highly _____.

III True or False (25 points)

Circle only one answer.

1. Disproportionate stratified sampling is the most appropriate procedure to identify hard to reach study subjects.
 - a) True
 - b) False
2. In Participatory Action Research (PAR), data is collected due to active engagement and interaction of members of the research group.
 - a) True
 - b) False
3. In a focus group design, it is easier to obtain individual opinions.
 - a) True
 - b) False
4. In qualitative interviews, you can guarantee confidentiality.
 - a) True
 - b) False
5. In ethnography research, the sample size is one.
 - a) True
 - b) False

IV Short Answers: *Give examples from your internship, your own research study/assignments, or any research article you have read recently.*

3. What is a questionnaire type scale? Explain with an example of a questionnaire type scale you are familiar with and give 1-2 questions from the instrument. (20 points)
4. Differentiate reliability from validity. List 4 differences using examples from your internship. (20 points)

5. If you're asked to formulate 6 qualitative questions to collect data from social workers on the following topic: 3a) impact of social-media on relationship formation or 3b) impact of social-media on political engagement. Formulate two questions in each of the following categories: introductory, transition, and key questions. (15 points)

V. Application Questions

1. If you are given a task of applying cluster sampling procedure at a school district to study about students' experience with bullying, describe the sampling procedure(s) you will apply for each cluster. (20 points)