

CALIFORNIA STATE UNIVERSITY, LONG BEACH
SCHOOL OF SOCIAL WORK
SOCIAL WORK 594B: RESEARCH METHODS IN SOCIAL WORK II

California State University at Long Beach
School of Social Work

SW594B

Instructor:
Office:
Office Hours:

Catalog Course Description

Prerequisite: SW 594A. Covers the application of research methods for evidence-based social work practice, including qualitative data analyses, quantitative statistical analyses, program evaluation, and preparation of reports for dissemination, with continued emphasis on the ability to conduct and critique multicultural-focused research. Letter grade only (A-F).

Course Objectives:

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

1. Apply critical thinking skills to (a) formulate a researchable question relevant to quantitative social work research, (b) develop a quantitative research instrument, and (c) conduct advanced searches of electronic databases and other sources and evaluate quantitative research articles and understand their implications for social work practice.
2. Analyze qualitative data and review qualitative data analysis software programs.
3. Evaluate how quantitative data analysis can facilitate social work practice, administration, research, and policy-making.
4. Develop proficiency with the use of the Statistical Package for the Social Sciences (SPSS) for creating a data file and quantitative data analysis.
5. Read and analyze contingency tables and SPSS outputs.
6. Differentiate descriptive and inferential statistics, compare and contrast the benefits and drawbacks of each type, and apply appropriate statistical procedure to answer research questions.
7. Relate knowledge of research methods to grant writing and to design program evaluations as a part of evidence-based social work practice.
8. Demonstrate the ability to draw relevant conclusions based on data that are related to practice and policy.
9. Develop skills in results interpretation and report writing.

Course Format

This course is composed of lecture and live demonstrations, discussions on readings, and hands-on exercises. Computer labs will provide students with real-life practice sessions to help student master skills. The instructor will assume responsibility for supplementing weekly readings, demonstrating of needed skills, clarifying, and providing exercises for experiential learning. Students are expected to assume responsibility for acquiring needed skills by reading assignments before class and doing exercises. A grade of Incomplete will be granted only for good cause, after at least 2/3 of the course requirements have been completed, in accordance with University policy.

Required Texts:

Rubin, A., & Babbie, E. (2016). Research Methods for Social Work (9th ed). Pacific Grove, CA: Brooks/Cole.

Journal articles will also be used to supplement the book and provide examples of the uses and interpretation of various statistical tests. The readings can be accessed through Course Reserves on the CSULB library website under Reserves. The password is **researchrocks**. Students should complete assigned readings prior to attending the class for which they are assigned. Course materials (power points, assignments and handouts) and announcements are also posted on BeachBoard. **You are expected to have all In-Lab handouts from Beachboard printed prior to class since they will be needed for in-class work that day.**

Assignments and Examinations

Assignments are designed to enable students to integrate and apply class content. All written work will be assessed in light of clarity of presentation, organization, and the ability to integrate and apply the various concepts presented through readings, lectures, computer work, and class discussions. Detailed guidelines for all assignments are posted on Beachboard.

Attendance and Participation (5%) Students are expected to attend class, be on time and participate in discussions and in-class activities

Qualitative Analysis Report (15%): Students will work in groups to analyze qualitative interview, open-ended questions or focus group data. They will submit a written report of the results including implications for social work education, practice, and/or policy).

Data Entry Assignment (10%): Students enter survey data using SPSS using ID to protect confidentiality and run and interpret descriptive statistics.

Two (2) Statistics Assignments (10% each – 20% total): Students will utilize inferential statistics to conduct tests of statistical significance using SPSS. They will interpret and write up the results using APA format. Course long databases may include ones that explore the impact of an out-of-school program on positive youth development and family resource centers on family functioning in low-income communities.

Exam (15%): Students will complete an in-class examination on research content, statistical procedures and interpretations, and SPSS. This exam will primarily be on the appropriate use and application of statistical procedures in social work research.

Quantitative Research Article Critique (10%): Students will select a quantitative social work research article and provide a written critique of the research methodology, outcomes and the study implications (Course Objectives #2, #4, and #5). This assignment helps students gain experience in finding and critically analyzing EBP.

Final Project (25%): Students will modify an approved standardized survey and administer it to a sample of 15-20 respondents. Data will be analyzed using univariate and bivariate statistics. A report of the results and statistical print-out will be submitted (Course Objectives #1 - #6).

These seven assignments total 100% of the final grade. Each assignment will be graded on a scale of 0 to 100. The maximum number of points for the course is **100** and grading will be based on the total number of points earned: 90 and above = **A**, 80 – 89 = **B**, 70 – 79 = **C**, 60 – 69 = **D**, ≤ 59 = **F**

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 (SW 594B) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Course Objectives	Behaviors	Assessments/ Assignments
C1. Demonstrate ethical and professional behavior	3, 8	Make ethical decisions in the ethical conduct of research and Utilize technology ethically and appropriately to facilitate practice outcomes	Data Entry Two Statistics Assignments Research Report
C4. Engage in practice-informed research and research-informed practice	1,3, 5, 7, 8, 9	Use practice experience and theory to inform scientific inquiry and research Apply critical thinking to engage in analysis of quantitative and qualitative research Use and translate research evidence to inform and improve practice, policy and service delivery	Qualitative Study Results Two Statistics Assignment Quantitative Research Article Critique Research Report In-Class Exam
C7. Assess individuals, families, groups, organizations, and communities	2, 4	Collect and organize data from clients and constituencies	Data Entry Research Report
C9. Evaluate practice with individuals, families, groups, organizations and communities	1, 2, 3, 5, 6, 7, 8, 9	Select and use appropriate methods for evaluation of outcomes Critically analyze, monitor, and evaluate intervention and program process and outcomes Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels	Two Statistics Assignments Quantitative Research Article Critique Research Report In-Class Exam

*Includes knowledge, values, skills, cognitive and affective processes

SSW PE 8.1 INTRODUCED

Week 1

- a. Introductions
- b. Course Overview
- c. Research and Social Work Ethical Practice

Objective: Students will learn about the ethics related to research in social work and the steps in the research process.

Zlotnik, J. L., Biegel, D. E., & Solt, B. E. (2002). The institute for the advancement of social work research: Strengthening social work research in practice and policy. *Research on Social Work Practice*, 12(2), 318-337.

Morgenshtern, M, Freymond, N, Agyapong, S. & Green, C. (2011). Graduate social work students' attitudes toward research: Problems and prospects, *Journal of Teaching in Social Work*, 31(5) 552-568.

SSW PE 9.1 INTRODUCED

Week 2

- a. Qualitative Data Analysis
- b. Distribution of qualitative data to groups (eg. teacher focus groups, middle and high school student focus group data on out-of-school programs, grandparents raising grandchildren, child welfare workers)

Objective: Students will develop beginning skills in qualitative analysis including the use of grounded theory, transcription coding and understand there is qualitative data analysis software, including ATLAS.ti and NU-dist. In-class practice using qualitative data will be completed in small groups.

Rubin, A., & Babbie, E. (2016). *Research methods for social work* (9th ed.). Pacific Grove, CA: Brooks/Cole. Chapter 20: Qualitative Data Analysis.

Berg, B. (2006). "An introduction to content analysis," *Qualitative Research Methods for the Social Sciences*.

Alameda-Lawson, T., Lawson, M. A., & Lawson, H. A. (2010). Social workers' role in facilitating the collective involvement of low-income, culturally-diverse parents in an elementary school. *Children & Schools* 32(3), 172 – 182.

O'Donnell, J. & Kirkner, S. L. (2016). A retrospective study of the ability the YMCA high school youth institute to assist low-income, urban youth in the transition to early adulthood. *Afterschool Matters*, 23, 18 – 27.

Seddon, D. & Harper, G. (2009). What works well in community care: Supporting older people in their own homes and community networks. *Quality in Ageing* 10(4), 8 – 17.

Loxley, W. (2001). Drowning in words? Using Nu-Dist to assist in the analysis of long interview transcripts from young injecting drug users. *Addiction Research & Theory*, 9(6), 557-573.

SSW PE 1.3 INTRODUCED

SSW PE 9.2 INTRODUCED

Week 3

Weeks 3 & 4

- a. Quantitative Data Analysis – Introduction to SPSS and Data Entry
- b. Distribution of Data Entry Assignment

Objective: Student will learn to use SPSS for Windows for data entry including the use of ID numbers to protect confidentiality.

Chapter 21: "Quantitative Data Analysis," in *Research Methods for Social Work*, pages 504 – 508.

Field, A. (2009). "The SPSS Environment," *Discovering Statistics Using SPSS*.

Weeks 3 & 4**Week 4**

- a. Data Editing
- b. Transformation of Variables
- c. Cronbach's Alpha

Objective: Students will learn to transform variables, recode and create reliable scales.

Chapter 21: "Quantitative Data Analysis," in *Research Methods for Social Work*, pages 508 – 510.

Leahey, E. (2004). The role of status in evaluating research: The case of data editing. *Social Science Research*, 33, 521-537.

Qualitative Study Results Section Due**Week 5 February 24**

- a. Univariate Analysis
- b. Descriptive Statistics

Objective: Students will be able to run and interpret descriptive statistics (frequencies, measures of central tendency and measures of dispersion) using SPSS.

Rubin, A., & Babbie, E. (2016). *Research methods for social work* (9th ed.). Pacific Grove, CA: Brooks/Cole. Chapter 21: Quantitative Data Analysis, 510 – 513.

Heyman, J. C. & Gutheil, I. A. (2006). Social work involvement in end of life planning. *Journal of Gerontological Social Work* 47(3/4), 47 – 61.

Altshuler, S. J. (2005). Drug-endangered children need a collaborative community response. *Child Welfare LXXXIV*(2), 171 – 190.

Data Entry Assignment Due**Week 6 March 2**

- a. Introduction to Probability Testing
- b. Chi Square/CrossTabs
- c. Distribution of Statistical Analysis Assignment #1

Objective: Students will be able to run and interpret chi squares using SPSS to examine sociodemographic differences and program outcomes.

Rubin, A., & Babbie, E. (2016). *Research methods for social work* (9th ed.). Pacific Grove, CA: Brooks/Cole. Chapter 21: Quantitative Data Analysis, 514 - 518.

Berge, M. & Ranney, M. (2005). Self-esteem and stigma among persons with schizophrenia: Implications for mental health. *Journal of Case Management*, 6(3), 139-144.

Marx, J., Davis, C., Miftari, C., Salome, A., & Wise, W. (2010). Developing brokered community transportation for seniors and people with disabilities. *Journal of Gerontological Social Work* 53, 449-460.

Jonson-Reid, M., Kontak, D., Citerman, B., Essma, A., & Fezzi, N. (2004). School social work case characteristics, service and dispositions: Year one results. *Children & Schools* 26(1), 5 – 22.

Santhiveeran, J. (2010). Who uses formal, early child care in California? A comparative study of children from immigrant and nonimmigrant families. *Child and Adolescent Social Work Journal*.

Week 7 March 9

- a. Bivariate Analyses
 - a. t-tests
 - b. Analysis of Variance (ANOVA)

Objective: Students will be able to run and interpret t-tests (paired & independent) and ANOVA using SPSS to examine sociodemographic differences and program outcomes.

Rubin, A., & Babbie, E. (2016). *Research methods for social work* (9th ed.). Pacific Grove, CA: Brooks/Cole. Chapter 22: Inferential Data Analysis: Part II.

O'Donnell, J., & Giovannoni, J. M. (1999). Ethnic differences in service use, preferences, and service delivery aspects among consumers and potential consumers of family resource centers. *Journal of Multicultural Social Work*, 7(3/4), 1-18.

McDonald, L., Conrad, T., Fairlough, A., Fletcher, J., Green, L., More, L., & Lepps, B. (2008). An evaluation of a groupwork intervention for teenage mothers and their families. *Child & Family Social Work* 14, 45 – 57.

Fitzpatrick, T. R. & Vinick, B. (2003). The impact of husbands' retirement on wives' marital quality. *Journal of Family Social Work* 7(1), 83 – 99.

Evans, R. J. (2009). A comparison of rural and urban older adults in Iowa on specific markers of successful aging. *Journal of Gerontological Social Work* 52(4), 423-438.

Statistics Assignment #1 Due

SSW PE 4.1 INTRODUCED
SSW PE 4.3 INTRODUCED

Week 8

- a. Correlation
- b. Regression
- c. Distribution of Statistical Analysis Assignment II

Objective: Students will be able to run and interpret correlation and regression analyses using SPSS and understand how such statistics are used in the literature for determining program effectiveness and exploring factors which contribute to positive and negative outcomes for vulnerable populations.

Rubin, A., & Babbie, E. (2016). *Research methods for social work* (9th ed.). Pacific Grove, CA: Brooks/Cole. Chapter 11: Causal Inference and Experimental Designs.

O'Donnell, J. & Kirkner, S. L. (2014). The impact of a collaborative family involvement program on Latino families and children's educational performance. *School Community Journal*.

Escamilla, S., & Santhiveeran, J. (2005). Power of teen motherhood in predicting later educational attainment. *The Social Policy Journal*, 4(1), 65-79.

Aranda M.P., Lee P.J., & Wilson S. (2001). Correlates of depression in older Latinos. *Home Health Care Services Quarterly*, 20(1). 1 – 20.

Heinze, H. J, Hernandez Jozefowicz, D. M, & Toro, P. A. (2010). Assessment of program characteristics that

promote positive development in homeless and at-risk youth. *Children and Youth Services Review* 32, 11365 – 1372.

Wright, D. R., & Kitzpatrick, K. M. (2006). Violence and minority youth: The effects of risk and asset factors on fighting among African American children and adolescents. *Adolescence* 41(172) 251-262.

Week 9

- a. Questionnaire Construction
- b. Use of Standardized Instruments

Objective: Students will gain an understanding of how to locate reliable and valid instruments and instrument construction to gather data.

Stigy, M. J., Widgery, R. N., Lee, D. & U, G. B. (2010). Developing a measure of community well-being based on perceptions of impact in various life domains. *Social Indicators Research* 96, 295-311.

O'Brien, M. W. & Stewart, S. J. (2009). Measuring satisfaction with social work services," *Social Work in Health Care* 48(2), 105 – 118.

Howard, M. M., Weilder, R. M. & Haddox, J. D. (2009). Development and reliability of items measuring the nonmedical use of prescription drugs for the youth risk behavior survey: Results from an initial pilot test. *Journal of School Health* 79(11), 554 – 560.

Fairchild, S. (2006). Understanding attachment: Reliability and validity of selected attachment measures for preschoolers and children. *Child and Adolescent Social Work Journal*, 23(2). 235-261.

Rubin, A., & Babbie, E. (2016). *Research methods for social work* (9th ed.). Pacific Grove, CA: Brooks/Cole.. Chapter 10: "Constructing Measurement Instruments."

Week 10 Break

Week 11 In-Class Exam

Week 12

- a. Grant Writing Basics
- b. Quantitative Article Assignment Overview

Objective: Students will become familiar with key concepts related to the grant writing process including locating foundation and government funding opportunities and identifying common components of grant applications.

Yuen, F. K. O., Terao, K. L., & Schmidt, A. M. (2009). Grant proposal writing: Beginning with the end in mind. *In Effective Grant Writing and Program Evaluation*. Hoboken New Jersey: Wiley & Sons Inc., 100 – 136.

Statistics Assignment #2 Due

SSW PE 4.2 INTRODUCED

SSW PE 5.1 INTRODUCED

SSW PE 7.2 INTRODUCED

Week 13

Week 13

Week 13

a. Program Evaluation

Objective: Student will become familiar with the various types (needs assessments, formative, summative) of program evaluation and the political, logistical and collaborative factors which may influence program evaluation and advocacy. They will also understand the importance of ongoing program evaluation to ensure quality services for diverse and vulnerable populations.

Rubin, A., & Babbie, E. (2016). *Research methods for social work* (9th ed.). Pacific Grove, CA: Brooks/Cole. Chapter 13: Issues in Program Evaluation.

DeAnda, D. (2007). Intervention research and program evaluation in the school setting: Issues and alternative research designs. *Children and Schools*, 29(2), 87-94.

Naleppa, M. J. Cagle, J. G. (2010). Treatment fidelity in social work intervention research: A review of published articles. *Research on Social Work Practice* 20(6) 674 – 681.

Baker, L. R., Stephens, F., Hitchcock, L. (2010). Social work practitioners and practice evaluation: How are we doing?" *Journal of Human Behavior in the Social Environment*, 20, 963 – 973.

Week 14

a. Dissemination of Results and Report Writing

Objective: Students will develop skills in writing results sections and interpreting results for discussion.

Rubin, A., & Babbie, E. (2016). *Research methods for social work* (9th ed.). Pacific Grove, CA: Brooks/Cole. Chapter 23: Writing Research Proposals and Reports.

Week 15

- a. Statistics Review
- b. Open lab and consultation on final projects

Quantitative Article Critique Due**Week 17: Final Project Due**

Laptops/Texting Devices/Cell phones: Laptop computers may be used in the class to take notes ONLY. If computers are used for any other reason (i.e., checking emails, Facebook, My Space pages texting, online surfing or shopping, googling etc.) then the student is not being “present” for class and will be marked absent and be asked to no longer use his/her computer. Due to the disruptive nature of messaging devices (e.g., cell phones, Ipods, pagers, Blackberrys and smartphones etc.) it is required that all such devices are turned off and not used while in class. Use of these devices will imply the student is not being “present” for class and will be marked absent which can affect your class participation grade. In the event of a crisis that requires you to be accessible, please select a silent means for being alerted. Adhering to this policy demonstrates respect for and commitment to the learning environment and your colleagues as well as demonstrates professional behavior.

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES**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/its/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. Absences impact a student's academic work and performance as well as the participation of other students. This may be particularly true for Research Methods since much of the content may be new for social work 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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Journal Articles

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SSW PE 9.1 PRACTICED

Students Practice Qualitative Data Analysis Using Feedback Collected from Family Members at Schools

1. What do you think are the best ways to get parents involved in their children's education?

- Send flyers home
- Friendly environment – fun crowd
- Learn about their children's curriculum
- Have more supervision in order to feel more secure
- More fathers involved
- Motivate children to invite their parents to school events
- Have volunteers
- More incentives - Provide food (real meals) and child care for free!
- Help and support staff at school
- Provide flyers with brief description about classes
- Have a lot of activities
- Sport events
- Have an all day Open House with visuals, pictures, information
- Pastry classes
- Fairs/carnivals
- Craft classes and competitions between parents and children (ex: poems, writing)
- A varied of topics that are more interesting
- Attend GED classes
- Attend academic classes for parents to learn about the education system in the U.S.
- Parents should communicate with teachers and staff at school
- Family literacy
- Have evening classes (ex: 6:00p.m.)
- Weekend classes
- More communication with teachers
- Send more flyers home with more information about classes/events/activities
- Volunteer more
- Have classes in the morning and in the evenings
- Parent tutors in school
- Ask their children about their day at school
- Visit the school to talk to teachers
- Classes should be in various languages (ex: Spanish and English)
- Incentive meetings
- Parent classes tied together with children's classes
- Plan assemblies during a time that most parents can attend (ask parents)
- Parent and student events/activities
- Parents can recruit other parents to come to school
- Literacy and math classes for parents
- Monthly parent workshops (ex: arts and crafts, reading books)
- Have more events (ex: theater)
- Family night (ex: reading/math)

- A volunteer system
- Parent/child activities
- Incentives/prizes/certificates
- Exercise together (Ex: a walkathon)
- Have a classroom parent leader that can bring all the parents together to discuss their children's needs
- Parent to parent outreach (tell positive stories)
- Socialize more with other parents
- Finding ways to encourage children at home (ex: score cards)
- Reading at home
- Show children to respect everyone
- Take them to the library
- Regular announcements
- Mandatory volunteer hours
- Increase interactions between parents and teachers

SSW PE 9.1 ASSESSED

GUIDELINES FOR

QUALITATIVE ANALYSIS ASSIGNMENT

1. Your group is to review the transcript thoroughly. Using the principles of grounded theory, at least two people, preferably more in your group, will individually code each question looking for patterns and categories that emerge from the data. You will then collectively triangulate your responses with your group (to make sure what was done makes sense to others) to come to agreement on the themes that were discovered and the examples you provide. Each questions should be analyzed separately, make sure you pay attention to the number of people who responded to each questions & that the same idea is not counted more than once if made by the same person.
2. Start your paper with an **Introduction** section that includes the purpose of your study, how the data was analyzed, and how your paper is organized. Using the examples in the articles and posted on Beachboard, prepare a **Results** section based on your findings. Please include tables to summarize the themes you found for each question. Include verbatim quotes to illustrate the theme (i.e., tell the story in the participants' own words) – usually you include more quotes for those themes that are identified by more participants. Your analysis should be more than just a list of responses, ie you should describe the theme you identified & what aspects made up the theme. (i.e.; communication skills were composed of both public speaking and the ability to talk better and/or interact with others).
3. Please also include an **Implications** section. In the implication section, you should summarize your findings in each area (questions, sometimes very brief). This is also the place for you to analyze the key themes across questions and speculate how these findings relate to social work or what should be done in terms of the field based on the findings you have generated.
4. The last section will be **Study Reflections**. This section should contain your thoughts on the questions that were asked and recommendations you have for future research.
5. Page lengths for this assignment may vary based upon your findings. No literature is needed for this

assignment.

SSW PE 1.3 ASSESSED

SW594B: Research Methods II SPSS Data Entry Exercise
School Attitudes Survey

1. Create a SPSS data set using the following survey items.
2. Enter the Data.
3. Run frequencies on all the data to make sure it is clean.
4. Run final frequencies on all variables to run in as your assignment.

Please rate how strongly you agree or disagree with the following statements concerning your high school experiences. Please circle the number that comes closest to how you feel about each statement, using the following scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Slightly Disagree, 4 = Neither Agree nor Disagree, 5 = Slightly Agree, 6 = Agree, and 7 = Strongly Agree. Please circle only one response choice per question.

		Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
1.	My classes are interesting.	1	2	3	4	5	6	7
2.	I feel intelligent.	1	2	3	4	5	6	7
3.	I feel that I can learn new ideas quickly.	1	2	3	4	5	6	7
4.	I check my assignments carefully before turning them in.	1	2	3	4	5	6	7
5.	I feel smart in school.	1	2	3	4	5	6	7
6.	I really like my school.	1	2	3	4	5	6	7
7.	My school is a good school.	1	2	3	4	5	6	7
8.	I work hard in school.	1	2	3	4	5	6	7
9.	I relate well to my teachers.	1	2	3	4	5	6	7
10.	I am self-motivated to do my schoolwork.	1	2	3	4	5	6	7
11.	I am good at learning new things in school.	1	2	3	4	5	6	7
12.	My school is a good match for me.	1	2	3	4	5	6	7
13.	School is easy for me.	1	2	3	4	5	6	7

Now we would like to ask you a few questions about yourself. Please circle the correct response or fill in the blank.

1. My gender is
 - a. Male
 - b. Female
 - c. Non-binary

2. My ethnicity is
 - a. Latino
 - b. African American/Black
 - c. White

- d. Asian
- e. Filipino/Pacific Islander
- f. Bi/Multicultural
- g. Native American

3. My age is _____

4. My grade is _____

5	5 male	6 African American	5	6	7 14	5 8th	5	7	7	6	7	7
5	6 female	6 Latino	5 15	5 9th	6	5	5	7	7	4	7	6
7	7 female	4 Asian	6 14	6 8th	6	7	7	7	7	7	7	5
1	3 male	6 Latino	2 17	7 11th	7	7	5	7	7	7	7	5
6	6 male	7 bicultural	5	7 14	7 8th	7	6	7	7	5	7	4
7	6 female	5 African American	7	6	3 16	6 10th	6	7	7	7	7	7

SSW PE 4.1 ASSESSED

SSW PE 7.3 ASSESSED

Statistical Assignment #1
Statistical Assignment #1 & 2
 Statistical Assignment #1 & 2
Research Methods II

This assignment will use the Family Resource Center database from Beachboard. Please turn in your SPSS output along with the answers to each question in the dropbox. You can type it or write on the actual output, circle the correct information, or hand in a separate sheet with the information in it questions 1 – 3). Use the write-up text and table from Week 6 for question #4.

1. Run a frequency and graph on location. What is the percentage of urban consumers in this study?
2. Using the Compute command, create a new scale totalservices. To do this, sum all of the “serused” variables together. Run a descriptive on the new variable. What is the mean and standard deviation?

3. Create two separate scales using the mean of “willuse” variables noted below. Prior to creating the scales, do a reliability analysis on the items each scale separately. What is the alpha reliability for each scale? After checking the reliability, compute each scale and run descriptives.

Socialwellbeing: willuse3, willuse4, willuse9, willuse14

Personalwellbeing: willuse5, willuse8, willuse15

4. Run crosstabs on to explore location differences on FRC services used (Classes to learn English, Classes to become the best parent you can be, recreational activities)—make sure you use the serused variables. Write up your results using the APA format and a table.

Statistical Assignment #2

Statistical Assignment #2

Research Methods II

1. Using the High School database from Beachboard Week 7, use the appropriate t-test to explore whether program participants improved in the areas of life skills, academic motivation, and personal/social responsibility. Write up your findings in APA and generate the table.
2. Using the Family Resource Center database from Beachboard, use the appropriate t-test to explore whether there were significant differences in service delivery satisfaction between current and past consumers on my language is spoken or translation is available, staff and atmosphere are welcoming, and people provide support and encouragement. Write up your finding in APA and generate the table.
3. Using the Family Resource Center database from Beachboard, complete an Analysis of Variance (ANOVA) with Bonferonni comparisons to determine whether there were ethnic difference in likelihood of service use (classes to help your child get better grades in school, classes on budgeting and managing money, and classes on how to work with organizations). Write up your findings in APA and generate a table.
4. Using the High School database run correlations to see if there are relationships among the cultural competence, life skills, community involvement and academic self-perceptions scales at program exit (posttest). Write up your findings in APA and generate a table.

SSW PE 4.3 ASSESSED

SSW PE 8.1 ASSESSED

GUIDELINES FOR
QUANTITATIVE RESEARCH ARTICLE CRITIQUE
QUANTITATIVE RESEARCH ARTICLE CRITIQUE

1. Selection: Select a recent empirical social work research article from the library or library databases. Identify the author(s), title, year, etc., according to APA format.
2. Purpose: What was the purpose of the study?
3. Sample: Who/what (demographics) was sampled? How large was the sample? How was the sample recruited? From where? What was the response rate (or was it not reported)? Who can the findings be generalized to?
4. Intervention: What was the intervention offered, if any? What was the duration of the intervention? What did the control/comparison groups receive? (**only if applicable**)
5. Measurement & Analysis: What variables were measured? Was the instrument developed by the researchers or were standard instruments used? What was the reliability and validity of the measurements (if not noted in article, say so)? What statistical tests were run to complete the analysis?
6. Findings: What were the important findings of the study? (Please summarize the major findings from the study – not everything, just the major findings.)
7. Relevance: How might social workers use this information in their practice? How might you have conducted the study differently?

**BE SURE TO ATTACH A COPY OF THE ACTUAL ARTICLE USED
FOR YOUR CRITIQUE**

SSW PE 4.2 ASSESSED
SSW PE 9.2 ASSESSED

Final Project - 100 points
Final Project - 100 points

SW594B – Research Methods II

The final project will incorporate many of the skills you have learned in this class. You will conduct a small study. You will distribute a self-administered survey to **15 to 20** people. You will then enter and analyze the data, using SPSS, and write a summary of the findings. The following tasks will need to be completed in order to accomplish this:

1. Create a self-administered survey which will demonstrate your knowledge of survey design and format guidelines using one of the standardized measures from the Assignment section of Beachboard. Your final survey will consist of one the standardized measures (in a “good” survey design format) plus **five** demographic variables developed by you. For purposes of this project, you may administer this survey to classmates, family, friends, neighbors, co-workers, or randomly approached students on campus.

Students MUST review surveys with the instructor prior to starting & data collection guidelines discussed in class and covered below MUST be followed!

2. Once the completed surveys are collected, create the SPSS file, enter the data, and run a frequency distribution on each of the variables. Following the instructions for your chosen measure, check the scale reliabilities, compute the scale(s) and run a descriptive.
3. Run the appropriate statistical tests to compare each of the demographics to your scale(s).
4. Using the statistical data generated (univariate and bivariate analyses), write up the findings from your study. This summary, approximately 5-7 pages, will be in the following format:
 - A. INTRODUCTION
 - a. Purpose of the study
 - B. METHODS:
 - a. Data Collection
 - b. Sample Description (using your demographics with a table)
 - c. Instrument Description (including scale descriptions and reliabilities)
 - d. Analysis (identify the tests you ran)
 - C. RESULTS:
 - a. Write-up of findings including tables
 - D. DISCUSSION & CONCLUSIONS:
 - a. Summary of findings
 - b. Social work practice implications

Students will submit for credit:

- (A) A copy of the questionnaire utilized in your study (#1 above)
- (B) An "error free" print-out of your results (#2 & #3 above)
- (C) The summary report as outlined above (#4 above)

Final Project Data Collection Procedures

- ✓ All respondents must be over 18 years of age.
- ✓ Include in your instructions: "Please do not put your name or any other identifying markers on this survey."
- ✓ If you give this survey at your workplace or at your internship, you MUST have supervisor approval before continuing.
- ✓ If you give this survey at your workplace or at your internship, you MAY NOT administer it to agency consumers.
- ✓ The respondent MUST be informed of the nature of your survey (e.g., self-consciousness, liking people, social relations, etc.), and he/she must agree to participate before proceeding.
- ✓ The respondent has the right to refuse to participate in the completion of your survey without any penalty or consequence. This may include the respondent stopping prior to completion. This should be in the introduction of your survey.
- ✓ You must inform each respondent verbally or in writing:

"This survey has been developed as part of my graduate Research Methods course in Social Work. The results of this project assignment will not be published or quoted. I will be the only person who will see each of the completed surveys, and the results of my project will be presented to my professor in an aggregate form only. All surveys will be destroyed upon completion of this project."