I. Course Description

Social research and problems of project design and programming. Distinctive characteristics of investigations directed to planning, administrative, and scientific objectives.

Attributes: (S-A) For undergraduates, this course counts as Liberal Arts and Sciences credit in L & S. This course also counts toward the 50% graduate coursework requirement for graduate students.
students.

**Requisites:** Junior standing, Statistics, Social Welfare Major, BSW or MSW student

**How credit hour is met:** This class meets for one 115 minute class session of lecture and a 75 minute discussion section each week for the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying) for approximately 5.5-6 hours each week. The syllabus includes additional information about meeting times and expectations for student work.

### II. Course Overview

This required course is part of the Research sequence in the Generalist Practice curriculum. The purpose of this course is to develop students' understanding and skills in the approaches, techniques, and challenges of conducting social work research and to enable students to be competent and discerning consumers of social science literature.

### III. Learning Outcomes: Competency Descriptions and Dimensions

*Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings, assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.*

### IV. Course Content

**1/24** (Week 1) Introduction
- Course Introduction
- What is research?
- Evidence-based practice
- Formulating and writing a research question

**Required Readings**

Rubin & Babbie, Chapters 1 (skip pp. 13, pp. 16-21), 2 (only pp. 24-35), Chapter 7 (pp. 143-150)


**1/31** (Week 2) Problem Formulation
- Literature reviews: Searching the literature.
- Theory
- Developing hypotheses
- Variables: Types of variables

**Required Readings**

Rubin & Babbie, Chapter 3 (pp. 43-57), Chapter 7 (pp. 141-143; pp. 150-156); Chapter 8 (pp. 164-168)

**Discussion section exercise 1:** Writing a research question (25 points)

2/7 (Week 3) Measurement
1. Variables
2. Nominal and operational definitions
3. Levels of Measurement
4. Scales

**Required Readings**
Rubin & Babbie Chapter 6 (pp. 113-114), Chapter 8 (pp. 172-186)


**Discussion section exercise 2:** Searching the literature (50 points)

2/14 (Week 4) Measurement
1. Measurement Error
2. Reliability
3. Validity
4. Choosing measures for diverse populations

**Required Readings**
Rubin & Babbie, Chapter 6 (pp. 126-133), Chapter 9 (pp. 191-207; 208-217)

**Discussion section exercise 2:** Literature Review (continued)

2/21 (Week 5) Questionnaire/Scale Developing
1. Questionnaire construction

**Required Readings**
Rubin & Babbie, Chapter 6 (pp. 116-126); Chapter 10 (pp. 218-235)


**Discussion section exercise 3:** Developing a Survey (100 points)

2/28 (Week 6) Sampling
1. Sampling
2. Probability sampling
3. Nonprobability sampling
4. Diversity concerns

Required Readings

Rubin & Babbie, Chapter 15 (pp. 349-363; pp. 366-369)

Discussion section exercise 3: Developing a Survey (continued)

3/7 (Week 7) Causal Inference and Experimental Designs
1. Causality
2. Preexperimental studies
3. Experimental studies
4. Internal and external validity

Required Readings

Rubin & Babbie, Chapter 11


Discussion section exercise 3: Developing a Survey (continued)

3/14 (Week 8) Mid-term

Review session in lab

3/21 (Week 9) Spring Break

3/28 (Week 10) Quasi-Experimental Designs
1. Group Designs: Nonequivalent comparison group designs
2. Cross sectional studies
3. Case control studies
4. Developing culturally responsive interventions

Required Readings

Rubin & Babbie, Chapter 12 (pp. 273-275; pp. 280-288)

Required Assignments


4/4 (Week 11) Single subject research
1. Single Subject Design

**Required Readings**

Rubin & Babbie Chapter 13 (pp. 292-309)


4/11 (Week 12) Program Evaluation

**Required Readings**

Rubin & Babbie, Chapter 14 (pp. 320 -336)

**Discussion section exercise 4**: Changing a behavior (50 points)


4/18 (Week 13) Qualitative and mixed methods
1. Types of observation strategies
2. Intensive interviewing
3. Focus groups
4. Diversity concerns

**Required Readings**


**Discussion section exercise 4**: Changing a behavior (continued)

4/25 (Week 14) Writing a grant proposal

**Discussion section exercise 5**: Analyzing qualitative data (25 points)

5/2 (Week 15) Research Ethics
1. Ethical Principles
2. Institutional Review Boards
3. Types of Studies
4. Components of Informed Consent
5. Cultural competence
Required Readings

Rubin & Babbie, Chapter 5

**Homework assignment 5 due:** CITI training If taken already, complete a Supplemental Training) Print certificate and bring to lecture.

Required Videos:

Medical Apartheid Part 1 & 2: [https://www.youtube.com/watch?v=H6oHn72QUuo](https://www.youtube.com/watch?v=H6oHn72QUuo)
Oprah speaks to tell story of Henrietta Lacks, The woman who changed medicine. [https://www.youtube.com/watch?v=fd9NITWpcp0](https://www.youtube.com/watch?v=fd9NITWpcp0)

(Week 16) FINAL EXAM Date: Sunday, May 5, 12:25pm-2:25pm Room: TBA

V. Text and required readings and other materials for the course


**ALL OTHER READINGS CAN BE FOUND AT CANVAS COURSE SITE.**
[https://canvas.wisc.edu/courses/87716](https://canvas.wisc.edu/courses/87716).


Top Hat, a software system that promotes student engagement in the classroom, will be used in this course for attendance and the administration of in-class questions, polls and
reviews. You will receive an email invitation with instructions on how to set the application up on your smart phone. To view additional instructions or obtain support, go to this link: http://learnuw.wisc.edu/toolbox/Top%20Hat%20QRG%20for%20students.pdf

**Evaluation: Assignments, Grading, and Methods**

Assignments are due at the date specified. Exceptions will be made for emergencies and extenuating circumstances only. Students must notify the instructor prior to, rather than after the fact.

1. **Midterm.** March 14. 200 points
   The midterm exam is multiple-choice and short answers and covers the course content up to March 7.

2. **Final Exam.** May 5. 350 points
   The Final exam covers the entire course content and consist of multiple-choice questions.

3. **Five Homework Assignment (20 points each)** 100 points
   During the course of the semester, you will respond to a series of brief questions associated with various research studies. These questions are designed to help you with the reading and to prepare your evaluation of research literature. The questions will be provided the week before the assignment is due. The due dates and articles are given above. You will upload your completed assignment to Canvas. Grading will be based on correct responses to the questions.

4. **Five Discussion Section Exercises (points vary)** 250 points
   During the course of the semester, you will be given 5 different discussion exercises which will vary in the number of points awarded. Some exercises will be done in small groups and others individually. Discussion exercises may require some work outside of discussion section to complete. If you miss a discussion section on a date involving a group exercise, you will need to do the exercise on your own.

5. **Attendance and active participation in discussion groups** 100 points. Active participation is expected for all discussion sections. Active participation is demonstrated by asking questions and contributing to small group exercises.
   - 100 points: attendance and active participation in 12 discussion sections.
   - 95 points: attendance and active participation in 11 discussion sections
   - 90 points: attendance and active participation in 10 discussion sections
   - 75 points: attendance and active participation in 9 discussion sections
   - 60 points: attendance and active participation in 8 discussion sections
   - 0 points: attendance and active participation in fewer than 8 discussion sections

**EXTRA CREDIT:**
You will receive 2 extra credit points for each lecture you attend.
You will receive ¼ extra credit point for each Top Hat quiz question you answer
### Grading Scale & Standards:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>What the point totals &amp; subsequent grade generally indicate</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>A</td>
<td>Outstanding, surpasses expectations in all areas</td>
</tr>
<tr>
<td>870-899</td>
<td>AB</td>
<td>Surpasses expectations in many areas</td>
</tr>
<tr>
<td>800-869</td>
<td>B</td>
<td>Meets expectations in all areas</td>
</tr>
<tr>
<td>770-799</td>
<td>BC</td>
<td>Meets expectations in some areas; below in others</td>
</tr>
<tr>
<td>700-769</td>
<td>C</td>
<td>Below expectations in most areas</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
<td>Below expectations in all areas</td>
</tr>
<tr>
<td>&lt;600</td>
<td>F</td>
<td>Fails to meet minimal expectations in all areas, not acceptable</td>
</tr>
</tbody>
</table>

### Assignments & Exams

<table>
<thead>
<tr>
<th>Assignments &amp; Exams</th>
<th>Points/Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Assignments (20 points each)</td>
<td>100/10%</td>
</tr>
<tr>
<td>Five Discussion Exercises (varying points)</td>
<td>250/25%</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>200/20%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>350/35%</td>
</tr>
<tr>
<td>Attendance/participation</td>
<td>100/10%</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000/100%</strong></td>
</tr>
</tbody>
</table>

### VII. Course Policies and other information

**Study Groups**

I would *strongly* encourage students to form study groups. Students who have done this in the past have found it very helpful. If you work together on the homework assignment in a small group, the writing still must be your own—be sure to write independently.

**Incompletes**

The University policy regarding the granting of incompletes will be strictly adhered to.

**Disability Accommodation**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide me with a copy of their Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. For more information, please contact the McBurney Center at [https://mcburney.wisc.edu/](https://mcburney.wisc.edu/); Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 702 W Johnson St #2104, Madison, WI 53706.
**Code of Ethics, Professional Conduct**

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

**Plagiarism**

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:

1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

**Process:**

- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

**Sanction:**

- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion ([http://www.students.wisc.edu/doso/acadintegrity.html](http://www.students.wisc.edu/doso/acadintegrity.html)).
- Note: Students can appeal any sanctions.

For more information:

Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html
## Appendix A

<table>
<thead>
<tr>
<th>Competency and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Week Dimensions Covered</th>
</tr>
</thead>
</table>
| 2.2.1 Demonstrate ethical and professional behavior. Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. | ● Ethical principles, guiding research and evaluation of practice and policies  
Homework Assignment  
# 1:CITI training (K,V,C & A)  
Lecture  
Final Exam (K, S, C & A)  
Video on Henrietta Lacks (K,V)  
● Informed consent  
Readings (Pager et al., 2009; K,V) (Schroepfer et al. 2009, K, V) | Week 15  
Week 15  
Weeks 15  
Week 15  
Week 7  
Week 13 |
| 2.1.4. Engage in Practice-Informed Research and Research Informed Practice | Readings, Exams, Assignments  
● Research design  
Lecture (K, S, V)  
● Quantitative methods  
Lecture (K, S)  
Midterm Exam (K, S)  
Final Exam (K, S)  
Discussion Exercises (K,V,S,C&A)  
● Qualitative methods  
Qualitative Methods (K,S)  
Final Exam (K,S)  
Discussion exercises (K,V,S,C&A)  
● Mixed Methods  
Lecture (K,S)  
Final Exam (K,S)  
Discussion exercises (K,V,S,C&A)  
● Principles of logic, scientific inquiry  
Lectures (K,S)  
Chapters 1 & 2 (K)  
Midterm Exam (K,S)  
Final Exam (K, S)  
Discussion exercise (K,S,C&A)  
● Culturally informed and ethical approaches to building knowledge | Weeks 7, 10,11  
Weeks 1-11  
Week 8  
Final's week  
Weeks 2, 3,4, 6, 7, & 11  
Weeks 1, 4, 13  
Week 16  
Week 14  
Week 1, 4, 13  
Week 16  
Weeks 14  
Weeks 1 & 2  
Week 1 & 2  
Week 8  
Weeks 2,3,4,6,7,8, 11 |
### Readings

- Text, Chapter 6
- Leary et al 2005 (K)
- Pager et al. 2009, (K)
- Schroepf er et al. 2009
- Lectures

#### Translating into practice

- Mangnunson et al, 2002 (K)
- Gorczynski et al. 2014 (K)
- Rosenblum et al. 2017 (K)

#### Homework Assignments

- #1 (K, S, C & A)
- #2 (K, S, C & A)
- #3 (K, S & C & A)
- #4 (K, S, C & A)

#### Discussion Assignments

- #3 (K, S, C, & A)
- #4 (K, S, C, & A)

#### Final Exam

- Week 5
- Week 3
- Week 7
- Week 13
- Week 3, 4
- 5, 6, 13

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2.1.9 Evaluate practice with individuals, families, groups, organizations, and communities. Evaluate Practice with Organizations, and Communities

Social workers understand qualitative and quantitative methods for evaluation outcomes and practice effectiveness.

#### Evaluate practice with individuals, families groups through lectures, readings, assignments

- Lecture research design (K, S)
- Lecture on questionnaire construction (K, S)
- Lecture on qualitative methods (K, S)
- Lecture on mixed methods (K, S)
- Discussion Exercise #5 (K, S)

#### Readings

- Chung et al. 2004 (K)
- Piedra et al. 2012 (K)

#### Final Exam (K, S)

- Week 4
- Week 9
- Week 16

#### Evaluate practice with organizations and communities through readings, exams

- Lecture on Research Design (K, S)

#### Readings

- Magnuson et al

#### Assignments

- Lab Assignment #3 (K, S)
- Midterm Exam (K, S)
- Final Exam (K, S)

---

*K=Knowledge; V=Values; S=Skills; C=Cognitive Processes; A=Affective Processes*
Appendix B

Due dates for homework assignments

<table>
<thead>
<tr>
<th>Homework #</th>
<th>Article</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework 5</td>
<td>CITI training If taken already, complete a Supplemental Training) Print certificate and bring to lecture.</td>
<td>5/2</td>
</tr>
</tbody>
</table>