

School of Social Work
University of Wisconsin-Madison
1350 University Ave
Madison, WI 53706

SW650: Methods-Social Work Research, Section Number:001
Semester II, 2017-18

Instructor: Jan Greenberg, PhD. Professor office hours: Thurs, 3:15-5 PM
Instructor Contact Information: jan.greenberg@wisc.edu
Credits: 3 Thurs, 1:20-3:15 Education, L196
Teaching Assistant Information: Sam Alhadeff (salhadeff@wisc.edu) Chad Laurie
(laurie2@wisc.edu)
Instructional Mode: Face-to Face
Canvas Course URL: <https://canvas.wisc.edu/courses/87716>

Discussion Sections: The discussion sections will provide you with the opportunity to more fully explore and talk about topics and issues raised in the weekly lecture. Material covered in discussion sections will also be included in /exams. Discussion sections will begin week of January 30

Instructional Mode: Face-to Face

SW 650 Methods of Social Work Research

Section	Time	Day	Room	Instructor
001	1:20-3:15p	R	EDUCATION L196	Dr. Jan
301	1:00-2:15p	M	SW 110	Sam Alhadeff
302	3:30-4:45p	M	SW 114	Sam Alhadeff
304	1:00-2:15p	W	SW 114	Sam Alhadeff
305	1:00-2:15p	W	SW 220	Chad Laurie
306	4:00-5:15p	W	SW 220	Chad Laurie

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.

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

How credit hour is met: This class meets for one 115 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

1/25 (Week1) Interface of social work practice and research

1. Course Introduction
2. Research vs Evaluation of Practice
3. Levels of Knowledge
4. Validity and Generalizability
5. Evidence-based Practice

Required Readings

Engel & Schutt, Chapter 1

2/1 (Week 2) Problem Formulation

1. Theory
2. Developing hypotheses
3. Writing a research question
4. Literature reviews
5. Searching literature

Required Readings

Engel & Schutt, Chapter 2

Davis, L. E., Cribbs, J. M., & Saunders, J. (2002). A brief report: Factors influencing African American youth decisions to stay in school. *Journal of Adolescent Research, 17*, 223-234.

Espelage, D. L., Bosworth, K. & Simon, T. R. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling & Development, 78*, 326-333.

Assignments

Homework Assignment 1 Due: Complete CITI training

<https://my.gradsch.wisc.edu/citi/index.php>

If you have already completed the CITI training, select a Supplemental Training to take.

Print certificate and bring to lecture.

Required Videos:

Medical Apartheid Part 1 & 2: <https://www.youtube.com/watch?v=H6oHn72QUno>
 Oprah speaks to tell story of Henrietta Lacks, The woman who changed medicine.
<https://www.youtube.com/watch?v=fd9NITWpcp0>

2/8 (Week 3) Research Ethics

1. Ethical Principles
2. Institutional Review Boards
3. Types of Studies
4. Components of Informed Consent
5. Cultural competence

Guest Speaker: Dr. Dorothy Edwards, Professor of Kinesiology and Geriatrics, and Director, Collaborative Center for Health Equity, School of Medicine and Public Health

Required Readings

Engel & Schutt, Chapter 3

Assignments

Homework Assignment 2 due on article "A brief report: Factors influencing African American Youth Decisions to stay in school: A brief report: Factors influencing African American Youth Decisions to stay in school."

Lab Assignment 1: Searching the literature

2/15 (Week 4) Measurement

1. Variables
2. Nominal and operational definitions
3. Levels of Measurement
4. Scales

Required Readings

Engel & Schutt, Chapter 4: 71 -87

Chung, R. H. G., Kim, B. S. K., & Abreu, J. M. (2004). Asian American multidimensional acculturation scale: Development, factor analysis, reliability, and validity. *Cultural Diversity and Ethnic Minority Psychology, 10*, 66-80.

Leary et al. (2005). The African American adolescent respect scale: A measure of prosocial attitude. *Research on Social Wor Practice, 15*, 462-469.

Assignments

Lab Assignment 2: Research ethics on recruitment of diverse populations

Final Paper:

Email TA the article that you have selected to critique for your final paper.

2/22 (Week 5) Measurement

1. Measurement Error
2. Reliability
3. Validity
4. Screening and Cut-off Scores
5. Diversity concerns
6. Choosing an Instrument

Required Readings

Engel & Schutt, Chapter 4: 88 – 99

3/1 (Week 6) Sampling

1. Sampling
2. Probability sampling
3. Nonprobability sampling
4. Diversity concerns

Required Readings

Engel & Schutt, Chapter 5

Required Assignments

Homework Assignment 3 due “The African American adolescent respect scale: A measure of prosocial attitude.”

Laboratory Assignment 3: “Asian American multidimensional acculturation scale: Development, factor analysis, reliability, and validity Read article for a second time before class and bring copy of article to lab.

3/8 (Week 7) Sampling (continued)

In laboratory: Review for mid-term

Group review for midterm: 3/8 5 pm to 7 pm (Room to be determined)

3/15 (Week 8) *Mid-term*

3/22 (Week 9) Research Designs: Implementation issues

1. Causality
2. Internal Validity
3. External Validity
4. Units of analysis

Required Readings

Engel & Schutt, Chapter 6

Hebl, M.R., Foster, B.J., Mannix, L. M., & Dovidio, J.F. (2002). Formal and interpersonal discrimination: A field study of bias toward homosexual applicants. *Personality and Social Psychology*, 28, 815-825.

Piedra, L. M. & Byoun, S-J. (2012). Vida Alegre: Preliminary findings of a depression intervention for immigrant Latino mothers. *Research on Social Work Practice, 22*, 138-150.

3/29 (Week 10) Spring Break

4/5 (Week 11) Research designs: Implementation strategies

1. Group Designs: Nonexperimental (pre-experimental)
2. Group Designs: True experimental
3. Group Designs: Quasi-experimental
4. Diversity issues

Required Readings

Hong, S-I. & Morrow-Howell, N. (2013). Increasing older adults' benefits from institutional capacity of volunteer programs. *Social Work, 37*, 99-108.

Required Assignments

Homework Assignment 4 Due: on article "Preliminary findings of a depression intervention for immigrant Latino mothers."

Lab Assignment 4 "Formal and interpersonal discrimination: A field study of bias toward homosexual applicants." Read article for a second time before lab and bring copy of article to lab.

4/12 (Week 12) Research designs: Implementation strategies

1. Single Subject Design
2. Diversity Issues

Requirement Readings

Engel & Schutt, Chapter 8

4/19 (Week 13) Survey designs

1. Survey research
2. Types of survey designs
3. Designing questionnaires
4. Diversity concerns

Requirement Readings

Engel & Schutt, Chapter 9

4/26 (Week 14) Qualitative methods

1. Types of observation strategies
2. Intensive interviewing
3. Focus groups
4. Diversity concerns

Required Readings

Engel & Schutt, Chapters 10 and 11

Copeland, V. C. & Snyder, K. (2011). Barriers to mental health treatment services for low-income African American women whose children receive behavioral health services: An ethnographic investigation. *Social Work in Public Health, 26*, 78-95.

Required Assignments

Laboratory Assignment 5: Analyzing data

5/3 (Week 15) Mixing methods and quantitative Data analysis

1. Mixed-Methods
1. Choosing a statistic
2. Descriptive
3. Bivariate
4. Multivariate

Required readings

Engel & Schutt, Chapter 12 and Chapter 14

Reviewing Inferential Statistics. This is found at

http://www.sagepub.com/englprsw3e/study/materials/appendices/rev_inf_stats.pdf

Required assignments

Assignment #5. "Barriers to mental health treatment services for low-income African American women whose children receive behavioral health services: An ethnographic investigation."

Laboratory Assignment 5.(continued)

FULL PAPER DUE

5/9

FINAL EXAM

2:45 pm-4:45 pm room TBA

V. Text and Reading Materials for the course

Engel, R. J. & Schutt, R. K. (2017). *Practice of Research in Social Work, 4th edition*. Thousand Oaks, CA: Sage. (Available in social work library or may be ordered online)

ALL OTHER READINGS CAN BE FOUND AT CANVAS COURSE SITE.

Chung, R. H. G., Kim, B. S. K., & Abreu, J. M. (2004). Asian American multidimensional acculturation scale: Development, factor analysis, reliability, and validity. *Cultural Diversity and Ethnic Minority Psychology, 10*, 66-80.

Copeland, V. C. & Snyder, K. (2011). Barriers to mental health treatment services for low-income African American women whose children receive behavioral health services: An ethnographic investigation. *Social Work in Public Health, 26*, 78-95.

Davis, L. E., Johnson, S., Cribbs, J. M., & Saunders, J. (2002). A brief report: Factors influencing African American youth decisions to stay in school. *Journal of Adolescent Research, 17*, 223-234

Espelage, D. L., Bosworth, K. & Simon, T. R. (2000). Examining the social context of bullying behaviors in early adolescence. *Journal of Counseling & Development, 78*, 326-333.

Hebl, M.R., Foster, B.J., Mannix, L. M., & Dovidio, J.F. (2002). Formal and interpersonal discrimination: A field study of bias toward homosexual applicants. *Personality and Social Psychology, 28*, 815-825.

Hong, S-I. & Morrow-Howell, N. (2013). Increasing older adults' benefits from institutional capacity of volunteer programs. *Social Work, 37*, 99-108.

Leary, J. D., Brennan, E. M., & Briggs, H. E> (2005). The African American adolescent respect scale: A measure of prosocial attitude. *Research on Social Work Practice, 15*, 462-469.

Piedra, L. M. & Byoun, S-J. (2012). Vida Alegre: Preliminary findings of a depression intervention for immigrant Latino mothers. *Research on Social Work Practice, 22*, 138-150.

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 15 150 points
The midterm exam is multiple choice and short answers and covers the course content up to March 8.
2. Final Exam. May 9. 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.

Assignment 1 (Due 2/1). : Complete CITI training

Assignment 2: (Due 2/8) "A brief report: Factors influencing African American Youth Decisions to stay in school: A brief report: Factors influencing African American Youth Decisions to stay in school."

Assignment 3 (Due 3/1). The African American adolescent respect scale: A measure of prosocial attitude." (due 3/1)

Assignment 4 (Due 4/5).:"Preliminary findings of a depression intervention for immigrant Latino mothers."

Assignment #5. (Due 5/3). “Barriers to mental health treatment services for low-income African American women whose children receive behavioral health services: An ethnographic investigation.”

4. Five Lab Assignments (20 points each) 100 points

During the course of the semester, you will be asked to read an article prior to lab. In lab, you will respond to a series of brief questions associated with the article. These questions are designed to help you with the reading and to prepare your evaluation of research literature and for the exams. The questions will be provided the week before the assignment is due. The due dates and articles are: given above. We will work on the assignments in lab as individuals and in small groups. You will obtain full credit if you participate in the lab assignment and hand in correct responses.

Assignment 1: Searching the Literature (Week 3)

Assignment 2: Ethics (Week 4)

Assignment 3: (Week 6) “Asian American multidimensional acculturation scale: Development, factor analysis, reliability, and validity. *Cultural Diversity and Ethnic Minority Psychology*, 10, 66-80. Read article for a second time before class and bring copy of article to lab.

Assignment 4 (Week 11) “Formal and interpersonal discrimination: A field study of bias toward homosexual applicants.” Read article for a second time before lab and bring copy of article to lab.

Assignment 5: (Weeks 14 and 15) Analyzing data (4/26 and 5/3)

5. Final Paper. May 3 300 points

This paper involves reading a research article that I choose and responding to a series of questions. The purpose of this assignment is for you to synthesize what you have learned in this course about research methods and design. The detailed assignment is provided in Appendix B..

Grading Scale & Standards:

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

Assignments/Exams/Papers	Points/Percentages
Five Assignments (20 points each)	100/10%
Five lab assignments (20 points each)	100/10%
Mid-Term Examination	150/15%
Final Examination	350/35%
Final Paper	300/30%
Total Points	1000/100%

VII. Course Policies and other information

Practice Quizzes

I will regularly upload practice quizzes that will help you monitor your understanding of the material and get a sense of the types of exam questions that will be asked. You will have one week from the date of posting to complete the quiz. You will need to print out a hard copy and hand it in to Dr. Jan by the deadline. Dr. Jan will provide you a copy of the quiz answers the following week. ALL QUIZZES WILL REMAIN UP FOR ONE WEEK ONLY. ONCE TAKEN DOWN, YOU WILL NOT HAVE ACCESS TO THEM.

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 Verified Individualized Services and Accommodation (VISA) 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/>; 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

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>).
- Note: Students can appeal any sanctions.

For more information:

Academic misconduct rules procedures can be found in UWS 14:
<http://www.students.wisc.edu/doso/docs/UWS14.pdf>

For guidelines on quoting and paraphrasing:

UW-Madison Writing Center <http://writing.wisc.edu/Handbook/QuotingSources.html>

Appendix A

Competency and Description	Course Content relevant to Dimensions that Comprise the Competency*	Week Dimensions Covered
<p>2.2.1 Demonstrate ethical and professional behavior.</p> <p>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.</p>	<ul style="list-style-type: none"> ●Ethical principles, guiding research and evaluation of practice and policies Homework Assignment # 1:CITI training (K,V,C & A) Final Paper (K, S, C & A) Video on medical apartheid (K,V) Video on Henrietta Lacks (K,V) ●Informed consent Readings (Hebl et al. 2002; K,V) 	<p>Week 3 Appendix B</p> <p>Week 2 Week 2</p> <p>Week 9</p>
<p>2.1.4.Engage in Practice-Informed Research and Research Informed Practice</p> <p>Social Workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social Workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</p>	<p>Readings, Exams, Assignments, Paper</p> <ul style="list-style-type: none"> ●Research design Lecture (K, S, V) ●Quantitative methods Lecture (K, S) Midterm Exam (K, S) Final Exam (K, S) Final Paper (K,V,S,C&A) ●Qualitative methods Qualitative Methods (K,S) Final Exam (K,S) Final Paper (K,V,S,C&A) ●Mixed Methods Lecture (K,S) Final Exam (K,S) Final Paper (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) Final Paper (K,S,C&A) ●Culturally informed and ethical approaches to building knowledge Readings Davis et al. (K) Chung et al. (K) Leary et al 2005 (K) Hebl et al (K) Piedra & Byoun (K) 	<p>Week 9</p> <p>Week 13 Week 7 Final's week Appendix B</p> <p>Week 14 Final's week Appendix B</p> <p>Week 15 Finals week Appendix B</p> <p>Weeks 1 & 2 Week 1 & 2 Week 8 Finals week Week 15</p> <p>Week 2 Week 4 Week 4 Week 9 Week 9</p>

	<ul style="list-style-type: none"> ●Translating into practice Readings <ul style="list-style-type: none"> Davis et al, 2002 (K) Piedra et al. 2012 (K) Copeland & Snyder 2011 (K) Homework Assignments <ul style="list-style-type: none"> #3 (K, S, C & A) #4 (K, S, C & A) #5 (K, S, C & A) Final Paper (K, V, S, C & A) 	<p>Week 2 Week 9 Week 14</p> <p>Week 6 Week 11 Week 15</p> <p>Appendix B</p>
<p>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.</p>	<ul style="list-style-type: none"> ●Evaluate practice with individuals, families groups through lectures, readings, assignments <ul style="list-style-type: none"> Lecture research design (K, S) Lecture on quantitative methods (K, S) Lecture on qualitative methods (K, S) Lecture on mixed methods (K, S) Lecture on Data analysis (K, S) Readings <ul style="list-style-type: none"> Chung et al. 2004 (K) Piedra et al. 2012 (K) Final Exam (K, S) Final paper K, S) ●Evaluate practice with organizations and communities through readings, exams <ul style="list-style-type: none"> Lecture on Research Design (K, S) Readings <ul style="list-style-type: none"> Hong & Morrow-Howell (K) Copeland & Snyder (K) Assignments <ul style="list-style-type: none"> Lab Assignment #5 (K, S) Final paper (K,S) Midterm Exam (K, S) Final Exam (K, S) 	<p>Week 12 Week 13 Week 14 Week 15 Week 15</p> <p>Week 4 Week 9</p> <p>Final's week Appendix B</p> <p>Week 12</p> <p>Week 11 Week 14</p> <p>Week 14 Week 14 Appendix B Final's Exam week</p>

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

Appendix B

FINAL PAPER: CRITICAL ANALYSIS

For the final paper, you will do an assessment of one empirical study about social work practice. You must choose one article listed below. All of the articles can be found by searching one of the UW-Madison Library databases. You will need to email your TA the article that you have selected by the fourth week of class.

Writing the paper. (10 pages)

- Pay attention to your writing as the quality of your writing will be factored into your grade.
- Paraphrase from the article; do not use direct quotes.
- Provide section headings, such as *Problem Statement*, *Literature Review*.
- Double spaced with 1" margins
- 12 font (Times New Roman or Calibri)
- APA formatting style
- On the cover page, include your name and student ID number as well as the full citation of the article in APA citation format. THIS IS THE ONLY PLACE THAT YOUR NAME SHOULD APPEAR ON THE PAPER.

The final paper must be uploaded to Canvas with your name as part of the file [e.g., drjan.finalpaper.doc] by May 3 no later than 1:20 pm.

Articles:

Chapman, M. V. & Hall, W. J. (2016). Outcome results from *Yo Veo*: A visual intervention for teachers working with immigrant Latino/Latina students. *Research on Social Work Practice*, 26, 180-188. doi: 10.1177/1049731514545655

Lopez, J., Crespo, M., & Zarit, S. H. (2007). Assessment of the efficacy of a stress management program for informal caregivers of dependent older adults. *The Gerontologist*, 47, 205-214.

Mogro-Wilson, C., Letendre, J., Toi, H., & Bryan, J. (2015). Utilizing mutual aid in reducing adolescent substance use and developing group engagement. *Research on Social Work Practice*, 25, 129-138. doi: 10.1177/1049731513518080

Ohmer, M. L. (2016). Strategies for preventing youth violence: Facilitating collective efficacy among youth and adults. *Journal of the Society for Social Work and Research*, 7, 681-705.

Rosen, D., Engel, R., McCall, J., & Greenhouse, J. (2017). Using problem-solving therapy to reduce depressive symptom severity among older adult methadone clients: A randomized clinical trial. *Research on Social Work Practice*, 1-8. doi: 10.1177/1049731516686692

If none of the above articles are of your interest to you, please make an appt with Dr. Jan.

Answer the following questions in your own words, paraphrasing as much as possible.

A. Problem Statement (10- points)

1. What is the social issue or concern under study?
2. What is the major research question?
3. Describe how the author justifies the importance of this question to social work practice.

Critique:

1. Does the author adequately address the importance of the particular research question broadly and to social work practice? Justify your answer.

B. Literature Review (20 points)

1. Describe the theoretical perspective(s), if any, that guides this study.
2. Summarize in no more than one paragraph the substance of the literature review.

Critique. Remember to justify your response to the following questions using evidence from the article.

1. Is the literature review based on research findings and/or practice theory? Explain.
2. Is the literature reviewed up-to-date? Why do you think so?
3. Does the literature reviewed cover the social issue adequately? Why? If you believe something is missing, what might that be?

C. Research Question or Hypotheses. (20 points)

[If the author provides hypotheses] State the authors' hypotheses. What are the independent and dependent variables?

Critique:

1. Is the hypothesis statement correctly written? Why or why not?
2. Is a relationship between the independent and dependent variable clearly stated?
3. Is the hypothesis consistent with the theory and/or literature review?

[If the manuscript does not have hypotheses just a series of research questions]. State the research questions.

1. Do the specific research question relate directly to the broader research question addressed in 1A? Why?
2. How does the literature review inform these research questions? Be specific.

D. Research design. (20 points)

1. What is the research design used in the study?

For Experimental/Quasi-Experimental/Non Experimental (Pre-Experimental) Group Design answer the following

1. What type of specific research design is used? Describe the design.
2. How were participants assigned to groups [random assignment or some other assignment or one group]?
3. How were participants retained in the study? How many dropped out?

Critique:

1. Does the author provide evidence that the groups are similar? Describe.
2. Is random assignment was not used but there are comparison groups, how did the author convince you of the comparability of the groups? Explain why or why you are not convinced.
3. Is reactivity a problem? Why or why not?
4. Are there other threats to external validity? Why or why not?
5. If participants dropped out during the course of the study, were they different or similar to those who remained in the study?

For Survey Research

1. What specific type of survey design was used?
2. What was the completion rate?
3. What types of questions and information were collected in the survey?

Critique:

1. Is response rate a problem? Why or why not?
2. What concerns, if any, do you have about the questionnaire? Defend your answer

E. Setting. Describe the setting for the study.(5 points)

Critique

1. What characteristics of the setting might make it unique?

F. Sample. (25 points)

1. What type of sampling is used?
2. What are the inclusion/exclusion criteria for participation in the study?
3. What is the sample size?
4. Describe how participants were recruited.
5. Does the author describe how many potential participants refused to participate?

Critique:

1. Does the sampling method used allow for generalizations to be made to a broader population? Why or Why not?
2. To what population or subpopulation can the results be generalized?
3. Do the setting characteristics limit the generalizability of the results to a broader population?

4. Is the sample size too small relative to the population? If participants were excluded from the analysis, do you agree with the author(s) decision to exclude these participants?

G. Variables. Identify the variables used in the study and with each provide: (20 points)

1. The nominal definition, if any, provided by the author.
2. The operational definition
3. Identify whether it is an independent, dependent, moderating, or mediating variable.
4. The level of measurement for each variable.

H. Variables measured by scales. (20 points)

1. Describe the type of reliability and validity reported with each of the scales used in the study.
2. Describe what the authors learned about the reliability and validity for each scale. Be specific about what they found.

Critique

1. Describe your assessment about the type of reliability and validity used. Were these strong methods?
2. Is the author's conclusions about the scales overstated or accurate? Why or why not?

I. Data Collection (15 points)

1. How were data collected?
2. Who collected the data?

Critique:

1. What are the advantages to the data collection method?
2. What are the disadvantages?

J. Data Analysis: Summarize briefly how the data are analyzed. (10 points)

K. Results (10 points)

1. In your own words, summarize the findings.
2. Describe how the author presents the findings.

Critique

1. Are the findings clearly presented? Why or why not?
2. Might a lay-person understand the findings? Why or why not?

L. Discussion and/or Conclusion (25 points)

1. Briefly summarize the author's conclusions. This might include the author's explanations or interpretations.
2. Describe what the author states as the study's limitations.

Critique:

1. Are the conclusions based on the study findings? Why or why not?
2. Are the findings consistent with the literature review? Which findings are consistent and which are unexpected?
3. Is there anything missing that might be important? Can you think of any other explanations than that given by the author?
4. Are there study limitations not addressed by the author? What might they be?

M. Ethical issues.(20 points)

1. Does the author demonstrate that the study met required research ethical standards with an IRB statement and/or conflict of interest statement? Where are these statements found?
2. Are there any particular ethical concerns and if so how did the researchers reduce these?

N. Diversity Issues. (25 points)

1. What evidence does the author provide that diverse populations are adequately represented in the study sample?
2. Are the scales used appropriate for the study sample? What evidence does the author provide to suggest that the scales have applicability across demographic groups?
3. Does the author evaluate the findings looking at population subgroups?
4. Are the conclusions overstated in terms of their implications for diverse population groups? Support your conclusion.

O. Overall Conclusion. (25 points)

Given your critical assessment of this study what is your overall conclusion about its quality? Defend your response. Provide at least three justifications for your response.

P. Quality of writing and organization of paper (30 points)