School of Social Work
University of Wisconsin–Madison
1350 University Avenue
Madison, WI 53706

SW 650: Methods of Social Work Research Syllabus
Summer 2018 Part-Time MSW Program

Instructor: Leah Olson-McBride, MSW, PhD (Associate Lecturer L/I)

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Office Hours: By appointment in-person or web conference

Expected Response Time: While this is a web-based course, I am easily accessible. I normally check email several times per day, and I will respond to your email as quickly as possible. I will, at a minimum, make every effort to respond to email within 24-48 hours.

If you have questions of a personal nature, relating to a personal emergency, an assignment grade, or other private matter, you are welcome to contact your instructor via email.

Canvas Course URL: https://canvas.wisc.edu/courses/100995

Instructional Mode: Online only. All students are required to access Canvas for the online course site content and assignments. If you have difficulty with Canvas, you should contact the DoIT Help Desk.

Meeting Time and Location: No physical or synchronous (simultaneous) meetings.

Duration: 5/29/2018–7/28/2018

Credits: 3

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 Hours Are Met: The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include time in online lectures, reading, writing, studying, discussion, preparation for any of these activities, and other student work as described in the syllabus.

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: Competencies, Practice Behaviors and Assignments

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 & Schedule Texts and Reading Materials

Below is an outline of topics and required readings that will be covered in this course, in order of their presentation. Unless otherwise specified, these topics and readings will correspond to the dates in the outline. Please note all readings and video clips listed are required, unless otherwise specified in this section; additional recommended readings or guest lecturers throughout the semester will be announced on the online Canvas course site.

Module One: Scientific Inquiry in Social Work (May 29-June 2)

Key Topics/Main Concepts
- Ways of knowing
- Definition of social science research
- Evidence based practice

Learning Objectives
- Students will identify multiple "ways of knowing."

- Students will be able to define the word "research."

- Students will be able to analyze sources of evidence.

Readings & Media

- Rubin and Babbie Chapters One and Two

- Drisko, J. (2017). Active collaboration with clients: An underemphasized but vital part of evidence-based practice. *Social Work, 62*(2), 114–121.

- Centre of Excellence. (2014, March 5). *Evidence-informed practice* [Video file]. Retrieved from: https://www.youtube.com/watch?v=Xiv75BLGtrs (4:14)

Assignments

- Module One Lab—Scientific American and SAMHSA reviews

- Module One Activity—Campbell Collaboration and NREPP article

- Module One Quiz—Regarding syllabus and course layout

Module Two: The Research Process (June 3–9)

Key Topics/Main Concepts

- Research purpose
    - o Exploratory
    - o Descriptive
    - o Explanatory
- Terminology used to categorize research including:
    - o Quantitative versus qualitative
    - o Cross sectional versus longitudinal
    - o Positivist versus constructivist

Learning Objectives

- Students will identify terminology used to categorize research.

- Student will apply that terminology to examples of research.

Readings & Media

- Rubin and Babbie Chapters Three (pp. 46-49 only) and Four

- St. Vil, N., Sabri, B., Nwokolo, V., Alexander, K., and Campbell, J. (2017). A qualitative study of survival strategies used by low-income black women who experience intimate partner violence. *Social Work, 62*(1), 63–71.

- Cornish, A. (Host) (2015, July 16). Nice Kids Finish First: Study Finds Social Skills Can Predict Future Success [Radio broadcast episode]. Retrieved from https://www.npr.org/templates/transcript/transcript.php?storyId=423605191 (4:20)

- Simon, S. (Host) (2008, January 12). Researcher Studies Gangs by Leading One [Radio broadcast episode.] Retrieved from: https://www.npr.org/templates/transcript/transcript.php?storyId=18003654 (9:36)

Assignments

- Module Two Lab—Hidden Brain
- Module Two Activity—Creating Research Questions and Designs
- Module Two Quiz

Module Three: Ethical and Cultural Issues in Social Work Research (June 10–16)

Key Topics/Main Concepts

- Key ethical principles related to social work research:
    - Informed consent
    - Harm versus benefit
    - Confidentiality and anonymity
    - Deception
- Culturally competent research practices:
    - Obtain endorsement from leaders
    - Employ local community members
    - Use and train culturally competent interviewers
    - Use culturally competent measurement tools

Learning Objectives

- Students will understand ethical principles related to social work research.

- Students will be able to identify unethical conduct when examining existing research.

- Students will understand what constitutes culturally competent research practices.

Readings & Media

- Rubin and Babbie Chapters Five and Six
- Cross, T.L., Friesen, B.J., Jivanjee, P., Gowen, L.K., Bandurraga, A., Matthew, C. and Maher, N. (2011). Defining youth success using culturally appropriate community-based participatory research methods. *Best Practices in Mental Health, 7*(1), 94–114.

- Grimes, W. (January 16, 2008). If you want to observe 'em, join 'em, The New York Times. Retrieved from: http://www.nytimes.com/2008/01/16/books/16grimes.html.

Assignments

- Module Three Lab—Review of "Gang Leader for a Day"

- Module Three Activity—Unethical Study Example
- Written Assignment One—Topic Paper (additional information in Appendix B)

Module Four: Problem Formulation and Measurement (June 17–23)

Key Topics/Main Concepts

- Problem formulation
    - Selecting a topic
    - Conducting a literature review
    - Selecting a research question
    - Conceptualization in general
        - Conceptualization in quantitative research
            - Operationalization in quantitative research
        - Conceptualization in qualitative research
- Measurement
    - Measurement error in quantitative research
        - Reliability
            - Interrater reliability
            - Test-retest reliability
        - Validity
            - Face validity
            - Content validity
            - Predictive validity
    - Measurement error in qualitative research
        - Trustworthiness
- Creating measurement instruments
    - General guidelines
    - Developing quantitative measurement instruments

Learning Objectives

- Students will create a research question.
- Students will understand how to conceptualize and operationalize variables.
- Students will develop a measurement tool.

Readings & Media

- Rubin and Babbie Chapters Eight and Nine
- Halle, T.G. and Darling-Churchill, K.E. (2016). Review of measures of social and emotional development. *Journal of Applied Developmental Psychology, 45*, 8–18.

- Pew Research Center. (n.d.) Questionnaire design. Retrieved from: http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/.

Assignments

- Module Four Lab—Create a Survey
- Module Four Activity—PsycTests Database
- Module Four Quiz

Module Five: Survey Research and Sampling (June 24–June 30)

Key Topics/Main Concepts

- Survey research
  - o When to use a survey
  - o Types of surveys
    - Mail
    - Online
    - Interview
    - Telephone
- Sampling
  - o Probability sampling
    - Sampling bias
    - Representativeness
    - Populations and sampling frames
    - Types of probability sampling designs
      - Simple random (addressed in Pew video)
      - Systematic
      - Stratified
      - Multistage cluster
  - o Non-probability sampling
    - Types of non-probability sampling designs
      - Available subjects
      - Purposive
      - Quota
      - Snowball

Learning Objectives

- Students will know when it is appropriate to utilize survey research methodology.
- Students will be able to identify multiple sampling strategies.

Readings & Media

- Rubin and Babbie Chapters 10 and 11
- Lee, R., Jung, K., Su, J., Tran, A., & Bahrassa, N. (2009). The family life and adjustment of Hmong American sons and daughters. *Sex Roles, 60*, 549–558.
- Pew Research Center. (2017, May 12.) *Methods 101: Random sampling* [Video file]. Retrieved from: http://www.pewresearch.org/methodology/u-s-survey-research/questionnaire-design/.
- Parker, K., Menasce Horowitz, J., & Stepler, R. (2017.) How do your views on gender compare with those of other Americans? Pew Research Center. Retrieved from: http://www.pewresearch.org/fact-tank/2017/12/05/how-do-your-views-on-gender-compare-with-those-of-other-americans/

Assignments

- Module Five Lab—Sampling Articles
- Module Five Activity—Pew Research Fact Tank
- Module Five Quiz

Module Six: Designs for Evaluating Programs and Practice | Part A (July 1–7)

Key Topics/Main Concepts

- Criteria for inferring causality
- Internal validity
    - Threats to internal validity
- Pre-experimental designs
    - One shot case study
    - One-group pretest-posttest
    - Posttest only with nonequivalent groups
- Experimental designs
    - Traditional experimental design
    - Post-test only experimental design
- Quasi-experimental designs
    - Nonequivalent comparison group design
    - Time series design

Learning Objective

- Students will identify that different types of research designs are associated with different levels of internal validity.

Readings & Media

- Rubin and Babbie Chapter 12

- Kendall, J.M. (2003). Designing a research project: Randomized controlled trials and their principles. Emergency Medicine Journal, 20, 164–168.
- Nisbett, R. (October 6, 2015). The high cost of not doing experiments, Behavioral Scientist. Retrieved from: http://behavioralscientist.org/mindware-the-high-cost-of-not-doing-experiments/.
- Kilby, B. (November 5, 2015). Why scaring kids out of committing crimes doesn't work, Vice. Retrieved from: https://www.vice.com/en_us/article/kwxxba/why-scaring-kids-out-of-committing-crimes-doesnt-work-1105.

Assignments

- Module Six Lab—Praise Paradox and the Mindful Student
- Module Six Activity—Pre-Experimental and Experimental Design
- Module Six Quiz

Module Seven: Designs for Evaluating Programs and Practice | Part B (July 8–14)

Key Topics/Main Concepts

- Single-case evaluation designs
  - Measurement issues
  - Data gathering
  - Types of designs
    - AB
    - ABAB
- Data analysis in single-case designs

Learning Objectives

- Students will understand the principles of single subject design.
- Students will be able to develop a single subject design to address practice needs.

Readings & Media

- Rubin and Babbie Chapter 13
- Martin, G., Thompson, K., and Regehr, K. (2004). Studies using single-subject designs in sport psychology: 30 years of research. *The Behavior Analyst, 27*(2), 263–280.

Assignments

- Written Assignment Two—Literature Review (additional information in Appendix C)
- Module Seven Lab—Single Subject Design for Self

Module Eight: Additional Qualitative and Quantitative Research Methods (July 15–21)

Key Topics/Main Concepts

- Qualitative methods
  - Types of qualitative methods
    - Phenomenology
    - Ethnography
    - Case study
    - Observation in qualitative research
  - Strengths and weaknesses of qualitative research
- Content analysis
  - Terminology in content analysis
  - Description of quantitative content analysis
  - Description of qualitative content analysis

Learning Objectives

- Students will understand the basic principles of qualitative research design.
- Students will engage in unobtrusive observation.
- Students will apply principles of content analysis to a document.

Readings & Media

- Rubin and Babbie Chapters 15 and 16
- Bourgois, P. I., & Schonberg, J. (2009). Righteous dopefiend. Berkeley: University of California Press. Chapter 1.
- Cacciatore, J. and Raffo, Z. (2011). An exploration of lesbian maternal bereavement. *Social Work, 56*(2), 169–177.
- Oxhandler, H.K. and Giardina, T.D. (2017). Social workers' perceived barriers to and sources of support for integration clients' religion and spirituality in practice. *Social Work, 62*(4), 323–332.
- Brown, B. (2010, June. *The power of vulnerability* [Video file]. Retrieved from https://www.ted.com/talks/brene_brown_on_vulnerability (20:13)

Assignments

- Module Eight Lab—Unobtrusive Observation
- Module Eight Activity—Content Analysis of lyrics
- Module Eight Quiz

Module Nine: Data Analysis (July 22–July 28)

Key Topics/Main Concepts

- Quantitative Data Analysis
  - Coding

- o Descriptive univariate analysis
- o Levels of measurementRelationships among variables
- o Inferential analysis

Learning Objectives

- Students will engage in quantitative data analysis.
- Students will interpret quantitative data.

Readings & Media

- Rubin and Babbie Chapter 17 pp. 346–353; 356–359 only
- Article Excerpt: Counting Bones
- The Annie E. Casey Foundation. (2017). Race for results: Building a path to opportunity for all children. Retrieved from: http://www.aecf.org/m/resourcedoc/aecf-2017raceforresults-2017.pdf.
- The Annie E. Casey Foundation. (2017). 2017 kids count data book: State trends in child well-being. Retrieved from: http://www.aecf.org/m/resourcedoc/aecf-2017kidscountdatabook.pdf.

Assignments

- Module Nine Lab—Annie E. Casey Articles
- Module Nine Activity—Statistics in Social Work Article
- Written Assignment Three—Research Proposal (additional information in Appendix D)

V.   Texts and Reading Materials

Required Text: Rubin, A. & Babbie, E. (2016). Essential research methods for social work practice (4th ed). Boston, MA: Cengage Learning.

Text is available online for purchase. All other readings can be found within the online Canvas course site.

VI.   Evaluation: Assignments, Grading, and Methods

Grading Scale & Standards

The grading scale in this course is based on points earned and is as follows:

Points Earned	Percentage	Grade	Classroom Course Expectation/Outcome
94–100	94–100	A	Outstanding; surpasses expectations in all areas.
88–93	88–93	AB	Surpasses expectations in most areas.
82–87	82–87	B	Meet expectations in all areas.
76–81	76–81	BC	Meets expectations in some areas; below in others.
70–75	70–75	C	Below expectations in most areas.
64–69	64–69	D	Below expectations in all areas
63 or below	63 or below	F	Fails to meet minimum expectations in all areas

Grades are not assigned on a curve. There is no extra credit.

Composition of Grade

Grades reflect your timely completion and performance on all graded components as follows:

Component	Points Possible
Labs (9 total x 3 points each)	27
Activities (8 total x 1 point each)	8
Quizzes (6 total x 3 points each	18
Written Assignment One—Topic Paper	7
Written Assignment Two—Literature Review	20
Written Assignment Three—Research Proposal	20
Total	100

Submission of Graded Components

All assignments must be completed and submitted by **11:59:59 pm Central Time on their due date** specified in the Course Schedule (in the online Canvas course site) and must be submitted to the designated assignment (in the online Canvas course site) to successfully complete the course. Specific submission instructions will be communicated ahead of the due dates.

Format

1. All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format.

2. Students must format assignments using one-inch margins, double spacing, and a Times New Roman 12-point font.

3. Please submit all materials with the following file-naming convention: CourseInitials_LastnameFirstInitial_AssignmentName

Late Submissions

Due dates are hard deadlines, and it is the student's responsibility to initiate communication if an extension is needed. Extension requests are only granted under certain circumstances and at the discretion of the instructor. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed submission because of a University-sanctioned activity. ***Unapproved late assignments will be marked down one point for each day late.***

Clarification

If there is something about an assignment that is unclear to you, it is your job to bring this to my attention in advance of the due date.

Incomplete Policy

The University policy regarding the granting of incompletes will be strictly adhered to in this course. Please see the Graduate School Academic Policies and Procedures Handbook for information on the incomplete policy: https://grad.wisc.edu/academic-policies/

Grade Appeals Policy

The process for appeal a final grade is set forth in the School of Social Work's Student Rights and Responsibilities Handbook: http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf

VII.   Other Course Policies

Subject to Change Notice

This syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student of this course. Every effort will be made to avoid changing anything represented in it but the possibility exists that unforeseen events will make syllabus changes necessary. Therefore, all material,

assignments, and deadlines are subject to change. It is the student's responsibility to be aware of all course timelines, announcements, and communications from her or his instructor pertaining to changes in course assignments and due dates. The instructor will communicate any changes to students well in advance via an announcement in the online Canvas course site.

Online Attendance/Participation Policy

To ensure a quality educational experience, students must participate in online class activities on a timely basis. In online education, you can respond at 2:00 am or in the middle of a Sunday afternoon; it's up to you. However, you are also a member of a class cohort, and your fellow students are depending on your responses to assigned group conversations to support their understanding of class material just as you are depending on them. We are connected remotely but are an interactive community of scholars who are learning together. Your active, regular, and timely participation is essential to a successful learning experience for all. If you are going to be unavailable for a period of time during this class, you are required to inform me via email in advance.

UW-Madison Email

UW-Madison offers and supports an official email system as the official means of communication among students, faculty, and staff. Accordingly, students are expected to read and act upon messages sent to their official campus (NetID@wisc.edu) email account in a timely fashion and bear the responsibility of missed messages.

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.

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, the academic misconduct rules procedures can be found in UWS 14: https://docs.legis.wisconsin.gov/code/admin_code/uws/14

For guidelines on quoting and paraphrasing, see this UW-Madison Writing Center resource: http://writing.wisc.edu/Handbook/QuotingSources.html

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, in the field, and in the preparation of course assignments. Professional responsibility, ethical behavior, and integrity are central principles of the social work profession.

Official Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing the online course evaluations. Your feedback provides valuable information to the instructor, the academic department, and college and is used to improve student learning. Students will be notified when the online evaluations are available.

VIII. Student Support & Wellness

Classroom Climate

Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared and activities approached with maximum curiosity and enthusiasm. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. Please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.

Accommodations for Students with Disabilities

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/ or phone at 608-263-2741 or text messaging at 608-225-7956 by fax at 608-265-2998, 711 (via relay); address is 702 W Johnson St #2104, Madison, WI, 53706.

Diversity & Inclusion

For the institutional statement on diversity and more resources, please refer to https://diversity.wisc.edu/.

IX.   Appendix A: CSWE Competencies

Successful completion of this course implies that students will have progressed towards achieving the following Council on Social Work Education competencies by demonstrating the following practice behaviors.

CSWE Competency and Description	Course Content relevant to Dimensions that Comprise the Competency*	Course Location	Syllabus Location
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.	Readings: • Cross et al (2011) (K) • St. Vil et al (2017) (K) Assignments: • Module Three Lab—Review of "Gang Leader for a Day" (K, V, S, C, A) • Module Three Activity—Unethical Research Example (K, V, S, C, A) • Written Assignment Three—Research Proposal (K, V, S, C, A) • Module Four Quiz (K, S)	Module 3 Module 2 Module 3 Module 3 Module 9 Module 4	Page 5 Page 4 Page 5 Page 5 Page 10 Page 6
2.1.4. Engage in Practice-Informed Research and Research Informed Practice 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	Readings: • Halle et al (2016) (K) • Martin et al (2004) (K) Assignments: • Module Two Activity—Creating Research Questions and Designs (K, V, S, C, A) • Module Nine Activity—Annie E Casey Foundation Article (K, V, S, C, A) • Written Assignment Two—Literature Review (K, V, S, C, and A) • Module Eight Quiz (K, S)	Module 4 Module 7 Module 2 Module 9 Module 7 Module 8	Page 6 Page 9 Page 4 Page 10 Page 9 Page 9

CSWE Competency and Description	Course Content relevant to Dimensions that Comprise the Competency*	Course Location	Syllabus Location
understand the processes for translating research findings into effective practice.			
2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities Social workers understand qualitative and quantitative methods for evaluation outcomes and practice effectiveness.	Readings: • Lee et al (2009) (K) • Kendall (2003) (K) Assignments: • Module Six Activity—Pre-Experimental and Experimental Design (K, V, S, C, A) • Module Eight Activity—Single Subject Design (K, V, S, C, A) • Written Assignment One—Topic Paper (K, V, S, C, and A) • Module Six Quiz (K, S)	Module 5 Module 6 Module 6 Module 8 Module 3 Module 6	Page 7 Page 8 Page 8 Page 9 Page 5 Page 8

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes

*The two right columns in the table below do not contain an exhaustive list of every reading, activity, assignment, and summative assessment that addresses a specific competency; rather, the instructor has chosen to highlight select examples of course component focused on each competency.

X.   Appendix B: Topic Paper

The topic paper should be focused on a broad topical area relevant to social work. When selecting a topic, it is key to ensure that you do not have too broad of a focus nor do you have too narrow of a focus. If you have too broad or too narrow of a focus, you may find it difficult to successfully complete the next two assignments (literature review and research proposal).

Here are some examples of topics that are too broad, too narrow, and "just right":

- Substance abuse (too broad)
- Group-level interventions for adolescent females living in rural Wyoming who abuse methamphetamine (too narrow)
- Substance abuse interventions appropriate for adolescents who abuse alcohol ("just right")

In this paper, provide the reader with a brief introduction to the topic. You should utilize at least two pieces of evidence from outside sources to inform the reader of the prevalence of the issue and the impact of the issue on individuals, families, groups, and/or communities. The goal of the topic paper is to convince the reader that the "problem" you are interested in is important to the discipline of social work.

This document should be no more than two pages in length. It should be written with a 12-point font and double-spaced. The document must be formatted according to most recent APA manual; however, you do not need to include an abstract. The instructor will use the OWL website when determining if APA formatting was done correctly. More information on OWL can be found here: https://owl.english.purdue.edu/owl/resource/560/01/.

Rubric for Topic Paper

Criteria	Ratings			Points Possible
Evidence from outside sources regarding prevalence and impact	Two sources of evidence are included and appropriately integrated into paper. (2)	One source of evidence is included and appropriately integrated into paper. or Two sources are included but not appropriately integrated into paper (1)	No sources of evidence are included. (0)	2
Importance to profession of social work is established	Specific rationale is provided regarding the importance of the proposed topic to the profession of social work. (2)	Rationale is provided regarding the importance of the proposed topic to the profession of social work; however, this	Rationale is not provided regarding the importance of the proposed topic to the profession of social work. (0)	2

Criteria	Ratings			Points Possible
		rationale is vague or generic. (1)		
Spelling, grammar, APA, and formatting	No errors in spelling, grammar, APA, and formatting. (2)	One or two errors in spelling, grammar, APA, and formatting. (1)	More than two errors in spelling, grammar, APA, and formatting. (0)	2
Timeliness		Paper is submitted on time. (1)	Paper is submitted after the due date. (0)	1

XI.   Appendix C: Literature Review

The literature review allows you the opportunity to explore the existing scholarly knowledge base regarding the topic that was the focus of your topic paper. The goal of the paper is to establish, to a small degree, what is currently known and not known about a given topic. This paper consists of three parts:

1. The first part is a brief introductory statement. The introductory section should be no more than one page in length. The purpose of the introductory statement is to orient the reader to what to expect in the paper.

2. The second part of the paper is an annotated bibliography containing ten articles from scholarly, peer-reviewed journals related to your selected topic. Each article selected should be focused on original research that was conducted by the author(s) rather than "think pieces." Once you have located ten articles, summarize the articles using the following table:

Citation	Research Question	Overview of Methodology	Overview of Sampling	Key Results	Critique of article

Here is an example:

Citation	Research Question	Overview of Methodology	Overview of Sampling	Key Results
ARTICLE ONE: Smith, J. (2017). A study focused on scary cats. *Scary Cat Journal, 17*(2), 33-47.	Why are cats so scary?	The researcher used a 37-question survey to determine the degree to which children are scared of cats. Sample questions include: "do you think black cats are the scariest?" and "did you realize that house cats are actually almost tigers?"	The researcher utilized a simple random sample using a list of all fifth-grade children currently enrolled in the Westby Area School District. A total of 79 individuals completed the study.	There were two key findings from this study: 1. Cats are scary because they don't really care what you think about them. 2. Children who currently live on a farm are less likely to be afraid of cats.

3. The third part of the paper is a synthesis of the ten articles. The synthesis section of the paper should be at least two pages in length. Address the following questions in the synthesis:

   - What are areas of consensus among the authors of the ten research articles?

- What are areas of disagreement among the authors of the ten research articles?

The document must be formatted according to most recent APA manual; however, you do not need to include an abstract. In addition, you are welcome to format the table in whatever manner seems most useful for you rather than using APA guidelines for tables. The instructor will use the OWL website when determining if APA formatting was done correctly.

Rubric for Literature Review

Criteria	Ratings			Points Possible
Introductory statement		Introductory statement orients reader to what to expect in paper. (1)	No introductory statement included. (0)	1
Quality of articles	Ten original research articles from scholarly, peer-reviewed journals are included in the annotated bibliography. (5)	Eight or nine original research articles from scholarly, peer-reviewed journals are included in the annotated bibliography. (3)	Fewer than eight original research articles from scholarly, peer-reviewed journals are included in the annotated bibliography. (0)	5
Accuracy of article summaries	The ten article summaries are accurate in terms of citation, research question, overview of methodology, overview of sampling, key results, and critique of article. (5)	Eight or nine summaries are accurate in terms of citation, research question, overview of methodology, overview of sampling, key results, and critique of article. (3)	Fewer than eight summaries are accurate in terms of citation, research question, overview of methodology, overview of sampling, key results, and critique of article. (0)	5
Synthesis of articles	The synthesis of articles is at least two pages in length, addresses areas of consensus, and addresses areas of disagreement. (3)	The synthesis of articles is at least two pages in length. (2)	The synthesis of articles is less than two pages in length. (0)	3
Spelling, grammar, APA, and formatting	No more than two errors in spelling, grammar, APA, and formatting. (5)	Three to four errors in spelling, grammar, APA, and formatting. (3)	More than four errors in spelling, grammar, APA, and formatting. (0)	5
Timeliness		Paper is submitted on time. (1)	Paper is submitted after the due date. (0)	1

XII.   Appendix D: Research Proposal

In the research proposal, you will exhibit your ability to conceptualize and design a research project. The proposed research project should fill a gap in existing knowledge regarding the topic on that was the focus of your topic paper.

The sections of the research proposal are as follows (use the same headings as listed below):

Introduction

The introductory section should be no more than one page in length.

Research Question

In this portion of the research design paper, you will state your research question. The research question section should be no more than ½ page in length.

Sampling

Describe the individuals who will participate in the research, as well as the sampling procedure used to select the subjects. Be sure to state and justify your proposed sample size and specify the unit of analysis. In addition, address any ethical issues regarding human participants and provide a brief description of the procedures you will use to protect human subjects. The sampling section should be no more than one page in length.

Measurement and Data-Collection Methods

In this section, if appropriate, provide a conceptual and operational definition of each variable and indicate the independent variable and the dependent variable. Keep in mind that the mechanism for measuring or observing the variables contributes significantly to the operational definition of the variables. You should also provide the reader information about the measures/data collection instruments that you would use during the data collection portion of your proposed research. If you are using existing measures, provide information on the reliability, validity or trustworthiness of the measures. If you are creating your own measures, discuss the steps taken to ensure that the measures are trustworthy. Attach a copy of the measure(s)/data collection instruments. In addition, if you are using an interview guide, talk about where the interviews will take place and who will conduct the interviews. You should describe the procedure in a way that another researcher could replicate the same study just by reading about the procedure. The measurement and data-collection section should be no more than three pages in length.

Data Analysis

Identify how you are going to process and analyze the data. The data analysis section should be no more than ½ page in length.

Conclusion

The conclusion should briefly summarize the paper. The conclusion section should be no more than ½ page in length.

The document must be formatted according to most recent APA manual. You do not need to include an abstract. The total length of this paper will vary based on your research design; however, a minimum of five pages and a maximum of eight pages is expected.

Rubric for Research Proposal

Criteria	Ratings			Points Possible
Introductory statement		Introductory statement orients reader to what to expect in paper. (1)	No introductory statement included. (0)	1
Research question		Research question is stated. (1)	Research question is not stated. (0)	1
Sampling	Sampling section addresses all of the following: • who will participate in the research • sampling procedure, • sample size • justification of sample size • ethical considerations (5)	Sampling section addresses at least four of the following: • who will participate in the research • sampling procedure, • sample size • justification of sample size • ethical considerations (3)	Sampling section addresses fewer than four of the following: • who will participate in the research • sampling procedure • sample size • justification of sample size • ethical considerations (0)	5
Measurement and Data-Collection Methods	Measurement and data-collection section addresses all of the following: • Conceptual and operational definitions (if appropriate) • Specifics as to the data collection tool used • Information on the reliability	Measurement and data-collection section addresses at least four of the following: • Conceptual and operational definitions (if appropriate) • Specifics as to the data collection tool used	Measurement and data-collection section addresses fewer than four of the following: • Conceptual and operational definitions (if appropriate) • Specifics as to the data collection tool used	5

Criteria	Ratings			Points Possible
	and validity or trustworthiness of the data collection plan • Detail regarding data collection procedures • Copy of the measure or data collection tool is included (5)	• Information on the reliability and validity or trustworthiness of the data collection plan • Detail regarding data collection procedures • Copy of the measure or data collection tool is included (3)	• Information on the reliability and validity or trustworthiness of the data collection plan • Detail regarding data collection procedures • Copy of the measure or data collection tool is included (0)	
Data Analysis		Proposed data analysis strategy is provided. (1)	Proposed data analysis strategy is not provided. (0)	1
Overall Conceptualization	The overall conceptualization of the project is coherent. For example, if the research question is qualitatively oriented, the sampling, methodology, and data analysis are all aligned with a qualitative approach. (2)	The overall conceptualization of the project is partially coherent. No more than one section of the paper is misaligned with the overall orientation of the research question. (1)	Multiple sections of the paper are misaligned with the research question. (0)	2
Conclusion		Conclusion statement briefly summarizes the paper. (1)	The synthesis of articles is less than two pages in length. (0)	1
Spelling, grammar, APA, and formatting	No more than two errors in spelling, grammar, APA, and formatting. (3)	Three to four errors in spelling, grammar, APA, and formatting. (1)	More than four errors in spelling, grammar, APA, and formatting. (0)	3
Timeliness		Paper is submitted on time. (1)	Paper is submitted after the due date. (0)	1