SOCW 4195.401  
Social Work Research  
Fall 2023  
Christy R. Collins, LCSW-S  
SWK office:  
Email: collinsc2@sfasu.edu

Office Hours:  
- Tuesdays 1:00 pm – 4:00 pm (face to face, Tyler-TJC campus OR virtual*)  
- Wednesdays 8:00 am – 9:00 am, 2:00 pm – 6:00 pm (virtual*)  
- Thursdays 11:00 am – 1:00 pm (virtual*)  
- Other availability as needed - *virtual via ZOOM https://sfasu.zoom.us/j/6806722832

Prerequisites: None  
Co-requisites: None

COURSE SYLLABUS

I. COURSE DESCRIPTION

The purpose of this course is to introduce students to research methods with an emphasis on social work. Students will learn about basic quantitative and qualitative research methods and their application to social work practice. This course serves as the foundation for advanced social work research courses, including SOCW 4355: Research Practicum.

REQUIRED TEXT:

RECOMMENDED TEXT:

II. CURRICULUM DESCRIPTION

The BSW program at SFASU features a generalist perspective to social work practice, defined as follows:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.

- Is multi-level to include individuals, families, groups, organizations, and communities
- Is multi-theory, allowing for the free selection of theories as appropriate
- Utilizes a problem identification and solving focus that follows a problem-solving framework
- Utilizes multiple interventions at multiple levels, as appropriate
- Addresses the complexity of individual, family, group, organizational, and community system interactions
- Requires an integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice, and populations-at-risk.
III. PROGRAM LEARNING OUTCOMES (PLO) (CSWE CORE COMPETENCIES)
1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

*Educational Policy and Accreditation Standards (EPAS, 2015) from the Council on Social Work Education

IV. STUDENT LEARNING OUTCOMES (SLO) (CSWE COMPONENT BEHAVIORS)
Upon successful completion of this course, students will be able to:

1. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
2. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
3. Use practice experience and theory to inform scientific inquiry and research
4. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
5. Use and translate research evidence to inform and improve practice, policy, and service delivery
6. Select and use appropriate methods for evaluation of outcomes
7. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
8. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
9. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

V. INSTRUCTIONAL METHODS
The primary instructional model for this course is face to face collaborative learning. Specifically, the instructor will set course content, course objectives, and methods of classroom assessment. The course will incorporate the following instructional strategies: lecture, class discussion, in-class activities, assigned readings, individual projects, and group presentations. Students are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. Most importantly, students are expected to be active learners and to ask for clarification when they have questions. The goal of this approach is to develop a safe learning environment that addresses a variety of learning styles, promotes critical thinking, and fosters creativity. Students should make every attempt to attend all classes and assume responsibility for their own learning.

VI. COMPUTER REQUIREMENTS
This course will utilize Brightspace/D2L to support the delivery of course content. For additional support with Brightspace/D2L and other technology needs, go to https://www.sfactl.com/student-support. You will need basic skills regarding the use of a word processor and web browser.

Make note that many assignments, activities, and/or quizzes and exams will be given through D2L. Course content, including PowerPoints, lecture notes, and additional readings, will be uploaded to D2L. Written assignments will be expected to be uploaded into D2L dropbox, and feedback on the assignment will be given through the dropbox. All grades will be posted in the D2L gradebook.

VII. COURSE SCHEDULE

Week 1: Course Overview, D2L, APA
Introduction Activity, Research Process in a Single Class (ICA 1)
Reading: NASW Code of Ethics

Week 2: Why study Research? Evidence Based Practice, Ways of Knowing
PhotoVoice Activity, Podcast Reflection (ICA 2) QUIZ 1
Reading: Rubin & Babbie Chapters 1 & 2
Listen: On Being – Resmaa Menakem
Week 3:  
Library Research, APA & Plagiarism, Fake News  
Quantitative, Qualitative, and Mixed Methods  
Ted Talk, Jeopardy, APA discussion (ICA 3) **QUIZ 2**  

Week 4:  
Factors Influencing the Research Process, Theory/Perspective  
Podcast Reflection, The Mask You Live In Activity (ICA 4)  
**Article Critique Practice:** **QUIZ 3**  
**Reading:** Rubin & Babbie Chapter 4, Vilarreal-Otalora (2019)  
**Listen:** Invisible Women

Week 5:  
Reviewing Literature and Developing Research Questions  
Question Discussion (ICA 5), Article Critique Practice **QUIZ 4**  
**Reading:** Rubin & Babbie Chapter 7, Edmond et al. (1999).

Week 6:  
Ethical and Cultural Issues in Social Work Research, Culturally Competent Research  
Podcast Discussion, Ethics Case Study (ICA 6) **QUIZ 5**  
**Listen:** You’re Wrong About – Tuskegee (Parts 1 & 2 ~ 2.5 hours)  
**Reading:** Rubin & Babbie Chapters 5 & 6

**Week 7:**  
**Assignment A Due, Take Midterm**

Week 8:  
Measurement in Quantitative and Qualitative Inquiry, Quantitative and Qualitative Measurement Instruments  
**Article Critique Practice,** Group Project Planning Time (ICA 7) **QUIZ 6**  
**Reading:** Rubin & Babbie Chapters 8 & 9, Adams et al. (2008), Hills & Argyle (2002)

Week 9:  
Sampling: Quantitative and Qualitative Approaches  
**Article Critique Practice,** Group Activity (ICA 8) **QUIZ 7**  
**Reading:** Rubin & Babbie Chapter 11, Choi et al. (2015)

Week 10:  
Surveys, Experiments and Quasi- Experiments  
Group Activity (ICA 9) **QUIZ 8 Assignment B Due**  
**Reading:** Rubin & Babbie Chapters 10 & 12, Khazaee-Pool et al. (2015), OHQ

Week 11:  
Interviews and Focus Groups, Additional Methods in Qualitative Inquiry  
Group Activity (ICA 10) **QUIZ 9**  
**Reading:** Rubin & Babbie Chapter 15, Hall (2017)

Week 12:  
Unobtrusive Research, Analyzing Available Records: Quantitative and Qualitative Methods  
**Present Article to Group,** Group Project Work Day, **QUIZ 10**  
**Reading:** Rubin & Babbie Chapter 16, Marcelin et al. (2006)

Week 13:  
Real World Research, Single Case Evaluation Designs, Program Evaluation  
Group Project Work Day **Assignment C Due**  
**Reading:** Rubin & Babbie Chapters 13 & 14

Week 14:  
Thanksgiving Break

Week 15:  
Reporting Research: **Group Research Project Presentations (Assignment D)**

Week 16:  
**Final Exam**
VIII. COURSE REQUIREMENTS

A. Course expectations.

Instructor expectations: It is my responsibility to deliver course content and facilitate learning through a combination of class discussion, lecture, and creation of meaningful activities and assignments. It is also my responsibility to be on time and present in the classroom, provide timely feedback on assignments, and be available to students during office hours. I care deeply about contributing to the profession of social work by facilitating the growth and development of future social workers and colleagues I would be proud to work alongside. I promise to be an active learner myself and listen to constructive feedback about opportunities to make learning more meaningful in the classroom.

Student expectations: A student’s responsibility is primarily to be accountable for their own learning through adequate class preparation and meaningful class contributions. This means setting aside regular time during the week to read and review course content and complete assignments. This also means making time to ask questions during office hours if needed. I have found that students who are able to set aside regular intervals during the week to prepare for class have better outcomes than those who try to complete all their work in the hour prior to class. Homework, ICAs, papers, projects, other assignments, etc are due prior to the start of class, unless otherwise noted. Your learning is your own, and your time in the program is an opportunity to practice the professionalism you will use in the field. Please be respectful.

B. Class attendance: In order for the class to discuss the readings and complete in-class activities, it is essential for students to read assigned material before coming to class, to attend class regularly, and to participate. Furthermore, students are expected to arrive on time and stay for the duration of the class. Absences and/or a persistent pattern of lateness will affect a student’s grade. Finally, students are responsible for all material covered in class and assigned in the syllabus, whether or not they have attended class.

Participation: There are two parts to the participation grade for this course. A student will receive 2 points for every class they attend (30 points). During in-class group activities, a student will receive a grade from 1-5 from their peers for their participation in-class group activities (50 points). For the final presentation (Assignment D), students will receive a grade from 0-20 from their peers for their participation in the final presentation (Assignment D) (20 points).

Absences: At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. When possible, students should notify their instructors in advance about absences. Students are responsible for providing documentation in a timely manner to the instructor for each absence. The instructor determines whether such documentation is satisfactory. Students missing classes, other than for university-sponsored trips, should contact the Office of Student Conduct and Outreach and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by the Office. The notification is only provided as a courtesy to the student and the student's instructor(s). For more information, click on “absence notification” here: https://www.sfasu.edu/deanofstudents/student-resources/report-it

Cell phones/electronic devices: Such devices are disruptive to the classroom environment and students are expected to refrain from using them during class. All such devices are to be placed on silent mode or turned off during class. Repeated interruptions may result in a deduction of points from the final average.

C. Readings: The course outline provides a list of required readings for each week. Since lectures, class discussions and activities are designed to answer questions about the material and expand upon the basic concepts, students are expected to complete the assigned readings prior to class. Furthermore, students are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, students should present well-formulated questions and comments that demonstrate prior preparation.

D. Quizzes: The quizzes given over the semester will test for general comprehension of the course material (assigned readings and/or previous lecture topics). Ten (10) quizzes at 10 points each will be given over the semester for a total of 100 points. Quizzes will cover previously assigned readings. Permission to miss any quiz will be based on “Absence” policy above. Missing a quiz without either prior permission or an excused absence will result in a grade of "0" on that quiz. The instructor will schedule make-up quizzes.

E. In-Class Activities (ICA): There will be a total of 10 in-class activities over the course of the semester. Each activity will be worth 10 points for completion. In addition, you will receive up to 5 participation points from your peers for your participation (see “participation” above). Permission to miss any in-class activity will be based on “Absence” policy above. Missing an in-class activity without either prior permission or an excused absence will result in a grade of "0" on that activity. The instructor will schedule make-up activities.
F. **Exams:** Two (2) major application exams will be given during the semester – one at midterm and one for the final. All material provided on the topics, including all assigned readings, discussions, lectures, discussion questions/response, and guest presentations are subject to examination. The exams will consist of matching, true/false, multiple choice, short answer, and/or essay questions.

The student is expected to take all exams at the scheduled time. **Permission to miss any exam will be based on “Absence” policy above.** Missing an exam without either prior permission or an excused absence will result in a grade of "0" on that exam. The instructor will schedule make-up exams.

G. **Assignments:** The student is responsible for completing assignments in accordance with the specific guidelines identified in the assignment description (see below in the syllabus). Assignments A, B, C & D are to be typed in 12 pt. font with double spacing and standard margins. All assignments are to be in APA format per the Publication Manual of the American Psychological Association (7th ed.). Failure to meet these guidelines will result in loss of points. **Please visit this website for more information and resources on APA:** https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html. See the descriptions of Assignments A & B for additional assignment guidelines.

**Late assignments:** Students are expected to turn in assignments at the scheduled time. **Permission to miss any exam will be based on “Absence” policy above.** Turning in an assignment late will result in 5-10% of the total points being deducted from the total points earned for each day the assignment is late, with a max of 50% deducted after one week. **You may turn in any assignment up to the last day of class prior to the final for up to 50% credit.**

H. **Additional information:** Important dates and deadlines: https://www.sfasu.edu/registrar/registration-information/dates-deadlines. Office of Student Conduct and Outreach resources: https://www.sfasu.edu/sco/resources

**GRADING:**

<table>
<thead>
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<th>Points</th>
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<tr>
<td>Quizzes</td>
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<tr>
<td>In-class activities</td>
<td>10 @ 10</td>
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<tr>
<td>Exams</td>
<td>2 @ 100</td>
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<td>Assignment A</td>
<td>100</td>
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<td>Assignment B</td>
<td>100</td>
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<td>Assignment C</td>
<td>100</td>
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<td>Assignment D</td>
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<td>Participation</td>
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<td>Total</td>
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**GRADING SCALE:**

- A 895-1000
- B 795-894
- C 695-794
- D 595-694
- F 0-594

**Academic Integrity (4.1)**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements. Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to
commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc. If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents 936.468.7249 dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202 www.sfasu.edu/humanservices/139.asp 936.468.1041

The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit.

Services include:
• Health Services
• Counseling Services
• Student Outreach and Support
• Food Pantry
• Wellness Coaching

Crisis Resources:
• Burke 24-hour crisis line: 1.800.392.8343
• National Suicide Crisis Prevention: 9-8-8
• Suicide Prevention Lifeline: 1.800.273.TALK (8255)
• johCrisis Text Line: Text HELLO to 741-741

• Alcohol and Other Drug Education www.sfasu.edu/thehub 936.468.4008 thehub@sfasu.edu
ASSIGNMENTS
Assignment A – Research Question & Reference List

DELIVERABLE: An appropriate research question (based on a current social issue/problem relevant to generalist social work practice), list of search terms, PDF of chosen article, and an APA style reference list with 10 items related to your topic including:

- 5 Publications in peer reviewed journals
  - 4 empirical research articles (include qualitative and quantitative)
  - 1 systematic review (also may be called scoping review or meta-analysis)
- 1 academic book (located in the Steen Library)
- 2 credible news articles
- 2 articles or reports from a think tank websites

The above sources should address the following aspects:

a. Problem Definition/Description and Etiology (cause) of the Problem
b. Description of the Population Experiencing the Problem (Characteristics, Issues, Strengths, and Weaknesses)
c. Competing Points of View Regarding the Problem
d. Implications for the Delivery of Generalist Social Work Practice Interventions.

STEP ONE: Using “Your Research Question” Handout below, formulate a research question using this format:

What is the impact of INDEPENDENT VARIABLE on DEPENDENT VARIABLE among POPULATION?

STEP TWO: Using Steen Library databases, find 4 empirical research articles + 1 systematic review in peer reviewed journals. Also, find a book related to your topic that is held at Steen Library.

- Conduct a Search of Existing Literature
  - Conduct library database searches, using Social Work databases.
  - Record the search terms that you use in these searches.

- Select 4 empirical research articles and 1 systematic review that match research question.
  - Empirical research articles in peer-reviewed journals will begin with a literature review, describe a sample, data collection, and research findings.
  - Include both QUALITATIVE and QUANTITATIVE research.

STEP THREE: Conduct and internet search to identify credible new articles (2) AND articles or reports form think tanks (2)

STEP FOUR: Create your reference list and pick one article you will critique and present to your group.

1. Create a reference list of these 10 items in APA Style (which also means alphabetical order).
   a. Please indicate what category this item is from (Research Article-RA; Systematic Review; Book; News; Think Tank-TT)

2. Pick One Article to Critique and Present
   a. From the list of 5 journal articles, pick the piece you like the best.
   b. Save PDF to read and also submit your PDF to Ms. Collins via D2L.

3. FINAL ASSIGNMENT MUST INCLUDE:
   a. Your Research Question (See info below for how to format).
   b. Your Search Terms
   c. PDF of your chosen article.
   d. A bibliography/reference list of 10 items, APA Style!

4. Grading Rubric: Question is worth up to 25 points, search terms are worth up to 25 points, and students will earn up to 5 points for each reference in the bibliography presented based on use of APA style and relevancy to the research question. Possible total of 100 points.

5. See example on next page. This assignment will be submitted in a D2L dropbox.
“Your Research Question”

What would you like to know more about?

a. Independent Variable:

b. Dependent Variable:

c. Sample Population:

d. Research Question:

What is the impact of INDEPENDENT VARIABLE on DEPENDENT VARIABLE among POPULATION?
1. **Research Question:** What is the impact of food on the psychosocial outcomes of incarcerated women?

2. **Search Terms:** Food, Meals, Prison, Jail, Incarceration, Women, Female

3. **Chosen Article for group critique presentation (PDF of article is attached):** Smith, 2002

4. **Reference List:**


Assignment B – Annotated Bibliography

Using your 10 references from Assignment A, you will create annotations for each reference.

Each entry reference (which should already be in APA format and alphabetical order) will be followed by two paragraphs – one that briefly describes and summarizes the source’s contents (first paragraph) and another that makes a clear statement about its importance to the chosen topic (second paragraph). The paragraphs must summarize the information in your own words and should not contain direct quotes.

This assignment will be submitted in a D2L dropbox and is worth up to 10 points per reference annotation for a total of 100 points.

Assignment C – Critique of Empirical Social Work Literature

You will use your five (5) articles from peer-reviewed journals (4 empirical research/1 meta-analysis or scoping review) and critically critique the following aspects of the article:

1. Thoroughness of Literature Review
2. Problem Formulation, Conceptualization, and Operationalization
3. Recruitment
4. Sampling
5. Methods and Design
6. Data Collection, Measurement, and Instrumentation
7. Procedures/Ethics
8. Data Analysis
9. Findings and Implications of the Results, and Limitations
10. Dissemination and Relevance/Applicability to Generalist Social Work Practice.

Use the template found on the next page for formatting (“Critique Worksheet”). You identified one article in assignment A that you will present to your group using this critique format. That will be worth 20 points. You will complete the other four critiques for up to 80 points, making this assignment worth 100 points. This assignment will be submitted in a D2L dropbox.

Presentation of Critique to Group:
You must specify if article is quantitative or qualitative. You must also share why you picked this article and how it relates to your research question. You then only need to Pick ONE (or TWO) aspects of the article to discuss in detail with the group. Pick the part of the article that was most interesting to you. Describe what they authors did and why it was interesting to you.

Options to consider include:

- Lit Review/Background (strengths & weaknesses)
- Sampling (how were people recruited, what diversity was present or absent)
- Data Collection (instruments, strategies)
- Research Procedures, including research ethics
- Data analysis (how they organized and managed data)
Critique Worksheet

1. APA Citation of Article:

2. AUTHORS: Who wrote this article? How would you describe their gender, race, and ethnic identity? What is their professional background? What bias might this person/team have?

3. LITERATURE REVIEW.BACKGROUND: What were the main points in the literature review? What are the strengths and weaknesses of this literature review? Does it adequately cover the topic? Does it logically build up to research question(s) and/or hypothesis(es)?

4. PROBLEM FORMATION, CONCEPTUALIZATION, & OPERATIONALIZATION: Is there a research question(s) and/or hypothesis(es)? Are they well thought out? Does the hypothesis(es) allow the researcher to answer the research question accurately? Are the variables operationally defined, measurable, and consistent with the hypothesis(es)?

5. RECRUITMENT/SAMPLING: What population was recruited to participate in this study? How were they identified? What sampling method is used? Is it applied appropriately? What diversity was present in this sample? Who does the sample leave out? What was the sample size? In other words, how many people participated in the study?

6. METHODS/DESIGN: What kind of research is the study an example of? (Check one and give explanation)
   ____ Qualitative
   ____ Quantitative
   ____ Both (mixed methods)

   Is it consistent with the research question(s) and hypothesis (es) and implemented appropriately?

7. DATA COLLECTION/MEASUREMENT/INSTRUMENTATION: How was data collected? What were the strengths and weaknesses of this data collection plan? Does it accurately measure the variables as conceptualized and operationalized? Is it reliable and valid? Note that the researchers may have used more than one type of data collection/instrument (e.g. Questionnaires, Scales, Interviews, Observation, Secondary Data).

8. RESEARCH PROCEDURES/ETHICS: Evaluate the overall procedures. Did this design show respect for human subjects and research ethics? What might you have done differently?

9. DATA ANALYSIS: What statistical tests are utilized? Are they appropriate for the level of measurement, hypothesis(es), and sampling method?

10. FINDINGS/IMPLICATIONS/LIMITATIONS: Describe one of the authors’ findings. (Look in “Results” and “Discussion” sections) Is there discussion about how diversity (i.e. race/gender/ethnicity/age/sexual orientation) impacts outcomes? Based on all of the above factors, can the author draw the implications included in this article? What are the reported limitations to the study?

11. DISSEMINATION: Who do you think might be interested in these findings? How might you share this work with this audience?

12. REFLECTION/RELEVANCE TO SOCIAL WORK:
   a. Your Social Work Practice: How does this article inform your social work practice?
   b. Anti-Racism Lens: How does this article reinforce or dismantle racist ideas?
Assignment D – Group Research Design Presentation

Each group is responsible for designing a research project that includes a research question and all elements of the research design.

- Time will be set aside in class to allow you to work on these projects.
- In addition, you may need to meet outside of class or communicate via email with your group.

The final product for this project will be a POSTER (100 pt) that your group will PRESENT (50 pt) to the class. In addition, each member of the group must submit a REFLECTION PAPER (50 pt) about their contribution and the group process. Every member of the group will receive the same grade for this poster and presentation.

The POSTER should be created in PowerPoint using an existing Poster Presentation Template. There are many of these templates available on-line for free. Two sites that I recommend are:

- https://libguides.southernct.edu/LRC/postertips

These sites also provide suggestions and ideas about how to design research posters.

Each POSTER should include the following information:

- Title of Research Project
- Name of Group Participants
- Research Question (use format for Assignment A)
- Research Design (Use these 8 headings to set up your poster)
  - Introduction/Lit Review
  - Sampling Plan
  - Data Collection
  - Procedures
  - Data Analysis
  - Ethical Considerations
  - Limitations
  - Plan to Disseminate Findings

- You may use words, graphs, or pictures to illustrate your project ideas and plans.
- Note that all font on the poster must be size 18 point or bigger. Do not include font that is smaller than 18 points. The font size for your title and headings may be bigger.
- ATTACHMENTS: Your project should include ALL handouts that would be required to conduct this study as attachments. For example:
  - Recruitment Flyers
  - Data Collection Instrument (survey, interview questions)

Your group will PRESENT your posters in class on 12/01/22. Each group will have up to 15 minutes to discuss their research proposal. Every member of the group must be actively involved in this presentation. We will have time for questions and discussion.

- Related handouts should be emailed to Ms. Collins before the presentation.
- After your presentations are made, your peers will offer feedback and comments. You can use this feedback to improve your presentation and/or handouts.
- One member of the group should post the final poster with all attachments to D2L by 12/01/22.
  - If possible, please combine into a single PDF document before submitting.
  - This final draft may include feedback from your peers.

Reflection Prompts: Think about how you have contributed to this class project and activities. What has worked well for you? What dimension of your participation are you most proud of? Where do you think you could do things differently? What are strengths of your group project? What surprised you about this project and process? How would you grade yourself?

Any questions? Please ask!
Participation Tracking and Group Roles

When you meet for an ICA, you will assign GROUP ROLES:
- Presenter – Shares out group ideas
- Recorder – Listens and summarizes group ideas in writing
- Outreach – Only person in the group who can talk to professor or other classmates (outside the group)
- Reader – Reads aloud class assignments or introduction to activity.
- Participant—All other students.

ROLE = OUTREACH
Your job as Outreach is to actively participate in today's activities and monitor the team’s questions and queries. You are also to resolve disputes and assure that all members participate and understand what is going on. If your team has a question or problem they cannot resolve, only the outreach member can raise their hand and ask the question. The instructor will not respond to others in the team raising their hands so be sure to respect and honor your team’s questions.

ROLE = PRESENTER
Your job as Presenter is to actively participate in today's activities and then represent the views and conclusions held by the majority in your team. You may be asked to present your team's answer to a problem, either to the class or to another team. You may consult with another team if your team has a question they can’t resolve.

ROLE = RECORDER
Your job as Recorder is to actively participate in today's activities and also keep a record of what the team has done. Your whole team should be writing everything down as you go through the notes, but you will be responsible for the final written copy. Your work may be turned in to be graded or shared with the class by your presenter.

ROLE = READER
Your job as Reader is to read aloud all text in any group activities. The goal is for your team to work together on the group problems. One important way to keep people working together at the same pace, is to read aloud.

Each time you meet and complete an ICA, you must select a role for each group member. You must play each role at least once. When you complete the ICA, you will self-grade and give yourself 1-5 points for your participation. For the group research design, your participation points are out of 20.

You will be in one group for ICA 1-6 and another for ICA 7-10 and the group research design presentation/project. You will create a shared google doc that lists the ICA #, the team members and their roles for each meeting, and how many participation points they are awarded. That list will go to your instructor after ICA #6 and then after the group research design presentation project.

EXAMPLE:

<table>
<thead>
<tr>
<th>ICA #</th>
<th>NAME</th>
<th>ROLE</th>
<th>POINTS</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Shanta</td>
<td>Recorder</td>
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</tr>
<tr>
<td>1</td>
<td>Marcus</td>
<td>Outreach</td>
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<tr>
<td>1</td>
<td>Freddie</td>
<td>Presenter</td>
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</tr>
<tr>
<td>1</td>
<td>Carol</td>
<td>Participant</td>
<td>5</td>
</tr>
</tbody>
</table>
Bibliography and References


Additional Resources


Black History in Two Minutes or So (2020, February 7). *The Tuskegee Study* [Video]. YouTube. [https://www.youtube.com/watch?v=afwK2CVpc9E](https://www.youtube.com/watch?v=afwK2CVpc9E)


