I. COURSE DESCRIPTION

SOCW 5300 is the introductory course in social work research methods for the professional generalist practice. This course addresses the areas of critical thinking, understanding the social work research literature, conducting literature reviews appropriate for research proposals, applied research methods (quantitative and qualitative), evaluation methods, and formulation of research plans.

This course is the first in a series of three research courses including Social Work Research Process (SOCW 5320) and Research Practicum (SOCW 5330). The research sequence is designed to prepare students to think critically, to understand the professional literature, to evaluate practice, to collect and analyze data, and to conduct research in generalist and advanced generalist social work practice settings with individuals, families, groups, communities and organizations in a rural context. Issues of values, ethics, diversity, social and economic justice and populations at risk are examined from a rural context throughout this course. It is important that students develop a holistic view of the competencies.

II. COURSE CONTACT HOURS AND STUDY HOURS

Course credit is determined by CSWE Educational Policy and Accreditation Standards (EPAS). Please keep in mind that, under federal financial aid eligibility requirements, SFA policy 5.4 defines the credit hour as “(1) Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately sixteen weeks for one semester hour of credit, or the equivalent
amount of work over a different amount of time, or (2) at least an equivalent amount of work as outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.” So, for instance, a 3-credit hour face-to-face course in the fall term should approximate 3 hours of classroom time/direct instruction and at least 6 hours of out-of-class work per week. Online or hybrid courses should employ various strategies for creating student-professor contact and are held to the same standard for contact hours and out-of-class work as face-to-face classes.

III. TEXT AND MATERIALS

REQUIRED


IV. CURRICULUM DESCRIPTION

The MSW program of SFASU features a generalist practice and a single specialization/specialized practice: Advanced Generalist Practice in a Rural Context. Both are defined below. It is important to note here that the BSW program and the MSW program have developed a shared definition of generalist practice, given below.

**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.

Briefly, generalist social work 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 problem identification and solving focus that follows a problem-solving framework.
• Addresses the complexity of individual, family, group, organizational and community system interactions.

• Requires integration of awareness, competence, and professional response to issues of values, ethics, diversity, culture, social justice and populations-at-risk.

**Advanced Generalist practice** builds on the Generalist Practice, incorporating the elements listed above, but characterized by a greater depth, breadth, and autonomy as demonstrated through specialized knowledge across problem areas, populations-at-risk and practice settings, with a greater selection of diverse interactions across practice levels.

Briefly, advanced generalist practice requires:

- The ability to engage and differentially assess complex problems with systems of all sizes, with a variety of advanced assessment skills.
- Specialized in evidence-based interventions with systems of all sizes.
- Differential evaluation techniques with systems of all sizes.
- Strategies to advocate for clients and constituencies influenced by rural lifestyles.
- Readiness for leadership in a variety of areas including program development, coordination and administration; clinical and organizational supervision; policy creation, reform and implementation; leadership in research development and utilization, particularly in interdisciplinary and multidisciplinary practice settings; professional development.

The specialized practice for the MSW program is advanced generalist practice for rural contexts. Theories that describe and predict rural ecological systems and rural strengths, including the incredibly rich interactions, simple and complex, formal and informal, wholesome and debilitating are emphasized. On this basis, the curriculum of the MSW Program emphasizes the ecological systems approach, the strengths perspective, and the social capital and social exchange theories.

**Rural context** refers to social work practice with people influenced by rural lifestyles and systems of all sizes within and outside of rural communities. There is no single accepted definition of rural. In fact, just as generalist practice in social work draws on multiple theories, generalist practice in rural contexts recognizes the many definitions currently in use and their advantages and disadvantages for research, practice, and advocacy. The School of Social Work at SFA utilizes several of these definitions within the United States and globally including:

- The United States Census Bureau (urbanized areas, urban clusters, and rural populations);
- Office of Management and Budget (metropolitan, micropolitan, and non-core);
- Economic Research Service (rural urban continuum codes);
- and the United Nations that defines urban and rural according to the census definition for each nation but suggests a definition of rural areas as having a population of less than 2,000 for international comparisons.
V. PROGRAM LEARNING OUTCOMES (CSWE COMPETENCIES)

1. Demonstrate Ethical & Professional Behavior (Competency 1)
2. Engage Diversity & Difference in Practice (Competency 2)
3. Advance Human Rights & Social, Economic, & Environmental Justice (Competency 3)
4. Engage in Practice-informed Research & Research-informed Practice (Competency 4)
5. Engage in Policy Practice (Competency 5)
6. Engage with Individuals, Families, Groups, Organizations, & Communities (Competency 6)
7. Assess Individuals, Families, Groups, Organizations, & Communities (Competency 7)
8. Intervene with Individuals, Families, Groups, Organizations, & Communities (Competency 8)
9. Evaluate Practice with Individuals, Families, Groups, Organizations, & Communities (Competency 9)

VI. OBJECTIVES / STUDENT LEARNING OUTCOMES (CSWE BEHAVIORS)

Upon successful completion of this course, students will be able to:

1. Describe the differences between quantitative and qualitative research methods. (Competency 4)
2. Understand the role of quantitative and qualitative research in advancing a science of social work. (Competency 4)
3. Describe how quantitative and qualitative research are used in evaluating social work practice. (Competency 4)
4. Understand the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. (Competency 4)
5. Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. (Competency 4)
6. Describe the processes for translating research findings into effective practice. (Competency 4)
7. Describe how quantitative and qualitative research methods are used in social work practice with individuals, families, groups, communities and organizations. (Competencies 6, 7, 8, 9)
8. Understand research and the dimensions of diversity as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spiritually, sex, sexual orientation, and tribal sovereign status. (Competency 2)
9. Describe the connection to research and strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected. (Competency 3)
10. Apply the value base of the social work profession and its ethical standards, as well as relevant laws and regulations that may impact research and practice at the micro, mezzo, and macro levels. (Competency 1)

11. Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. (Competency 5)

**Becoming a Scholarly Practitioner:**

This course will help you establish your identities as scholarly practitioners and leaders. The Scholarly Practitioner is defined as one who blends practical wisdom with professional skills and knowledge to identify, assess, and solve problems of practice, uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, educational institutions, communities, individuals, families, and organizations.

**VII. INSTRUCTIONAL METHODS**

The class will be taught as a face to face or a hybrid course. It will incorporate the following instructional strategies: lecture, extensive class discussion, group exercises, online activities, assigned readings, and individual projects. You are encouraged to actively participate in activities, ask questions, and contribute comments for discussion. You are also encouraged to offer input regarding instructional strategies and assignments. Most importantly, you are expected to be an active learner and to ask for clarification when you have questions. To be successful in the class, it is important that you attend regularly, sign in to D2L, read the assigned material, and come to class prepared to discuss what you have read. You will be expected to not only know the material presented, but to be able to apply it in experiential activities. Lectures will not duplicate the reading material except to clarify or to expand upon it and to review material covered in prerequisite courses. 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.

**VIII. COMPUTER REQUIREMENTS**

This course will utilize D2L/Brightspace to support the delivery of course content - go to Brightspace Students — SFACTL for more information or go to [http://www.sfaonline.info/#!d2ltutorials-c14y8](http://www.sfaonline.info/#!d2ltutorials-c14y8). The student will need basic skills regarding the use of a word processor and web browser. Computers are available to current students through a number of labs across campus (see [www.sfasu.edu](http://www.sfasu.edu) or the instructor for details).

Make note that many assignments, activities, and/or quizzes and exams may 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 drop box, and feedback on the assignment will be given through the drop box. All grades will be posted in the D2L gradebook.

IX. COURSE CALENDER

Week 1: Overview of Research Methods for Social Work/Review of Syllabus
   A. Course Objectives
   B. Program Learning Outcomes
   C. Advanced Generalist Practice
   D. Class/Course Expectations
   E. Questions

Websites on Plagiarism:
Academic Integrity | Office of the Dean of the College (princeton.edu)
What is Plagiarism? - Academic Integrity and Plagiarism - Research guides at University of Toronto (utoronto.ca)
xu-tutor Use - XU Tutor | Xavier University

Week 2: Introduction to Social Work Research
The Research-Practitioner Paradigm
   A. Goals of research in social work
Cultural variables/global perspectives
   B. Research-informed Practice, Practice-informed Research in Rural Areas
   C. Application to generalist practice
      1. Grand Challenges for Social Work
      2. Inter-professional social work and research
      3. Knowledge, values, skills and cognitive and affective processes
      4. The researcher and advocacy

Readings:
IASSW
Rubin & Babbie - Chapter 1
You, Gu and Yi. (2010)
Williams (2016).
Teixera (2018)

Week 3: Ethics in Practice-informed research and research-informed practice
   A. Diversity and difference in research
   B. Informed consent
   C. Social, economic and environmental justice
      2. IFSW Code of Ethics
      3. Human rights in Research

Readings:
IASSW
Roestenburg & Oliphant (2008)
Week 4:  **Epistemology and Critical Thinking**
A. Development of Knowledge
   1. Critical thinking
   2. Scientific method
      - Empiricism
   3. Epistemology
      - Positivism
B. Development of theory
   1. Social science theory
   2. Social work theory
   3. Research and Practice Theory
C. Conceptualization

**Readings:**
Rubin & Babbie Chapters 2, & 3
Roestenbg & Oliphant (2008)
Lohmeier (2016)
Williams (2013 & 2016)

Week 5:  **Conducting Literature Reviews in Research**
Literature reviews in social work research
1. Definition
2. Purpose
   a. Defining/Investigating research problem area
   b. Developing research questions
   c. Use as a consumer/application to practice
3. Selecting a strategy
4. Types of literature reviews

**Readings:**
Williams (2016)
Mason et al (2017)

Week 6:  **Collecting Information through Literature Reviews**
A. Collecting information
   1. Rural resources for information
   2. Types of information
B. Screening literature for feasibility and quality
   1. Reliability
   2. Validity
   3. Appropriateness for inclusion in defining research problem area
   4. Trustworthiness of information
C. Summarizing
D. Literature and evidence

**Readings:**
*Rubin & Babbie Chapter 3*
*Thyer (2017)*
*Smith-Osborne*

**Introduction of Social Work Research Methods**
Quantitative research methods
Qualitative research methods
Utilizing quantitative and qualitative methods in a single study (mixed methodology)
Applications to practice and evaluation

**Readings:**
*Rubin & Babbie, Chapters 4, 5, & 6*
*Roestenburg & Oliphant (2008)*
*Fifolt & Lander (2013)*

**Quantitative research methods**
Overview of quantitative methods
Purpose of quantitative methods
Development of quantitative data collection instruments
Analysis of quantitative data
Presentation of quantitative data
Applications to social work and inter-professional practice

**Readings:**
*Rubin & Babbie, Chapters 4, 5, & 6*
*Archibald and Estreet (2017)*
*Sheppard, (2016)*

**Week 7:** MIDTERM EXAM

**Week 8:** SPRING BREAK

**Week 9 & 10: Qualitative research methods**
Overview of qualitative methods
Purpose of qualitative methods
Development of qualitative data collection instruments
Analysis of qualitative data
Presentation of qualitative data
Applications to social work and inter-professional practice

**Readings:**
*Rubin & Babbie, Chapters 4, 5, & 6*
*Roestenburg & Oliphant (2008)*
*Barusch, Gringeri and George (2011)*
*Kevany and MacMichael (2014)*

**Week 11:** Qualitative and Quantitative Designs used in Social Work
Case studies
Group designs
Structured observation
Survey research

Readings:
Rubin & Babbie Chapters 7, 8 & 9
Broadhurst (2016)
Oliver (2012)
Sheppard, M. (2016)

Week 12: Qualitative and Quantitative Designs used in Social Work
Participant observation
Secondary analysis
Utilizing existing statistics
Content analysis
Historical Research

Readings:
Rubin & Babbie Chapters 7, 8 & 9
Csiernik & Birnbaum (2017)
Oliver (2012)

Week 13: Practice Evaluation
Program evaluation in Social Work
Purpose of evaluation in Social Work
Types of program evaluations
Process
Impact
Outcome

Readings:
Rubin & Babbie Chapters 7, 8 & 9
Moreau and Cousins (2014)

Week 14: Program and Practice Evaluation Methods
Methods to evaluate individuals, families, groups, communities and organizations
Program evaluations in research-informed practice and practice-informed research
Using existing program evaluation frameworks

Readings:
Roestenburg & Oliphant; (2008)
Rubin & Babbie Chapters 10, 11 & 12
Csiernik & Birnbaum (2017)

Week 15: Review Session

Week 16: Final Exam

X. COURSE REQUIREMENTS
A. Class Attendance and Participation: In order for the class to discuss the readings, it is essential for you to read assigned material before coming to class, to attend class regularly, and to participate in class discussion. You are responsible for all material covered in class and assigned in the syllabus, whether or not you have attended class.

B. Cell Phones/Pagers/Electronic Devices: Because such devices are disruptive to the classroom environment, I ask that you refrain from using them during class. I also ask that you either place such devices on silent mode or turn them 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 (you will receive a detailed schedule the first full week of class that will outline the readings to be covered each class). Since lectures and class discussions are designed to answer questions about the material and expand upon the basic concepts, you are expected to complete the assigned readings prior to class. Furthermore, you are expected to come to class prepared to discuss the information, as evidenced by active participation in class discussion. For example, you should present well-formulated questions and comments that demonstrate prior preparation.

D. Exams: There will be one final exam. Students are required to take the exam at the scheduled time. Makeup exams will be scheduled according to university policy with a university-approved excuse.

E. Quizzes/Exercises: There will be unannounced class exercises. Students are required to participate in the exercises at the scheduled time. Makeup exercises will be scheduled according to university policy with a university-approved excuse.

F. Assignments/Presentations: See Assignments for a listing of all assignments for this course. All assignments are due at the beginning of each class, unless the assignment is a class presentation which will be due in class. For all late assignments, one letter grade will be deducted after the beginning of class when the assignment is due, with an additional letter grade deduction for each day for which the assignment is late.

G. Social Media Policy: Student will follow policy related to social media as outlined in the Student Handbook.
XI. GRADING POLICY:

Class preparation and participation 100
Assignment 1: Integrating Research and Practice 50
Assignment 2: Critical Thinking Exercise 50
Midterm Exam 100
Final Exam 100
Total 400

GRADING SCALE:
The earned points will be averaged, and a letter grade assigned as follows:

A = 360 – 400
B = 320 – 359
C = 280 – 319
*D = 240 – 279
*F = Below 240
*Not applicable for credit toward graduate degree.

XII. ATTENDANCE POLICY

Per Class Attendance Policy SFA 6.7 students are expected to attend all classes, laboratories, and other class-related activities on a regular and punctual basis. Attendance policies will be stated in the course syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance will be maintained. 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 Rights and Responsibilities (OSRR) and request that an absence notification be sent to the instructor(s). The notification is not an excuse and is not evaluated by OSRR. The notification is only provided as a courtesy to the student and the student's instructor(s). If participating in university-sponsored events, announcements in mySFA may constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time, and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA. Whether absences are excused or unexcused by the instructor, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for absences equaling no more than 15% of the scheduled course meeting time for the term, depending on the nature of the missed work. The timeline for completing make-up work will be determined by the instructor.

https://www.sfasu.edu/docs/policies/6.7.pdf
XIII. ACADEMIC INTEGRITY (SFA POLICY 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.

The use of Artificial Intelligence (AI) and other electronic/online resources should be discussed with the instructor.

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.

Social work students are required to uphold the School of Social Work Academic and Professional Integrity Code they agreed to when they first enrolled in the program. The BSW/MSW/DSW Student Handbook and Academic and Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition
applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

XIV. WITHHELD GRADES SEMESTER GRADES POLICY (SFA 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.

XV. ACCEPTABLE STUDENT BEHAVIOR

The MSW Student Handbook and Academic and MSW Professional Integrity Code outline acceptable student behavior. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct of Conduct (SFA Policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, visits to agencies, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. Please see the following link for the complete policy: student-code-of-conduct-10.4.pdf (sfasu.edu)

XVI. 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/.
XVII. 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
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

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
Assignment I: Integrating Research and Practice

Due Date:

Students will examine their roles as research-practitioners and consumers. This assignment will focus on the following aspects:

- The importance of becoming a research-practitioner
- The importance of becoming a research consumer
- The benefits of research-informed practice and practice-informed research

For this paper you need to select a problem from your practice experience. You will then develop a plan of how to use research to enhance your knowledge of the specific problem. For example: A student has difficulty managing a high caseload. In order to address their problem, the student will research how social workers addressed the problem. By using current research (reading research reports, journal articles or conference proceedings) the study is able to come up with a solution to the problem.

Paper needs to be 4-5 pages in length. Students will also need to be prepared to discuss the assignment in class within the context of a small group and also to present a brief outline of the study and the findings.
APA 7th edition style
4-5 typed pages
Double spacing, 12-point font
5 references related to the problem identified from practice experience
Assignment II: Critical Thinking Exercise

Due Date:

This assignment is designed to expose students to various aspects of critical thinking. Students will use a specific taxonomy to identify the different aspects of critical thinking. Students will review different research studies and apply critical thinking skills. There are two parts of the assignment – written and oral.

The critical thinking discussion needs to be based on the student’s critical perspective. Example questions to guide the process of critical thinking are:

1. What is the main issue?
2. What is the conclusion?
3. What are the reasons/rationale for why we are to believe the conclusion?
4. What words or phrases are ambiguous?
5. What are the value conflicts and assumptions?
6. What are the descriptive assumptions?
7. Are there any fallacies in the reasoning?
8. How good is the evidence?
9. Are there rival causes?
10. Are the statistics deceptive?
11. What significant information is omitted?
12. What reasonable conclusions are possible?
13. Are there issues related to diversity that should be considered?
14. Are there social and economic justice issues that should be considered?
15. What considerations should be made regarding human behavior and the social environment?

Written Assignment:

1. Students will examine the research method for a topic of interest used in a specific study by using at least 3 sources as well as material from the textbook. Students will then prepare a 3-page written summary of the method as related to the topic.
2. Two journal articles using the same method are to be summarized as supportive examples of the method as applied to the topic in the primary article. The supporting evidence should also be 3-4 pages in length.
3. The total length of this assignment will be 6-7 pages and must include the selected article and three supporting articles in addition to the textbook
4. Citations and reference list should be included
5. APA style is required

Oral Presentation:

Students will make an oral presentation of the material they have prepared to the class on the two weeks following the submission of the paper. A one-page hand-out with an outline will be provided in class. Presentations should not be longer than 10 minutes.
Bibliography


