I. COURSE PURPOSE

This course is designed to give undergraduate students in social work a basic understanding of the research process used by social workers and other social scientists for developing and executing research studies. The course covers research methods and most commonly associated statistical methods used for analysis and the presentation of research findings. The course fosters critical thinking by examining how both quantitative and qualitative research studies are developed using various methodological designs and sampling strategies; how a literature review guides the formulation of a research question and testable hypothesis; how variables are conceptualized and measured; how data are collected; how the strengths and weaknesses of different designs influence the internal and external validity of designs for inferring causality and generalizability of findings; how theory underpins the development of the topic for research investigation, and how different statistical techniques are applied to test the study propositions. In this process, ethical issues in research and concerns regarding ethnic and cultural diversity and vulnerability of at-risk populations are addressed as well. This course incorporates and applies statistical tests that the student is expected to have learned in a greater detail in a prior course on statistics, or in SSS 340 – Research Methods and Statistics in Social Work I. The students who have not yet taken any course on statistics should not register for this course, and have to seek a permission of the instructor and the Chairperson of the BSW program in social work.

II. EDUCATIONAL OBJECTIVES

Students will learn the various steps in the research process and become knowledgeable about ethical issues and issues of ethnic and cultural diversity which may arise when conducting research with human subjects. Specifically, students are expected to be able to

1. Distinguish between quantitative and qualitative approaches;
2. Formulate a research problem;
3. Identify a theoretical perspective;
4. Formulate a research question and a testable hypothesis;
5. Identify independent and dependent variables and levels of measurement;
6. Distinguish between reliability and validity of measures;
7. Develop a probability and nonprobability sampling plan;
8. Describe and critique both group and single subject designs;
9. Critique experimental designs in terms of the threats to validity;
10. Develop a design to evaluate practice effectiveness;
11. Develop a design to evaluate a program;
12. Identify issues related to ethnic and cultural diversity in research;
13. Identify ways to protect populations at risk;
14. Identify statistical techniques to use for specific research questions;
15. Identify ethical issues in social work research.

III. COURSE REQUIREMENTS

A. Required Texts
Student resources are located at: http://www.sagepub.com/engelprsw3e/study/

B. Course Assignments
There will be four graded assignments, and four graded tests. In addition, there may be a number of ungraded class practice exercises and homework related assignment throughout the semester. Completing homework is related to class participation.

Assignment One: Faculty Interview
Each student is expected to arrange an interview with a member of the Social Work faculty regarding the faculty’s own involvement in research. A power-point summary will be uploaded on BB prior to class presentation. Each student will present in class for about 5-10 minutes the main points.
Due: Class 10, Thursday, February 14, 2013 (See attached guidelines.)

Assignment Two: Critique of a Research Article
The instructor assigns a research article for a scholarly critique. Students write a short report in response to a series of questions about the selected article that highlights its strengths and weaknesses.
Due: Class 16, Tuesday, March 19, 2013 (Guidelines will be provided)

Assignment Three: Data Analysis
Students are asked to interpret statistical results in relation to different statistical tests covered. This assignment must be uploaded onto BB prior to class as it will be reviewed in class. Students are encouraged to bring their own copy for class review. Note: Anyone who has not uploaded the assignment prior to class will not be admitted to class review.

Updated 1-11-2013
and will be downgraded by a full grade for this assignment! This class review serves as a preparation for the test 4!

**Due:** Class 27, Tuesday, April 30

**Assignment Four: Developing a Research Investigation**

This assignment becomes a mini-research proposal paper. Each student is expected to identify a social work concern or issue of interest to him/her by conducting a literature review on the topic of interest. The social work concern or problem area may be related to practice, education, policy, or knowledge building, and be clearly related to social work profession endeavors. Through instructor guidance on appropriate topic selection, students first must obtain a written permission to pursue the topic throughout the semester. Once an agreement has been reached, the student continues to develop this assignment into a research oriented paper. Based on a thorough literature review of the selected topic, the student introduces the social problem area for the investigation, presents the literature review pertaining to the issue, proposes a research question and hypothesis related to the issue, identifies the variables as independent and dependent, and intervening; presents how each variable would be measured, and explains the reliability and validity of measuring instruments; and indicates the unit of analysis of measurement.

**Due:** Due Tuesday, May 7th, 2013 – upload onto BB by 5pm. (See attached guidelines)

** Note that ten percent (10%) will be deducted from any assignment which is submitted late without the explicit permission from the instructor. Note also that such a permission must be obtained prior to the due date! Assignments will not be accepted after they have been reviewed in class.

**Tests**

All tests are in-class written closed book/notes tests. They are based on the contents assigned by the instructor. The contents will be in a written form presented as short questions for “fill-in answers,” some might be “matching” or “multiple-choice” answers. The tests usually take-up almost the entire class time. If a student is unable to take a given test on the scheduled date – he/she must notify the instructor as soon as possible. Make-ups can be given at the discretion of the instructor.

** Note that not taking a test on the scheduled date without a prior written explanation to the instructor is automatically assigned a grade of “Failure” (F).

** Note that if a student has a documented disability through DSS Office at CUA, then with the instructor’s approval and arrangements prior to testing, the student may pursue individualized testing arrangements at the DSS Office. If a student wishes to pursue such arrangements, he/she must present written documentation from the DSS Office at CUA to the course instructor prior to making test arrangements.

**Testing Schedule**

<table>
<thead>
<tr>
<th>Test One</th>
<th>Class 7, Tuesday, 2-5</th>
<th>Test Two</th>
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<tr>
<td>Test Three</td>
<td>Class 21, Tuesday, 4-9</td>
<td>Test Four</td>
<td>Last class, Thursday, 5-2</td>
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</tbody>
</table>
Homework Assignments
Some classes have short homework assignments that are not graded. These assignments are used for practice in order to deepen the students’ understanding of the content materials. Please note that completing homework assignments counts toward 50% of the grade for class attendance and participation!

C. Grading Policy
Attendance and participation 10%

Assignments: 50%
Assignment 1 - Faculty Interview 10%
Assignment 2 – Article Critique 15%
Assignment 3 – Data Analysis 10%
Assignment 4 – Paper: Developing a Study 15%

Tests (four) – 10% each 40%

D. Course and Instructor Evaluation
NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

E. Class Attendance and Participation
Students are expected to attend and participate meaningfully in class discussions. Two percent (2%) will be deducted from the grade for attendance and participation for each unexcused absence unless the student notifies the instructor and requests an excused absence prior to the class meeting class. One percent (1%) will be deducted from the grade for attendance and participation for each time a student is late, unless the professor is notified in advance.

Students participating in CUA athletic sport activities must notify the instructor in a timely manner of any potential absences from class; provide written documentation of their athletic participation; and plan ahead for any potential class absences. Students are, however, responsible for making up any missed work as normally expected in the course class schedule.

Use of Listening Electronic Devices: Students are also advised that all electronic devices (such as cell phones, ear-cell phones, I-Pods, or music and other such sound-making devices, etc. must be removed and silenced prior to class). E-mailing, game playing, surfing, or other non-academic uses are unacceptable during class sessions. In emergency situations, the message recipient should leave the room, returning when the immediate situation has been addressed.

Assistive learning devices authorized by the Disability Support Services
(DSS) Office are welcome in the classroom and should be used in a manner consistent with the formal learning assessment recommendations provided by that office. It is expected that a student will provide the instructor with written documentation from DSS authorizing the use of the device during classes.

**Personal computers/laptops/other recording devices:** Students who choose to bring personal computers or other note taking/audio/video recording devices to classes are expected to seek the prior approval of the instructor.

IV. **CLASS EXPECTATIONS**

A. **Scholastic Expectations**
   Please refer to NCSSS Announcements or the Undergraduate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to the APA-6 style format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Academic Honesty**
   Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. **Accommodations**
   Students with physical, learning, psychological or other disabilities wishing to request accommodations during their course participation or testing must first make a contact with the Disability Support Services (DSS) and submit documentation of their disability. DSS office provides instructions how to document disability or what information is needed.

   If you have documented such a disability to DSS that requires accommodations or an academic adjustment (for example during testing), please arrange a meeting with the course instructor as soon as possible to discuss these accommodations. All arrangements for accommodations during testing must be completed prior to the actual course testing (typically at least week or so in advance!).

Updated 1-11-2013
CLASS SCHEDULE AND ASSIGNMENTS for Spring 2013

WEEK 1

Class 1  Overview of Course
1-15 Tu  Why do social work research?
          What kinds of questions do social workers ask?
          What is your special interest in social work?

Reading Assignment:
Engel and Schutt, Chapter 1: Science, Society, and Social Work Research
Website: [https://webspace.utexas.edu/cokerwr/www/index.html/distinguish.htm](https://webspace.utexas.edu/cokerwr/www/index.html/distinguish.htm) on learning to distinguish pseudoscience from science

Homework 1:
Part 1: Preparation for Class 2 exercise:
Consider a social concern that might be of interest to you, and find 1 scholarly journal research study article on some aspect of your interest, and come prepared to class 2 to present and discuss the following (5-min):

a. Provide a full APA-6 style reference of the article and briefly discuss (1-page):
   b. What is the study about and what made you interested in it?
   c. What is the social concern that is studied and how is it relevant to social work?
   d. What was the purpose of the study and were there any research questions that created the basis for the investigation?
   e. Who were the individuals that composed the sample being studied and how was the sample obtained?
   f. Is the study quantitative or qualitative, and what sort of design did the study have?
   g. What did the study find and in what way are any of these findings relevant to social work (practice, or knowledge, or future research)?

Part 2: Read on the Pseudoscience of “Therapeutic Touch” and answer 1 question:
Website: [http://www.quackwatch.org/01QuackeryRelatedTopics/tt.html](http://www.quackwatch.org/01QuackeryRelatedTopics/tt.html)
Question: (a) What did you think about validity of “therapeutic touch”? (b) What percent of successes would you need to see for the “therapeutic touch” experiment to show a significant effect? Explain your answer (1-page summary).

** Upload Part 1 and 2 onto BB under Assignments: Homework 1 – Due prior to Class 2

Class 2  Reasoning about the Social World
1-17 Th  Sources of error
          Science
          Types of research
          Class Review – HW1

Reading Assignment: Engel and Schutt, Chapter 1: Science, Society, and Social Work Research

Updated 1-11-2013
Homework 2: Preparation for Class 3 exercise:

Part 1: Read the following 2 articles placed on BB under Assignments, Homework 2:


Part 2: Complete a 1-page summary addressing the following 3 questions:
   a. In what way do the articles differ in presenting the contents of their study?
   b. Which one is following a quantitative style vs. qualitative style of research?
   c. Based on the qualitative research article, give an example of a possible quantitative research question.

** Upload onto BB under Assignment: Homework 2 due Class 3!

** Topic Selection Approval for Assignment 4:

This ungraded assignment begins your work toward the completion of assignment 4 – your mini-research paper. To start this topic selection assignment, you need to consider the settings in which social workers work and the type of work and services they provide. You also need to think about your passion and interest in social work, and which area of social work practice you might like to pursue beyond college graduation. In this context, you need to identify a social concern area that may lend itself for proposing a research investigation.

Be ready to discuss and present in class for 5 minutes the following questions in 1-page that will serve as gaining approval for your topic selection: Briefly explain
   a) What social work – social problem or issue is of interest to you and how or in what way is it related to social work?
   b) For what group(s) of people (e.g., individuals, groups, and communities) is this a problem and in what way is it a social concern or a problem?
   c) What is the specific area of this social concern that you might want to find more about, or that you may want to investigate?
   d) Give an example of two kinds of quantitative research questions that you would like to use for developing such an investigation of this social problem?
   e) Consider, if answers were found for this social problem based on your proposed investigation, how might the people (social work clients) or the profession benefit?
   f) Give an example of at least two scholarly sources (professional peer-reviewed journal articles or books) that you have examined (Use APA-6 style to reference these two sources).

** Upload your 1-page summary onto BB under Assignments: Topic Approval due Class 5 (1-29-13).

Please note that this ungraded assignment is used to obtain permission from the instructor to pursue the selected topic for investigation for the paper in Assignment 4. If your first attempt at the topic selection is not workable, then you may have a further dialogue to accomplish this task in a timely manner. However, please be aware that topic selection must be accomplished prior to Spring Break so that you have a sufficient time to
conducted a thorough literature review for the research proposal paper.

**WEEK 2**

**Class 3**

1-22 Tu

Getting Started with the Research Process
Research questions, hypotheses, and variables
Literature reviews
Role of theory
Quantitative vs. qualitative approaches

**Due HW2:** Class Exercise: Comparing 2 articles: Qualitative vs. Quantitative study.

Reading Assignment: Engel and Schutt, Chapter 2: The process and problems of social work research


**Part 1:** Listen and read information on Henrietta Lacks as excerpted from the book:
Websites:
a. Listen to 2.35mins YouTube: Henrietta Lacks at http://www.youtube.com/watch?v=rIINobLQv1g
b. Listen to 4.56mins of YouTube: Seeking Henrietta at http://www.youtube.com/watch?v=497Scue9sdY
c. Listen to 10.34mins YouTube: The immortal Black Woman… at http://www.youtube.com/watch?v=KwMJGRBFfU
d. Listen to 26mins web-based radio discussion: Henrietta’s Tumor at http://www.radiolab.org/2010/may/17/henriettas-tumor/
e. Read on-line Johns Hopkins Magazine: Henrietta’s Dance at http://www.jhu.edu/jhumag/0400web/01.html

**Part 2:** Write a 1-page reflection on the following question: In what way is the life and legacy of Henrietta Lacks important to our understanding how Informed Consent should be applied in research with human subjects?

**Upload onto BB under Assignment: Homework 3 - Due After Class 4, by midnight.**

**Class 4**

1-24 Th

Guidelines for Doing Research
Philosophical approaches
Guidelines for social work research
NASW Code of Ethics
Protection of human subjects, especially vulnerable populations

**Class Practice Exercise:** Strengths and weaknesses of Informed Consent

Updated 1-11-2013
Reading Assignment: Engel and Schutt, Chapter 3: The ethical and scientific guidelines for social work research

Homework 4: Application of Concepts – exercise: located on BB under Assignments; complete and upload prior to class 5!

Note: Topic Selection for assignment 4 is also due in class 5!

WEEK 3

Class 5
1-29 Tu
Measurement in Research
Defining - Conceptualizing variables
Operationalizing - Measuring variables: Instrumentation
Types of variables - Levels of measurement
Measurement errors
Review HW 4 – Application of Concepts
Review Topic Selection for Assignment 4

** Class Practice Exercise – Handout 1: Writing Hypotheses
** Class Practice exercise – Handout 2: Identifying variables

Reading Assignment: Engel and Schutt, Chapter 4: Measurement

Homework 5: Identifying Hypotheses, Variables, Relationships - exercise: located on BB under Assignments; complete and upload prior to class 6!

Class 6
1-31 Th
Measurement in Research, continued
Reliability of Measuring Instruments
Validity of Measures
Measurement issues with diverse populations
Review HW 5

** Class Exercise – Handout 1: Application Variable Measurement
** Class Exercise – Handout 2: Application Instrument Reliability Validity

Reading Assignment: Engel and Schutt, Chapter 4: Measurement


Test 1- Guide and practice exercise on BB under Documents folder
Class 7  
TEST 1: Engel and Schutt, Chapters 1 through 4  
2-5 Tu

Class 8  
Sampling Approaches in Research Studies  
2-7 Th  
Sample Planning  
Sampling terminology  
Probability sampling methods

** Class Exercise – Application of Sampling Strategies I

Reading Assignment: Engel and Schutt, Chapter 5: Sampling

Homework 6: Sampling – on BB under Assignment; complete prior to class 9!

WEEK 5

Class 9  
Sampling, continued  
2-12 Tu  
Non-probability sampling  
Generalizability of results  
Issues of diversity in sampling  
Review HW 6 – Sampling Strategies

Reading Assignment: Engel and Schutt, Chapter 5: Sampling

** Class Exercise – Application of Sampling Strategies II

Class 10  
Real Life Research  
Assignment1: Class Presentations  
2-14 Th  
Upload power-point presentation onto BB prior to class!

WEEK 6

Class 11  
Group Experimental Design  
2-19 Tu  
Causal inference using group designs  
Errors in reasoning  
Individual and group units of analysis  
Different types of group design

** Class Exercise – Handout by the Instructor

Reading Assignment: Engel and Schutt, Chapter 6, “Causation and Research Design” and Chapter 7, “Group Experimental Designs.”
**Homework 7:** Group Designs and casual inference; on BB under Assignment; complete prior to class 12.

**Class 12**

2-21 Th  
**Group Experimental Design continued**  
Differentiating threats to internal validity  
Differentiating threats to external validity  
Variability in true experiments  
Ethical issues in experimental research

*Reading Assignment:* Engel and Schutt, Chapter 7: Group Experimental Designs

**Homework 8:** Strengths and weaknesses of internal and external validity of group designs; on BB under Assignment; complete prior to class 13

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**WEEK 7**

**Note:** Tuesday 2-26-13 Administrative Tuesday: Only Monday classes meet!

**Class 13**

2-28 Th  
**Approach to Article Critique**  
Prior to this Class – review assigned readings and read the following article, which will be used for class practice for how to critique a published article.

**Class practice article:** Pomeroy, Kiam, and Abel (1999). The Effectiveness of a Psychoeducational Group for HIV-Infected/Affected Incarcerated Women. (on BB)

*Reading Assignment:* Engel and Schutt, Appendix A – Summaries of frequently cited research articles; Appendix B – Questions to ask about a research article, and Appendix C – How to read a research article.

**Note:** Article for Assignment 2 is posted and open on BB (due: Thursday: 3-19-13)

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**WEEK 8**  
**NOTE: CUA Spring Break 3-4 through 3-8 2013**

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**WEEK 9**

**Class 14**

3-12 Tu  
**Survey Research**  
Using questionnaires  
Guidelines for constructing questionnaires  
Errors in using questionnaires  
Sensitivity to diverse populations

**Class exercise:** Conducting a survey and elements of good questions
**Reading Assignment:** Engel and Schutt, Chapter 8: Survey Research

Class 15
TEST 2: Engel and Schutt Chapter 5-8
3-14 Th

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**WEEK 10**

Class 16
Single Subject Research
3-19 Tu
The basic single-subject design
Analyzing single-subject designs
Types of single-subject designs

**Class Exercise:** SSD Application

**Reading Assignment:** Engel and Schutt, Chapter 8: Single-Subject Design

**Due:** Assignment 2 – Article Evaluation – Upload onto BB prior to class!

Class 17
Single Subject Research
3-21 Th
The basic single-subject design
Analyzing single-subject designs
Types of single-subject designs

**Class Exercise:** SSD Application

**Reading Assignment:** Engel and Schutt, Chapter 8: Single-Subject Design

Homework 9: SSD Application; on BB under Assignment; complete prior to class 18.

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**WEEK 11**

Class 18
Using Statistics in Research
3-26 Tu
Introducing descriptive statistics
Preparing data for analysis
Displaying univariate distributions
Measures of central tendency and variability

**Reading Assignment:** Engel and Schutt, Chapter 12: Quantitative Data Analysis

**Class Exercise:** Application of descriptive statistics

Homework 10: Application of descriptive statistics; on BB under Assignment; complete prior to class 19.

Updated 1-11-2013
Next Class
3-28 Th Holy Thursday – Easter Recess begins – No Class!

**WEEK 12**

Class 19  
4-2 Tu  
Using Statistics in Research, continued  
Measures of central tendency and variability continued  
Graphs  
Rules of normal curve distribution proportions  
Understanding the normally distributed data  
Understanding of z-scores and their application

**Class Exercise:** Application of normal distribution in data analysis and interpretation

**Homework 11:** Application of normal distribution in data analysis and interpretation; on BB under Assignment; complete prior to class 20.

Class 20  
4-4 Th  
Using Statistics in Research, continued  
Understanding the normally distributed data  
Hypothesis testing and errors  
Statistical significance and p-value

**Class Exercise:** Application of descriptive statistics including normal distribution

**WEEK 13**

Class 21  
4-9 Tu  
TEST 3: SSD and Statistics (from class 18-20)

Class 22  
4-11 Th  
Using Statistics in Research, continued  
Testing hypotheses in inferential statistics  
Comparing between two or more means: independent t-tests and ANOVA  
Statistical significance

**Class Exercise:** Student t-test for independent samples, and One-Way ANOVA

**Homework 12:** t-test and one-way ANOVA for independent samples; on BB under Assignment; complete prior to class 23.

**WEEK 14**

Class 23  
Using Statistics in Research, continued

Updated 1-11-2013
4-16 Tu  Comparing means of related samples
t-test, repeated measures of ANOVA (RANOVA)
Interpretation of results

** Class Exercise: Application of t-test, repeated measures of ANOVA (RANOVA)

** Homework 13: t-tests, ANOVA/RANOVA interpretation; on BB under Assignment; complete prior to class 24.

*Reading Assignment: Provided by Instructor on BB*

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**Class 24**

4-18 Th  Using Statistics in Research, continued
Linear relationships: Pearson r
Regression: Prediction of a relationship
Statistical significance

** Class Exercise: Application of correlation in results

** Homework 14: Correlation and its interpretation in bivariate relationships; on BB under Assignment; complete prior to class 25.


** Handout of Assignment 3 (Statistics covering classes 18-23 only) – located on BB under Assignment folder.

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**WEEK 15**

**Class 25**

4-23 Tu  Using Statistics in Research, continued
Continuing correlation
Multivariate regression and prediction
Interpretation of MRA results in studies

** Class Exercise: Application of correlation and regression

** Homework 15: Interpretation of regression relationships; on BB under Assignment; complete prior to class 26.

*Reading Assignment: Provided by Instructor on BB*

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**Class 26**

4-25 Th  Using Statistics in Research, cont.
frequency data
Chi-square test
Statistical significance

** Class Exercise: ** Application of Chi-Square test and its interpretation

** Homework 16: ** Application of Chi-Square test; on BB under Assignment; complete prior to class 27.

*Reading Assignment: Provided by Instructor on BB*

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** WEEK 16 **

<table>
<thead>
<tr>
<th>Class 27</th>
<th>Review of hypothesis testing and test interpretation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Review homework 16 for chi-square</td>
</tr>
<tr>
<td>4-30 Tu</td>
<td>Review Assignment 3 in Class!</td>
</tr>
</tbody>
</table>

** DUE: ** Assignment 3 – Upload onto BB *prior* to class and bring an additional copy for a review in class!  
Please note that anyone who has not uploaded their assignment 3 prior to class will *not* be admitted for this review!

<table>
<thead>
<tr>
<th>Class 28</th>
<th>Last Class</th>
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<tr>
<td>5-2 Th</td>
<td>Test 4 (Review tests 1, 2 and 3)</td>
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5-7-13 Assignment 4: Research proposal paper: Upload onto BB by 5pm!

The End.

Thank You and Have a Good Summer!
ASSIGNMENT 1
Faculty Interview Questions

Instructions:

a. Please make an appointment with a social work faculty member well in advance of your due date of the assignment;
b. Plan at least a half-hour for the interview with the faculty member;
c. Confirm the appointment by phone or email the day before;
d. Be on time for your interview and please be prepared with your questions and how you want to conduct the interview, while collecting information during the interview;
e. Once you complete the interview, please don’t forget to thank the faculty member;
f. Then, summarize your findings into a power-point presentation (around 10-15 slides);
g. Add a title slide-page to your report (Assignment 1, course number (SSS341-II), student name, and date), use scholarly approach and formatting for this presentation;
g. Upload this power-point presentation onto BB prior to class, and bring a copy for your class-oral presentation (5 – 10 minutes).

Structure of your interview with the faculty member around the following questions:

1. What is the focus of your research interests? What type of research have you been involved in? Can you provide one or two concrete example of your research involvement or a project, etc…….

2. Why are/were you interested in this area? In what way is this area important for social work?

3. Why should social workers be engaged in research at all?

4. In what ways does social work research differ from research in other disciplines? Are there similarities and overlaps as well?

5. Based on your experience, what is the most exciting part for engaging in research?

6. What is the least exciting part of this research?

7. Thinking about your research experiences or projects, what might be the impact of the results of your research for social work or for specific client population?

8. Find one published article that this faculty member has written (reference it at the end of your report), and briefly discuss this article on the following points: (a) What the article was all about, (b) what kind or type of research was conducted, and (c) in what way this article illustrates the importance of conducting research.

DUE: Class 10, Thursday, February 14, 2013
ASSIGNMENT 4

Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed…NASW Code of Ethics (1996), Section 4.08(3)

Students are expected to complete this assignment on their own, without assistance from or consultation with classmates, other students, or anyone else.

Proposing a Research Study for Investigation

This assignment is meant to serve as a “mini-proposal” for developing a research study. The assignment is a short scholarly paper (6-7 pages of text plus a title page, and reference pages) in which you will present a social problem for the investigation, brief literature review on your selected topic using scholarly references, develop a testable research question and a related hypothesis, identify variables as independent and dependent, and intervening, discuss measures/instruments that would be used to operationalize the variables and present their validity and reliability, identify unit of analysis, and briefly justify the importance of this study to social work practice.

Please review at least 10 scholarly references from social sciences (social work, psychology, education, nursing, etc. on your topic) as part of your literature review.

Use APA-6th style for scholarly writing and referencing in text, and for creating separate reference pages at the end of the paper.

The title page should include a specific title for your proposed research study; followed by the Assignment 4 caption, student name, course number, and date. You do not need an abstract page. Please note that the instructor’s name does not appear on the title page!

The header should include your first name initial followed by your last name, and SSS 341 – 4 (For example: Anna Brown, SSS 341-4).

Please number your pages in the bottom header, right, starting with the title page (number 1), and finish numbering with reference page(s).

Structure your paper with the following headings:
  - Introduction (Center of the page)
  - Literature Review (Left flush margin)
  - Research Question and Hypothesis (Left flush)
  - Variables and Their Measurement (Left flush)
  - Unit of Analysis (Left flush)
  - Importance of the Study (Center)

DUE: Tuesday, May 7th, 2013