

## **SWK 5083-101: Social Work Research Methods I**

### **Course Description:**

The course is an introduction to the design and implementation of quantitative and qualitative research methods that are appropriate to social work and human services program evaluation. Prerequisite: graduate standing in social work and an introductory course in statistics.

### **Class Dates, Location and Hours:**

Dates: October 20 - 21; November 3 – 4 & 17 – 18, and December 1 – 2, 2017  
Location: Room 120, Zarrow Hall, 700 Elm Avenue, Norman OK  
Hours: Fridays 5:00-9:00 pm, Saturdays 9:00 am-5:00 pm  
Last day to enroll or drop without penalty: October 19, 2017

### **Site Director:**

Email: [apnorman@ou.edu](mailto:apnorman@ou.edu). Phone: 405-325-3333.

### **Professor Contact Information:**

Course Professor: David Wright, Ph.D.  
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Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### **Textbook(s) and Instructional Materials:**

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.) Washington, DC: Author. ISBN 9781433805615.
2. Rosenthal, J. (2012). *Statistics and data interpretation for social work with SPSS companion guide*. New York: Springer. ISBN 9780826107206. The companion guide comes with the Rosenthal statistics text. Students will access data for exercises online.
3. Rubin, A., & Babbie, E. (2015). *Research Methods for Social Work* (9<sup>th</sup> ed.). Mason, OH: Cengage Learning. ISBN 9781305633827.

4. Materials posted on the OU Canvas system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

### **Course Objectives:**

This course introduces graduate students to social science research concepts, tools, and methods and demonstrates their application in social work research and evaluation. It builds an understanding of and appreciation for evidenced-based practice, practice guided by ongoing evaluation with valid tools. Students will understand the importance of evidence-based knowledge both for providing effective services to client systems and for developing the profession of social work. The course develops sensitivity to ethical issues in research and to the conduct of research with populations-at-risk. Key areas of inquiry include: principles of scientific inquiry, quantitative and qualitative approaches, measurement, evidenced-based practice, sampling, survey, research design, and the dissemination of research findings.

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

- A. Demonstrate an understanding of the importance of research and evaluation in the history of the profession of social work and in guiding practice and policy.
- B. Demonstrate an understanding of the fundamental concepts of science, in particular that knowledge and ideas are open to inquiry and questioning.
- C. Demonstrate a working knowledge of social science research concepts and methods, both quantitative and qualitative, with particular attention to the kinds of conclusions that can and cannot be drawn.
- D. Demonstrate an understanding of the major ethical issues in research including cultural competency and carry out research that meets ethical standards.
- E. Apply theory and critically-based reasoning and sound skills in literature review in the formulation of research questions.
- F. Conduct a review of literature that includes use of electronic data bases.
- G. Evaluate the reliability and validity of measuring instruments and use different types of measuring instruments relevant to social work practice.
- H. Design and implement basic probability and non-probability sampling strategies.
- I. Demonstrate an understanding of basic group, single case, survey, and qualitative research designs; and, be able to be implement straightforward designs of these types.
- J. Develop questionnaires and carry out structured and semi-structured research interviews.
- K. Identify evidenced-based interventions and integrate these into social work practice.
- L. Integrate research methods into practice and use practice to generate research questions.

### **Major Course Divisions:**

- Key Concepts in Science and Research
  - Inductive and deductive reasoning
  - Conceptualization and operationalization
  - Quantitative and qualitative approaches
  - Principles of science (knowledge is subject to falsification)
- Evidenced-based Practice
  - Guiding concepts
  - Evidenced-based web sites
  - Integrating research and practice

- Ethics and Protection of Human Subjects
  - Informed consent
  - Voluntary participation
  - Risks and benefits
  - Confidentiality
  - Institutional review boards
  - NASW code of ethics and research
- Developing a Research Proposal
  - Research questions
  - Literature Review including electronic resources
  - Sections of a proposal
- Measurement
  - Reliability and validity
  - Types of Measures (scales, observations, logs)
  - Measurement and social work practice
- Sampling
  - Underlying concepts
  - Confidence intervals and sampling error
  - Probability samples: types of and advantages of
  - Nonprobability samples: types of and limitations of
- Survey and Interview
  - Structured surveys and questionnaires
  - Interviews including differing degrees of structure
  - Methods of delivery: mail, in person, online
- Experimental Designs
  - Randomized designs
  - Quasi-experiments
  - Internal validity and external validity
- Single Case Designs
  - Types of Integration into practice

**Course Schedule:**

<b>Date</b>	<b>Topic</b>	<b>Readings - unless otherwise noted, readings from Rubin &amp; Babbie</b>	<b>Exam and Assignments Due</b>
Fri night Oct 20	Intro to course, evidence-based practice, research methods	Chaps 1, 2, 3	NA
Sat morning Oct 21	More introductory research concepts Literature review Conceptualizing research	Chap 4 Chap 5 Chap 6	NA
Sat afternoon Oct 21	Ethics Cultural competency	Chap 16 Chap 17	NA
Fri night Nov 3	Statistics Review (focus exclusively on stats material applied in this course)	Rosenthal Chap 1 Rosenthal Chap 6 (6.1—6.7) Rosenthal Chap 8 (8.1—8.3, 8.5) Rosenthal Chapters 10, 11	Research Ethics (Social Behavioral Modules) Reflective papers
Sat morning Nov 4	Measurement	Chaps 7, 8	Ethics article
Sat afternoon Nov 4	Mid-term review	NA	Mid-term
Fri night Nov 17	Survey	Chap 9	Online survey

<b>Date</b>	<b>Topic</b>	<b>Readings - unless otherwise noted, readings from Rubin &amp; Babbie</b>	<b>Exam and Assignments Due</b>
Sat morning Nov 18	Sampling	Chap 10	NA
Sat afternoon Nov 18	Experiments	Chapter 11	NA
Fri night Dec 1	Single case designs	Chapter 12	Single-case design
Sat morning Dec 2	Finish content Test Review	NA	NA
Sat afternoon Dec 2	NA	NA	Final Exam
Monday, Dec 4 – 9am	NA	NA	High quality rough draft of research project* if want rewrite opportunity *Intro and Methods sections only
Monday, Dec 11 – 9am	NA	NA	Computer assignments Final Draft of research project paper* *Intro and Methods sections only

### **Social Work Competencies and Practice Behaviors Assessed:**

Upon successful completion of the course students will demonstrate novice ability in the following areas:

#### **Competency 2:**

Students have read and discussed the Social Work Code of Ethics. They are knowledgeable of the value base of the profession, its ethical standards, and relevant laws.

#### **Associated Behavior:**

- **B 2.1-** Recognize personal values in a way that gives priority to professional values in guiding practice (Assessed in Assignment #1)
- **B 2.2-** Make ethical decisions by identifying the relevant standards in the NASW Code of Ethics (Assessed in Assignment #2)

#### **Competency 3:**

Students are knowledgeable about scientific inquiry, and the importance of critical reading of research.

#### **Associated Behavior:**

- **B 3.1-** Identify and appraise multiple sources of knowledge, including research-based knowledge (Assessed in Assignment #4);
- **B 3.2-** Identify and critique multidimensional assessment, prevention, intervention, and practice evaluation tools (Assessed in Assignments #4 and 5)
- **B 3.3-** Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues (Assessed in Assignment #3)

## **Competency 6:**

Students understand quantitative and qualitative research along with scientific and ethical approaches to building knowledge.

### **Associated Behavior:**

- **B 6.1-** Understand the importance of evidence-based practice (Assessed in Assignments #4 and 5)
- **B 6.3-** Use research evidence to inform practice (Assessed in Assignments #4 and 5)

## **Competency 10:**

Students have the knowledge and skills to practice with individuals, families, groups, organizations, and communities.

### **Associated Behaviors:**

#### **Assessment (b)**

**B 10.2 (a)-**Collect, organize, and interpret basic client data multidimensional bio-psycho- social-spiritual assessments (Assessed in Assignment #5)

#### **Evaluation (d)**

**B 10.4 (a)-**Monitor and evaluate interventions (Assessed in Assignments #4 and 5)

### **Assignments, Grading and Due Dates:**

#### **Teaching/Learning Methods:**

Lecture, group exercises, individual assignments, group assignments, papers, tests

#### **Methods of Evaluation**

Assignments, tests, participation

#### **Breakdown of Class Grading**

- Research Ethics (Social Behavioral Modules) (Assignment 1, minimum, 5%)
- Reflective papers assignment (Assignment 2, minimum, 15%)
- Ethics Article Assignment (Assignment 3, minimum 15%)
- Online survey assignment (Assignment 4, minimum 10%)
- You are a single case design assignment (Assignment 5, minimum, 10%)
- Research Project: Methods and Research Sections (Assignment 6, 15%)
- Midterm exam (10%)
- Final exam (15%)
- Computer assignments (5%)

Poor attendance and/or participation can move a borderline grade downwards. Excellent participation and attendance can move a borderline grade upwards. Where the student misses more than a full day of class, professor may request their withdrawal.

Assignments up to 24 hours late lose 5 points. Assignments more than 24 hours late but less than 1 week late lose 10 points. Assignments lose 10 additional points for each additional week late or part of a week late.

**Assignments are due at the beginning of class session unless otherwise specified. No assignments will be accepted after December 7.**

#### **Course Assignments:**

Unless otherwise noted, students should turn their papers in MSWord format.

### **Assignment #1: Research Ethics (Social Behavioral Modules) (5% of total grade)**

**Instructions:** The goal of assignment is to better acquaint you with basic ethical principles that underlay conducting research with human subjects. This assignment focuses on **Understanding**. The Collaborative Initiative Institutional Training Initiative (CITI) provides research ethics education to all members of the research community. Login to the CITI home page- <https://www.citiprogram.org/> (you will need to create a login ID). Complete all of the social and behavioral science modules and quizzes to earn CITI certification.

The final product will be the CITI completion report, which you can submit as a Word, PDF, or an .html file. Grade assigned is the average grade earned on the subtests. Students may complete subtests as many times as desired.

### **Assignment # 2: Reflective Papers Assignment (15% of total grade)**

**Rationale:** Scientific inquiry in social work education is predicated on the translation of strong behavioral and social sciences research into practice behaviors, skills, intervention models, programs of service and policy.

Likewise, the recognition that not all decisions made in the course of social work practice reflect this strong science is also required for the advancement of evidence based practice – often termed practice informed research.

**Instructions:** Write **two brief (2 page) reflective papers** that address the behaviors identified in the

**Rationale:** See Criteria for Assignment below for specific instructions.

As used below, the term agency applies to your practicum agency. If you are not currently in practicum but are working in a social services agency, it applies to the setting in which you work. If you are not in practicum and are not working in an agency, or if the agency in which you work does not work well for this assignment, see your instructor for ways to modify it so that it can work for you.

#### **Reflective Paper 1:**

The first paper is on an evidenced-based practice skill, intervention model or program (termed practice in this assignment) that occurs within your agency. For purposes of this paper, **evidenced-based practice** is practice supported by solid scientific evidence regarding its effectiveness. Please identify one source of empirical support for this practice and identify one example of its use within your agency. Based on this reading and your observation or involvement in this practice, answer the following questions:

1. What is the nature of the practice – describe it in laypersons terms?
2. How is this practice used in your practicum setting?
3. What are the strengths of using this practice?
4. What are some shortcomings of using this practice?
5. How can this practice be improved?
6. Is there an effort to evaluate this practice in your agency and, if so, what is the nature of this evaluation?
7. What information gaps or areas of uncertainty exist in the use of this practice that can be addressed by additional research and what, in your opinion, would be the best way to obtain the information to reduce the uncertainty or provide the information that you need?

#### **Reflective Paper 2:**

The second paper relates to a practice skill, intervention model, or program that occurs within your agency that is based predominantly on **practice wisdom**. For purposes of this paper, practice based on practice wisdom is defined as practice that is based predominantly on tradition and on life and practice experience. Further, such practice lacks solid scientifically grounded evidence regarding its effectiveness. Identify a practice within your agency that is based predominantly on practice wisdom.

1. What is the nature of the practice – describe it in laypersons terms?
2. How is this practice used in your practicum setting?
3. How has this practice come to be used within the setting?

4. What are the strengths of using this practice?
5. What are some shortcomings of using this practice?
6. What information would make you feel more confident in the use of this practice?
7. Why, in your opinion, has this practice not been subjected to scientific inquiry?
8. What, in your opinion, would be the best way to conduct a study to provide some evidence as to its effectiveness?

**Criteria for Assignment:**

- 2 brief reflective papers (2 pages each)
- APA style format
- Double-spaced and enumerated as provide below
- Cover sheet **not** required
- Name, course number-section number, and date in upper right header of the paper
- Title papers —Reflective Paper 1 and Reflective Paper 2 respectively

**Assignment # 3: Ethics Article Assignment (15% of total grade)**

**Instructions:** This assignment gives a group of students the opportunity to consider ethical issues in social work practice. Ethical issues related to your social work research study, and the role of an institutional review board as it relates to your individual research project will be delineated and discussed.

**Required Readings:** The ethics chapter or chapters in the primary Text for the course.

1. Each working group will select one article from the *Journal of Social Work Values and Ethics* that has been published in the past five years. The article should be relevant to your research projects and interests. The journal's website is:  
<http://www.socialworker.com/jswve/content/view/140/70/>
2. As a group, go over the article that your group selects and describe why the issues in the article are important to you as a social work researcher.
3. Finally, prepare and deliver a presentation about the ethical issues discussed in your article. Be sure to address ethical issues raised in the NASW code of ethics.

The final product will be a PowerPoint presentation that all in the group will contribute to developing and presenting.

**Assignment #4: Online Survey Assignment (10% of total grade)**

**Instructions:** Working in a group of about 4 or 5, develop a short questionnaire and administer it online to your fellow classroom members using the Qualtrics online survey tool. Go to [oucas.qualtrics.com](http://oucas.qualtrics.com) to register at Qualtrics.

Your questionnaire should contain the following:

1. A title (brief but informative).
2. A brief informed consent statement with opportunity to check a response to indicate desire to 1) participate in survey or 2) not participate.
3. Here are guidelines on questions.
  - a. Ten questions minimum (may count multiple questions within a given question format according to number of actual questions: e.g. four questions asked within a matrix format question = 4 questions).
  - b. At least two questions should be multiple choice format questions.
  - c. At least four questions should be matrix table questions. (These should all pertain to a single concept that you are measuring).

- d. At least one question should use the TextEntry format to create an open-ended response question.
- e. At least one question format other than those just listed should be included.

Following development of questionnaire:

1. Administer your questionnaire to fellow class members.
2. Use Qualtrics report feature to create a briefly summarize selected responses to close-ended questions.
3. Also, use the report feature to pull out key themes in the open-ended questions.
4. Working as a group, report your results to the class.
5. You should prepare a discussion of about 10 minutes for the class.
6. Please provide professor with a link to your questionnaire for professor to participate in survey.

#### **Extra Credit 1:**

In past years, Qualtrics has offered various Webinars. Take a webinar and document your participation to earn an extra credit point towards your final grade.

#### **Extra Credit 2:**

Use the SPSS Reliability feature to assess the reliability of your multi-item scale. This requires using Qualtrics to download the data in SPSS format. Next, see page 225 in the Companion Statistics guide and follow the steps outlined. Note: your items must all be coding in the same direction – follow the guides for recoding on page 39 – 47 of Companion Guide to create scale prior to running Reliability. Note: your scale must be measuring a single concept for Reliability to make sense. (Each person in group must do this individually to earn a point. Earn one extra credit point towards final grade.)

#### **Assignment # 5: The “You are a Single-Case Design” Assignment (10% of total grade)**

##### **Instructions:**

Think of some issue/behavior/situation in your own life or in that of someone involved in your life. You might think of something like:

- How relaxed (or stressed out) do you feel?
- How much time you fritter away on Facebook?
- How well are you sleeping?
- Are you spending sufficient time studying (and concentrating while you do so)?
- How many times do you hit the snooze alarm before getting up?
- How much exercise are you getting?
- Are you making time to do things that you enjoy?
- Do your kids (or you) brush your teeth well?
- Do you watch too much TV?
- Do you nag your kids?
- Do you have –quality time with them?
- How often do you bite your fingernails?
- Is your faithful friend (your dog) getting necessary attention and exercise?
- Clearly the list here goes on and on ...  
and on



### Preparation:

Narrow your thinking to something around which you can plan an intervention something to increase the frequency or intensity of this behavior/issue if it is a positive, or, on the other hand, if it is a negative, something to decrease its frequency or intensity.

Also pick an issue/subject that you feel comfortable about talking about and reporting about to the class. Your basic tasks will be to:

1. Take several different measurements related to your –issue across a period of about two weeks, and
2. To implement an intervention that has the potential to affect your selected situation -- this is your single- case design.
3. Create a graph and respond to questions about your measurements and intervention.

### Measurements:

All measurements should measure some aspect of situation or problem. However, they need not all measure the exact same thing. So, one measurement might assess, for instance, your energy level on a given day. Another might assess how intensely you exercised, or, perhaps, how deeply you slept. (Perhaps you are looking at whether exercise (your intervention) affects sleep.)

You will take **four different types of measurements**. You will **take each one on each day**. Here are the specific measurements that you will take:

#### First Measurement:

Your first measurement will be either a count of the number of times something happens or a measurement of how long something occurs or a measurement of how much. Perhaps you count the number of times your dog is gets up on the furniture during the evening (or the amount of time she spends up there). Or perhaps you chart the duration of time during which you read with your child. Or how long you exercise (or the number of hours that you study.) A measure of how much might be the number of ounces of coffee you consume.

#### Second Measurement:

Your second measurement will be to construct a scale with –1 at one end and –10 on the other and with opposites anchoring each side. For instance, the scale ...

cool as a cucumber- 1---2---3---4---5---6---7---8---9---10 - stressed to the max

could be used to assess stress level. You would circle the number that best conveyed your stress on, say, a given day.

#### Third Measurement:

Your third measurement can be either a multi-item scale that you find in the literature or a scale that you develop. It should be at least 4 items long. It should measure a single concept and should use a common response format. For instance, the short scale below consists of 5 items all of which have to do with soundness of sleep. Note that the same response format (strongly agree to strongly disagree) is used for each item in the scale.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I slept like a log.			X	
My sleep was as deep as could be.				X
My sleep was super restful.				X
I tossed and turned all night.	X			

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
I woke up full of energy and ready to take on the day.				X

You will need to score your scale. To do so, you will have to assign points to responses. Let's say that we want a high total score to indicate restful (rather than restless) sleep. So, we will probably want to assign points as follows: strongly agree = 4, agree = 3, disagree = 2 and strongly disagree = 1. Now let's suppose your responses on last night's sleep are recorded in scale (see above). Your scores on the 5 items would be (in the order that the items appear):

$$2 + 1 + 1 + 4 + 1 = 9.$$

But stop. Wait a minute. Agreeing to the fourth item (tossed and turned) conveys restless sleep. We need to reverse score this item. In other words, for this item: strongly agree = 1 (not 4), agree = 2 (not 3), disagree = 3 (not 2) and strongly disagree = 4 (not 1). So, your score on this item is not 4, but is 1, and your total scale score is:

$$2 + 1 + 1 + 1 + 1 = 6$$

Now this example used the response format strongly agree to strongly disagree, but another format might work better for your study: say, never, occasionally, sometimes, often, always or, say, excellent, good, fair, poor.

#### Fourth Measurement:

Your fourth measure is not a measure per se but rather is a client log, a mini-journal. Basically, for each day you will record perhaps two or three (or more) sentences or observations that get at the unique, particular aspects of each day's situation. So, say that you are dealing with sleep, you might record for one day:

Just couldn't get to sleep. Wish I hadn't had that darn coffee. Phone rang at 2AM. All I can think about is work, work, work – when will I get a break -- awoke with a big headache.

Hopefully, you didn't really sleep as in the above – but the key idea is that your log tries to get at the important events that affect what's going on -- and it can also include your insights and ideas as you go along.

So, that completes your measurements. Remember, you need to **carry out each measurement each day**.

#### Intervention:

In addition to taking measurements, you will implement an intervention. Some examples might be: an exercise regimen or no TV after 10 (and perhaps you sleep better), or time to relax to reduce stress. Or a change in diet. Or quality time with kids. Or time set aside to contemplate. Or a behavior mod points system to reward a positive behavior.

You will probably want to begin this intervention **half-way** through your two-week period of measurements. That way, half of your measurements will come before and half will come after.

Now, it may be that rather than implementing your intervention mid-way through the measurement period, you might think that it makes more sense to stagger your intervention, in other words to, say: not intervene on day 1, intervene on day 2, not intervene on day 3, intervene on day 4, not intervene on day 5, and so on. For instance, you could: not meditate, meditate, not meditate, meditate, and so on.

At the end of the two-week measurement/study period you will:

1. Hand in your measurements to the instructor – the logs may be hand-written; the other measurements should be printed and well organized. Be sure to calculate a multi-item scale score for each day. Recommendation: having all measurements for a given day should be made on a single piece of paper is a straightforward way to proceed.

2. Using Excel or a similar program, create a line graph that traces the key dependent variable in your study (your most important quantitative measurement) across time. Find a way on the graph to indicate the day(s) on which you implemented your intervention.
3. Write a paragraph summarizing the patterns and trends that your line graph conveys. Indicate from visual analysis whether you see relationship between your intervention and trends/patterns on the graph. Do you think your intervention affected the dependent variable that is graphed?
4. Write a paragraph addressing (from your subjective perspective) the reliability and validity of some of your quantitative measures. Which were best from your point of view? Or were all of them flawed? Did you find yourself tempted to fake measurements to make yourself look good? Do you think the fact that your classmates and professors will see your measurements affected your ratings on them? What about reactivity? Did the fact of paying so much attention to the behaviors/issues in question have an effect on either the actual behaviors/issues or on your perceptions of them? If so, were these effects good or bad ones?
5. Write a paragraph about your log. Was it helpful? Did you gain any insights into the behavior/issue from the log? How could the log be more helpful? Finally, do your writings and reflections in the log concur with your quantitative measures?
6. Write a brief paragraph (two or three sentences) addressing how your study could be improved.
7. Reflect in a brief paragraph about whether you think measurements such as those that you took (perhaps more refined) could be useful to: 1) a client and 2) a social worker working with a client.

Report to the class about your project. You should summarize your project, highlight what was most interesting (perhaps unexpected), and discuss whether any of what you did has relevance for social work practice.

**Note:** you may want to use Qualtrics to record your observations and then download to SPSS to do your graphs. Another alternative is to simply enter your observations/ data into SPSS (or Excel).

**This assignment will be turned in as hard copy.**

**Assignment # 6: Research Project: Introduction and Methods Sections Only. (15% of total grade)**

This project is described in detail in separate materials. (Will be in the student packet on Canvas.)

**Computer Assignments (5% of the total grade)**

Students will complete computer exercises from the first three chapters of Rosenthal's SPSS Version 20 Companion Guide to Accompany Statistics and Data Interpretation for Social Work.

Students will need to have access to the IBM SPSS Statistics Software (Version 20 or 21). One way to get this software is simply to use it in the labs at either the School of Social Work (Zarrow Hall, second floor). Please see Texts section of syllabus for more information on the SPSS software.

Students will do all of the exercises in the Companion Guide in Chapters 1 to 3. This includes both the exercises in the chapters per se, as you are guided along through the chapters and also the exercises at the end of the Chapters (Chapter 1 has no end of chapter exercises). Students will turn evidence of their work into the Dropbox.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

- A = 90% - 100% of total points possible
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- F < 60%

**Grading Rubric for Papers:**

<b>Criteria</b>	<b>Percent of Grade</b>
Appropriate and interesting subject matter Well written, correct use of APA format, grammatically correct, error free Outstanding critical analysis, logical, succinct Thoughtful reflection based on class material and appropriate sources	90%+
Appropriate subject matter Mostly correct grammar and use of APA format Good analysis, well organized material, generally succinct & easy to follow Showed evidence of thoughtful reflection and used class material and appropriate sources	80-89%
Marginally appropriate subject matter Significant grammatical and APA errors, weak writing, insufficient length Weak analysis or argument, rambling or lacking sufficient organization Insufficient evidence of thoughtful reflection, class material, and sources	70-79%
Inappropriate subject matter selected Poor grammar, no use of APA, poorly written, insufficient length Poor analysis, disorganized or trivial content, difficult to follow Little evidence of reflective thought or use of course materials; inappropriate sources; Failure to heed corrective instructions; repetitive errors	60-69%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

David Wright, Ph.D.

### Education

- 1996 Ph.D. University of Houston
- 1992 M.A. Oklahoma State University
- 1990 B.A. Southwestern Oklahoma State University

### Current Position

Evaluation Projects Manager, Decision Support Services Oklahoma Department of Mental Health and Substance Abuse Services

### Frequently Taught Advanced Programs Courses

- HR 5023 Research in Human Relations
- HR 5413 Chemical Dependency
- SWK 5083 Social Work Research Methods I
- SWK 5093 Social Work Research Methods II

### Major Areas of Teaching and Research Interest

- Applied Research Methods and Evaluation
- Advanced Research Methods
- Policy Analysis and Evaluation
- Social Policy Analysis

### Representative Publications and Presentations

- Wright, D. (July, 2011). *What are Performance Measures and Why Should Anyone Care About Them?* Presented at the 1<sup>st</sup> Annual Oklahoma Rural Drug Court Conference.
- Hornik, J., Carpenter, J., Wright, D., Hanna, J., and Byrum, L. (November, 2010). *Workforce Challenges in Behavioral Healthcare: A Model Approach to Gathering Systematic Information About Staffing Problems Faced by State Agencies, Programs, and Staff.* Presented at the 24th Annual Conference of the American Evaluation Association.
- Wright, D. (October, 2010). *The Effectiveness of the Oklahoma Mental Health Reentry Program.* Presented at the Bureau of Justice Statistics/Justice Research Statistics Association National Conference.
- Wright, D. (March, 2010). *Utilizing Reentry Intensive Care Coordination Teams for Justice-Involved People.* Presented at the 2010 CMHS National GAINS Center Conference.
- Wright, D., Mann, B., May, R. and Holland, F. (March, 2010). *Innovative Consumer-Driven Mental Health Reentry Program: The Oklahoma Model.* Presented at the 2010 CMHS National GAINS Center Conference.
- Hornik, J., Carpenter, J., Wright, D., Hanna, J., and Byrum, L. (November, 2009). *Workforce Challenges in the Public Mental Health System: A Study of Program Managers and Direct Care Staff in Oklahoma.* Presented at the American Public Health Association (APHA) 137th Annual Meeting and Expo.
- Wright, D. (October, 2009). *Outcome and Performance Measure Reporting System for Drug Courts and Mental Health Courts.* Presented at the Bureau of Justice Statistics/Justice Research Statistics Association National Conference.
- Wright, D. (2008). *An Overview of Oklahoma's Drug Court Program.* In *Criminal Justice in Oklahoma: Can We Be Just as Tough...But Twice as Smart?* (pp. 131-133). The Oklahoma Academy, Oklahoma City, OK.
- Wright, D., Davis, S., & Leeper, T. (Eds.). (2008). *Child & Family Disaster Research Training & Education Curriculum for State Mental Health Authorities.* Oklahoma City, OK: Terrorism Disaster Center, University of Oklahoma Health Sciences Center.

- Wright, D. (2005). *Female Incarceration and Crime in Oklahoma*. In *Oklahoma Women's Almanac* (pp. 61-77). Winner of the 2006 Outstanding Achievement Award by the National Association of Commissions for Women. R. Darcy and Jennifer F. Paustenbaugh (Eds.) with a forward by Governor Brad Henry. Oklahoma Commission on the Status of Women and the Women's Archives at Oklahoma State University, Stillwater and Edmond, OK: Oklahoma Political Science Association Press.
- Wright, D., and Howry, S. (2003). *Analysis of Gun Violence Patterns: Hot Spot Mapping*. In *Project Safe Neighborhoods America's Network Against Gun Violence: Innovative Practices Report* (pp. 4, 32-35). Office of Justice Programs, US Department of Justice.
- Wright, D. (October, 2003). *Evaluating Drug Courts: Outcome Differences by Gender*. Presented at the Bureau of Justice Statistics/Justice Research Statistics Association National Conference.
- Wright, D., Stiefmiller, T., and Clymer, R. (1999). Assessment of School Violence in Oklahoma and the Nation. *Justice Research and Statistics Association: The Forum* 17(4): 1-2, 11-13.
- Wright, D., Hirlinger, M., and England, R. (1998). *The Politics of Second Generation Discrimination in American Indian Education: Incidence, Explanation, and Mitigating Strategies*. Westport, CT: Greenwood Publishing Group, Inc.
- Wright, D., Ellinger, K., and Hirlinger, M. (1995). Brains for The Bucks? School Revenue and Student Achievement in Oklahoma. *Social Science Journal* 32(3): 299-308.
- Kirksey, J., and Wright, D. (1992). Black Women in State Legislatures: The View from Oklahoma. *Oklahoma Politics* 1: 67-79.

### **Representative Honors and Awards Received**

- Governor's Commendation Award, 2012 Oklahoma Quality Team Day for Outcomes Based Funding for Drug Courts: Saving Lives, Saving Money.
- Governor's Commendation Award, 2012 Oklahoma Quality Team Day for Justice Reinvestment in Oklahoma: ODMHSAS Impacting Futures.
- 2003 Justice Research and Statistics Association's Phillip Hoke National Publication Award for Excellence in Statistical Reporting. Publication: A Report to the Oklahoma Legislature of Felony Sentencing in 2001.
- Governor's Commendation Award, 2001 for Outstanding Publication: An Assessment of School Violence in Oklahoma Public Schools.
- 2000 American Library Association Notable Document. Publication: An Assessment of School Violence in Oklahoma Public Schools.