The University of South Dakota
Department of Social Work

SOCW 650: Practice-Based Quantitative Research
Summer 2017

This is an Online Course

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Inclusive Excellence

The University of South Dakota and the School of Health Sciences is committed to an environment of inclusiveness in classroom and clinical settings that honors the richness of diverse perspectives and interprofessional practice through valuing diverse traditions, heritages, and experiences.

Catalog Description

Introduces students to the basic principles of quantitative social work research, including ethics, problem formulation, and quantitative research designs and methodologies. Emphasis is placed on teaching students to become critical thinkers and responsible consumers of quantitative research. In addition, students will learn how to utilize various quantitative research strategies and methodologies to evaluate social service programs and practice outcomes.

Rationale

This is an important course in the advanced generalist program because it prepares social workers for practice-informed research and highlights their ethical responsibility to use practice approaches, methods, and techniques that are evidence based. Social workers have an ethical responsibility to provide quality services that meet established community and client goals and objectives. Social workers have an ethical responsibility to be accountable for the services they provide, and to demonstrate to stakeholders, funding sources, and clients that their programs worth continued funding.

The theoretical framework adopted by the Department of Social Work has influenced the development of this course. In this course students are encouraged to develop their expertise in social work practice and knowledge using the theoretical framework as a lens
through which critical thought guides their decisions. Students are taught to (a) ask important questions, (b) acquire and appraise evidence critically, (c) apply evidence with sensitivity to the situation, (d) analyze outcomes, and (e) adjust practice as needed.

Textbooks and Other Required Materials


Competencies

<table>
<thead>
<tr>
<th>Course Competencies</th>
<th>Student Will Demonstrate Competency by this Practice Behavior</th>
<th>Practice Behavior will be Assessed by this Assignment</th>
<th>Knowledge, Values, and Skills Student Will Develop in this Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1 Identify as a professional social worker and conduct one's self accordingly.</td>
<td>Attend to professional roles and boundaries</td>
<td>Class discussions Quizzes Single-case project</td>
<td><strong>Knowledge</strong>: Conceptualize the research question; define key concepts and constructs; describe the operationalization of a research question; recognize environmental influences of research design, implementation and outcome; describe the difference between process and outcomes.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Class Discussions Single-case project</td>
<td></td>
</tr>
<tr>
<td>2.1.3 Apply critical thinking to inform and communicate professional judgments.</td>
<td>Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>Quizzes Single-case project Literature review assignments</td>
<td><strong>Values</strong>: Describe the historical reasons for implementing human subject protections in health sciences and social sciences research; articulate the sections of the <em>Code of Ethics of the National Association of Social Workers</em> that pertain to research; describe steps a researcher can take to protect human subjects.</td>
</tr>
<tr>
<td></td>
<td>Analyze models of assessment, prevention, intervention, and evaluation</td>
<td>Quizzes Single-case project Literature review assignments</td>
<td></td>
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<tr>
<td></td>
<td>Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
<td>Class discussions Single-case project Literature review assignments</td>
<td></td>
</tr>
</tbody>
</table>
### Course Structure

In this course, the materials in the two primary texts will be used for the entire course, in concert with each other. The primary foci will be on developing a solid understanding of what constitutes high quality quantitative research, what the differences are between practice-informed research and evidenced-based practice, and what conceptual and communication skills are required to responsibly integrate practice-informed and evidence-based practice principles into one’s practice as a professional social worker.

This is an online course with well-prepared materials loaded into the Desire2Learn (D2L) course shell. These resources are intended to facilitate and deepen your learning with regard to practice-informed and practice-based quantitative research. Students must complete all components of each online session (e.g., watching/listening to narrated slide presentations, watching online videos, reading the textbooks, reading supplemental materials, participating in Discussion Forums, etc.)

Please note that ALL course examinations/quizzes will be offered only within D2L. See the course outline for the start and stop dates/times for each exam.

The instructor will setup a drop box for each assignment. You should make sure your assignments are in at least Microsoft Word 2010 or later format (e.g., Word 2013). Assignments must be turned in on or before the due date and time.
When you submit an assignment, there are two things to remember: **First**, make sure your name is on the assignment on the front cover-page, which should always accompany any assignment you submit in any class in the MSW Program; and **Second**, include your name in the electronic or document file name. In general, the file-naming convention you should use in this class is as follows: **LastName_FirstName_Assignment_Name.doc** or **LastName_FirstName_Assignment_Name.docx**. Do not submit any assignments in any other document format unless you are specifically instructed to do so (e.g., do not submit any JPG, JPEG, BMP, and/or TIFF documents or files). The instructor will not accept them. In addition, the instructor will not accept fragmented documents (i.e., documents broken into several parts or individual pages). It is your responsibility to make sure that documents are complete and whole.

### Course Requirements

The course requirements include the following:

1. Read the syllabus and submit a signed/dated course syllabus attestation.
2. Read the **Online Student Handbook**, which is located on the upper, left-hand side of the D2L course home page in the USD Getting Started box.
3. Successful completion of weekly, online lessons (including, but not limited to, completing assigned readings, viewing slide presentations, watching/listening to selected online videos and other forms of multimedia, participating fully in all Discussion Forums, and completing any other assigned tasks associated with each unit of study).
4. Successful completion of two online quizzes/tests.
5. Successful completion of an online Comprehensive Final Examination.
6. Successful completion of two critiques of select quantitative research articles.
7. Successful completion of a single-subject design paper.
8. Active participation in any spontaneous, impromptu class activities.

**IMPORTANT:** All students should submit course assignments and/or tasks as Microsoft Word 2010 or later documents (.DOC or .DOCX) via the drop box that will be set up in advance of the assignment deadline. The instructor will use Turnitin to check documents for plagiarism. In addition, the instructor will use GradeMark to score and offer written feedback to students on their written assignments.

### Contacting the Professor

My contact information is listed at the top of this course syllabus. The best way to reach me is at my regular USD e-mail address; that is, at [Margarite.Reinert@usd.edu](mailto:Margarite.Reinert@usd.edu). You may also try reaching me via e-mail within D2L; however, I am not in the habit of checking my D2L e-mail as frequently as I do my other e-mail accounts. If you attempt to reach me through D2L e-mail, I cannot guarantee that I will be as responsive as you would like. If it is a genuine emergency, you may reach me at either (605) 658-5937 or (605) 357-1450. I will do my utmost to respond to
your requests within twenty-four (24) hours during the weekdays, or forty-eight (48) hours on the weekends.

I will set up office hours via Collaborate Ultra to make it easy for you to contact me if you have questions and would like to interact online through the D2L course shell. The office hours web link is the first item that appears at the top of the CONTENT module in this online course. In order to fully engage in and benefit from Collaborate Ultra (and Skype, which is noted in the next paragraph), I recommend that you purchase a USB multimedia headset—earphones with a microphone—so that you can ask questions instead of typing them. These can be purchased online, or from your local retailer (Walmart, Best Buy, Radio Shack, etc.), for around $15-$30 depending on the brand and model (Logitech is recommended).

I can be contacted by telephone at my office number, (605) 658-5937 or (605) 357-1450, during regular office hours (i.e., Monday through Friday, 8 am to 5 pm). You can also meet with me face-to-face, but you must contact me first and set up an appointment.

I may, as needed, host synchronous (i.e., real-time) online meetings with students via Collaborate Ultra within the D2L course shell. You will need to use, at a minimum, a USB multimedia headset as noted above. It is preferred that students use a web cam with a built-in microphone to facilitate conversation online. Most PCs today come with a web cam; however, students can purchase higher quality equipment online or from a local retailer.

Please note that the university email system is the official means of communicating with students. If you have not done so already, please set up your student email account, provide the address to me and/or the MSW Program secretary, and use your USD email address for all online correspondence. Because of privacy concerns, I will not respond to any student at any email address other than assigned to you by the university.

While I strive to be available to students, I am also a very busy person. If you send me an email message or leave a voice mail message, please allow 1-2 work days for me to respond. This also applies to any emails sent or voice mail message left on weekends or during holidays. If your situation is urgent or emergent, then you can usually reach me on my mobile phone at (785) 331-7734.

Assignments

Class participation. Students who attend class online will accrue points over the course of the semester. The instructor will also note the degree and quality of each student’s participation in online class sessions. At the end of the semester, the instructor reserves the right to reduce a student’s class participation points if she/he has not been an active participant in class discussions and other class activities (i.e., both face-to-face and online).

Student participation in this online course will be tracked and points will be assigned for each class session based on two forms of participation.

First, the instructor will assign points to each student based on the quality and level of her or his participation in each online session, including Discussion Forums. Because a total of 200 points is allocated for student participation/attendance across 16 class sessions, each class session will be worth 12.5 participation points (i.e., 200/16 = 12.5).
Second, the instructor will monitor each student’s online activities in the course in terms of her or his presence and participation in each online class session. For example, the instructor can use D2L web analytics to determine how often and how long a student logged into any particular class session and activity. In addition, the instructor can track a student’s navigation within the course during any session.

For a student to receive full points for a class session, she or he must complete all of the online work for that entire session within the allotted time frame. This includes reading additional course materials or resources (besides readings in the textbooks), viewing any pre-recorded presentations, participating—if required—in any real-time, synchronous Collaborate Ultra sessions scheduled by the instructor, submitting assignments due that session via one or more drop boxes, completing any quiz or test associated with the session, participating in the Discussion Forum, and completing any/all other tasks or assignments related to any particular class session.

For students who fail to meet these expectations, the instructor may deduct up to 12.5 points from the class attendance/participation points accrued by a student for each class session. For example, a student who participates fully in Discussion Forums and completes all other course work associated with the 16 online sessions could earn a total of 200 points for participation/attendance for the semester. However, a student who participates fully in Discussion Forums but does not complete any other course work associated with the 16 online sessions could lose up to 200 points due to nonattendance/nonparticipation. Predictably, a student in this situation will do poorly on course assignments and quizzes/tests. She or he will likely fail the class or perform at a substandard level in the class.

It should be noted that any student who misses 3 or more class sessions will be automatically dropped administratively from the course by the instructor. Any student who misses 1-2 class sessions will see a substantial drop in her or his final course grade (e.g., the first absence will result in a full letter drop in the final course grade; the second absence will result in another full letter drop in the student’s final course grade).

Readings. You should complete all the required readings for each unit of study. Beyond this, an important aspect of the course is to have you reflect upon what you have read and learned and apply the concepts, constructs, and practice principles to your own life and life situation.

Quizzes. There will be two online quizzes that will cover the readings and topics discussed in class. As you work through the weekly lessons, make sure you take good notes and ask questions if there is something you do not understand. All quizzes will comprise of multiple choice questions, which will have four options or distractors. The multiple questions are written in the same form as questions you will find on the social work licensing examination. The intent is to not only test your knowledge but also give you an opportunity to practice taking exams that (a) are timed and (b) contain questions that mirror those found in the licensing examination. Please note that both quizzes are closed-notes and closed-book. The title or name of each quiz will contain a reference to the readings covered in its contents.

Comprehensive Final Examination. The comprehensive final examination will be offered online at the end of the semester. Questions will be drawn from the semester quizzes; however, in most cases, the questions will be modified or written differently in order to focus on different aspects of a specific piece of knowledge, content area, or principle. This
examination will cover all the materials referenced in the course (e.g., the readings, narrated slide presentations, plus online videos and other multimedia). Please note that the comprehensive final examination is closed-notes and closed-book.

**Critiquing Two Quantitative Research Articles.** Students will have the opportunity to critique two quantitative research article assigned by the instructor (more specific details will be provided in D2L in lessons that contain these four assignments).

Assignments for the course are graded according to instructor’s individualized assignment rubrics. Rubrics will include at least the following (wording may vary to reflect requirements of individual assignments):

1. Were assignment directions followed?
2. What was the overall quality of the work (accuracy, organization, punctuation, grammar, syntax, language usage, and spelling)? This includes careful and correct use of the latest, standard style of APA writing and referencing.
3. To what degree did the student integrate class discussions and readings?
4. To what degree did the student integrate critical thinking about information and thoughtful reflection?
5. To what degree did the student reflect understanding of ethical guidelines for research and evaluation?
6. Did the student demonstrate the ability to integrate and apply theoretical concepts?
7. Did the student demonstrate an understanding of social work core values in analyses?

When you submit your research article critiques to me, remember to use the file naming convention noted earlier in this syllabus. For example, the first critique should be named per this convention: **LastName_FirstName_QUALRSRCH_Article_Critique_1.doc** or **LastName_FirstName_QUALRSRCH_Article_Critique_1.docx**. The other critique should be numbered sequentially as 2.

Also, remember to **put your name on the standard cover page of the actual assignment** (see the narrated slide presentations, “Everything You Wanted to Know about the APA Style but Were Afraid to Ask.”)

**Single-Subject Design Paper.** In this assignment, each student is to select a target behavior that she/he would like to change in herself/himself. The student is to utilize one of the basic single-subject designs (e.g., the A-B-A withdrawal design, a multiple-baseline design, or an alternating treatments design), establish two or three measurement methods, gather baseline data, implement at least one intervention, and then gather post-intervention data to determine the effectiveness of the intervention approach.

When you submit your single-subject design paper to me, remember to use the file naming convention noted earlier in this syllabus; that is:

**LastName_FirstName_SingleSubject_Paper.doc**

or

**LastName_FirstName_SingleSubject_Paper.docx**.
Grading

Coursework and weights are listed here:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Class Participation (Discussion Forum postings and consistent online presence)</td>
<td>200</td>
</tr>
<tr>
<td>Single-Subject Design Paper</td>
<td>200</td>
</tr>
<tr>
<td>Critiquing Quantitative Research (2 Exercises @ 100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Online Quizzes (2 @ 100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Online Comprehensive Final Examination</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,000</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned in the following manner:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>900-1,000</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>700-799</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 69</td>
<td>&lt; 699</td>
</tr>
</tbody>
</table>

Feedback on objective online quizzes and tests should be instantaneous. I will provide each student with a grade and written feedback on each writing assignment within 10-14 days of the due date/time for that particular assignment. If, for some unforeseen reason, there is a delay, I will promptly notify the class and set a date for when you can expect to receive a grade/feedback from me.

All grades for quizzes/tests, assignments, and other coursework can be found in the course grade book.

I will also abide by all policies set forth in this syllabus and those by the Online Student Handbook, The University of South Dakota, and the South Dakota Board of Regents.

Please see the graduate catalog and the MSW Program student handbook for information regarding the University’s grading policy.

Freedom in Learning

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
Academic Fraud, Plagiarism, Dishonesty, and Cheating

The School of Health Sciences and the Department of Social Work considers academic fraud, plagiarism, dishonesty, and cheating to be serious acts of academic misconduct. Violation of the University Academic Honesty Policy could result in disciplinary action. Academic dishonesty includes cheating on exams or course assignments, plagiarism (using the ideas or words of another as one’s own without crediting the source), lying to get extensions on projects or exams, and any other form of dishonesty. See the student handbook for definitions and consequences which may include expulsion from the University.

The Department of Social Work regards any form of academic dishonesty to be a sign that the student’s values and ethics are incompatible with the values and ethics of the social work profession. An incident of academic dishonesty may result in a grade reduction for the assignment, an F for the course, and/or dismissal from the Social Work Program.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

Make-Up Policy

Unless explicit arrangements have been worked out by the student with the instructor well in advance of a due date/time, no points will be granted for late or missed assignments. This includes quizzes/tests and any other graded coursework. In addition, the student will not be able to make it up nor will she or he be able to complete an alternate assignment or exercise to compensate for the lost points.

Special Needs/Accommodations

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note that if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents system institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.
Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605)677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

eMail Policy

The university email system is the formal email (i.e., @usd.edu) used to communicate with students. Please set up a student email account and provide the address to the professor.
<table>
<thead>
<tr>
<th>Week</th>
<th>2017 Dates</th>
<th>Topic/Activity</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/15/17 to 5/21/17</td>
<td>Welcome to SOCW 620 Make sure you read <em>The CDE Online Student Handbook</em></td>
<td><em>The CDE Online Student Handbook</em> Syllabus and other course materials</td>
</tr>
<tr>
<td>4</td>
<td>6/5/17 to 6/11/17</td>
<td>The PBR Literature Review Data Collection Methods Quiz 1 Opens in D2L at 12:01 am CST on Monday, 6/5/17 and Closes in D2L at 11:59 pm CST on Sunday, 6/11/17 Overview of Withdrawal Designs Application of Withdrawal Designs</td>
<td>Dodd and Epstein (2012) CHs 5-6 Richards et al. (2013) CHs 5-6</td>
</tr>
<tr>
<td>5</td>
<td>6/12/17 to 6/18/17</td>
<td>Qualitative Data Gathering Quantitative Data Gathering PBR Sampling Overview of Changing Conditions and Changing Criterion Designs Critique #1 is due at 11:59 pm CST on 6/18/17</td>
<td>Dodd and Epstein (2012) CHs 7-9 Richards et al. (2013) CH 7</td>
</tr>
<tr>
<td>7</td>
<td>6/26/17 to 7/2/17</td>
<td>Analyzing Quantitative Data Interpreting, Writing Up, and Disseminating Findings Overview of Multiple Baseline Designs</td>
<td>Dodd and Epstein (2012) CHs 12-13 Richards et al. (2013) CH 9</td>
</tr>
<tr>
<td>Week</td>
<td>2017 Date</td>
<td>Topic/Activity</td>
<td>Readings</td>
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<td>8</td>
<td>7/3/17 to 7/9/17</td>
<td>Practice Evaluation, the Logic Model, and the Model of Change Quiz 2 Opens in D2L at 12:01 am CST on Monday, 7/3/17 and Closes in D2L at 11:59 pm CST on Sunday, 7/9/17</td>
<td>Richards et al. (2013) CH 10</td>
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<tr>
<td></td>
<td></td>
<td>Application of Multiple Baseline Designs</td>
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<tr>
<td>9</td>
<td>7/10/17 to 7/17/17</td>
<td>Overview of Alternating Treatment Designs Critique #2 is due at 11:59 pm CST on 7/17/2016</td>
<td>Richards et al. (2013) CH 11</td>
</tr>
<tr>
<td>10</td>
<td>7/17/17 to 7/13/17</td>
<td>Application of Alternating Treatment Designs</td>
<td>Richards et al. (2013) CH 12</td>
</tr>
<tr>
<td>11</td>
<td>7/24/17 to 7/30/17</td>
<td>Methods for Analyzing Data In-Class Course Evaluation Single-Subject Design Paper is due at 11:59 pm CST on Sunday, 7/30/17</td>
<td>Richards et al. (2013) CH 13</td>
</tr>
<tr>
<td>12</td>
<td>7/31/17 to 8/4/17</td>
<td>Comprehensive Final Examination Opens in D2L at 12:01 am CST on Monday, 7/31/17 and Closes in D2L at 11:59 pm CST on Friday, 8/4/17 Course Wrap Up</td>
<td>None</td>
</tr>
</tbody>
</table>
References


## Academic Calendar Summer 2017

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 12-Week Session</td>
<td>May 15 - August 4, 2017</td>
</tr>
<tr>
<td>End of Add/Drop</td>
<td>Monday, May 22, 2017</td>
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<tr>
<td>Last Day to Drop a Course with a &quot;W&quot;</td>
<td>Wednesday, July 12, 2017</td>
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