Course Description: Culminating research project demonstrating an understanding of research skills needed for community-based clinical research. This course provides students with the opportunity to apply research skills and to demonstrate critical thinking skills within the context of community-based clinical research. Students select a research project and take it from problem identification through a final report.

Learning objectives: By the end of this course, each student will be able to:
1. Integrate empirical and philosophical knowledge within the social work profession through the study and examination of a community-based clinical practice issue. This will be evaluated based on class discussion and the final research report.
2. Identify and analyze the interplay of policy, theory, practice, research, and values in professional social work through the self-selected research project. This will be evaluated based on the final research report.
3. Apply the research process and design in the completion of a research project that will include the clinical practice of social work, including the selection and application of an appropriate form of statistical analysis and the use of a computerized data analysis system (e.g. SPSS) as needed in the project. This will be evaluated based on the final research report.
4. Demonstrate an understanding of the impact of diversity issues such as ethnic, gender, gay/lesbian, disability, and social justice on the conduct and reporting of research. This will be evaluated based on the final research report.
5. Apply the principles inherent in the protection of human subjects. This will be evaluated based on the final research report.
6. Critically evaluate research studies of relevance to social work and make decisions about application to community-based clinical practice in therapeutic and preventive programs. This will be evaluated based on the literature review conducted for each project.
7. Identify, describe and analyze research findings into a self-contained and well-organized research report. This will be evaluated based on the final research report.

Evaluation of Learning and Grading:

Research project: Students will be given a concrete experience in completing a quantitative or a qualitative research project. Each student is expected to: 1) formulate a research problem related to community based clinical practice with individuals, families, groups, and the environment, 2) operationalize the problem, 3) collect and analyze the data, and 4) complete a final report of the project. The scope of the project must be sufficiently broad for the student to examine it from both a theoretical and an empirical perspective. A final report will be submitted that is 20-30 pages in length and written according to the Publication Manual of the American Psychological Association. With written instructor approval, students can work jointly on projects. Students should identify a potential journal to which to submit their paper for review. The selected journal’s “Guide to Authors” should be submitted with the final paper. The “Literature Review” and “Theory” sections of the paper will be due to the instructor for review.
on February 22, 2005. A draft of the entire paper, to be reviewed by classmates, will be due on March 22, 2005. The final paper will be due on April 12, 2005. (60 points)

**Research proposal:** Students will prepare a 2-page outline, delineating the content of their research project. Guidelines will be provided by the instructor (5 points)

**Reviewer assignment:** Students will be required to serve as an “editorial reviewer” for two of their classmates. Guidelines will be provided by the instructor. (15 points)

**Oral presentation:** Students will deliver an oral presentation summarizing their research project. Guidelines will be provided by the instructor. (20 points)

A = 95-100 (4.0)  B- = 80-83 (2.75)  D+ = 67-69 (1.25)
A- = 90-94 (3.75)  C+ = 77-79 (2.25)  D = 64-66 (1.00)
B+ = 87-89 (3.25)  C = 74-76 (2.00)  D- = 60-63 (0.75)
B = 84-86 (3.00)  C- = 70-73 (1.75)  F = 59 or less (0.00)

**Course Policies:** Refer to Student Handbook and Golden Rule

**Class Participation:** Students must attend all scheduled seminars, complete assigned readings, and actively participate in classroom discussions. As this course is designed with a student-centered learning framework, students should come to class prepared to discuss assigned readings, present information about their own projects, and to offer consultation to fellow classmates about ways to improve their research projects.

**Course Texts:**

**Course Schedule:**

**Week 1 (1-11-05)**
**Content:**
1. Overview of the course
2. Integration of ethics, theory, and empirical issues within the profession and through the study of an issue related to community-based clinical social work practice.
3. The interplay of policy, theory, practice, and research in a clinical social work problem in prevention and remediation efforts.

**Readings:**
1. Lomand- Chapters 2 and 23.
2. Orcher – Chapters 1,2,3,4.

**Learning Methods:** Lecture-discussion

**Week 2 (1-18-05)**
**Content**
1. Discussion of qualitative and quantitative methods
2. Selection of method

**Readings:**
1. Lomand – Chapters 13 and 29.
2. Orcher – Chapters 5,6,7,8,9

**Learning Methods:** Lecture-discussion
Week 3 (1-25-05)
Content
1. Matching research design and data collection methods to the purpose of the study
   a. Experimental/quasi-experimental
   b. survey
   c. box score/meta analysis
   d. program evaluation
   e. content analysis
   f. observational
   g. interview
   h. focus group
2. Variables—defining, operationalizing and measuring key variables and concepts
Readings:
1. Lomand – Chapter 22
2. Orcher - Chapter: 10,11,12
Learning Methods: Lecture-discussion

Week 4 (2-1-05)
Content
1. Ethical issues and social work research
2. Protection for human subjects that participate in research protocols
3. Literature review and research—including research on policy, practice, theory, populations at risk
4. Ethics and professional issues in the selection of research participants
5. NASW Code of ethics and research
Readings: Orcher - Chapter 13, 14, 15
Learning Methods: Lecture-discussion

Week 5 (2-8-05)
Content:
1. Identifying a sampling plan
2. Special concerns (i.e. underserved populations, program evaluation)
Readings:
1. Lomand – 6 and review samples from articles already read.
2. Orcher - Chapters 16, 17
Learning Methods: Lecture-discussion

Week 6 (2-15-05)
Content:
1. Research proposals
Learning Methods:
1. Classroom workshop
2. Research proposals due (2 page summaries including research problem, research questions, methodology, variables, sampling, data collection plan and instruments and timetables).
Readings: Orcher – Chapters 18 and 19.

Week 7 (2-22-05)
Content:
1. Data analysis (Quantitative)
   a. Use of SPSS
   b. Descriptive statistics
c. Inferential statistics
3. Data Analysis (Qualitative)
a. Open coding
b. Axial coding
c. Conceptual trees

Reading: 1. Orcher – Chapters 20, 21, 22, and 23

Learning Methods:
1. Lecture-discussion
2. Lab
3. Completed “Literature Review” and “Theory” sections due (minimum 8 pages)

Week 8 (3-1-05) & 9 (3-8-05) Group workshop
The instructor and GTA will be available to meet with individual students and work with students regarding projects, literature reviews, theory sections, and data analysis.

Week 10 (3-15-05)  Spring Break

Week 11 (3-22-05)
Content:
1. Presentation of Findings
2. Writing the Research Report

Learning Methods:
1. Article review
2. In-class workshop

Week 12 (3-29-05)
Content:
1. Evaluating research
2. Reviewer Assignment: To be distributed in Week 12. Reviews due to colleagues and instructor 4-5-05.

Learning Methods: In-class workshop

Weeks 13, 14 & 15 (4-5; 4-12 & 4-19)
Content:
1. Oral Reports
2. Written Report Due 4-12

Learning Methods: Student presentations