



University of Central Florida
School of Social Work

SOW 6914.0002 Integrative Research Project in Clinical Practice

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Term: Spring 2009
Class Days: Mondays
Class Hours: 6:30 PM-8:20 PM
Class Location: HPA 2, Rm 247

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.

THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

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Integrity	I will practice and defend academic and personal honesty.
Scholarship	I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.
Community	I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.
Creativity	I will use my talents to enrich the human experience.
Excellence	I will strive toward the highest standards of performance in any endeavor I undertake.

POLICIES

In addition to the information below, the student should become familiar with School of Social Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

MODIFICATION OF SYLLABUS

This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student’s responsibility to ensure that the student’s email address is current in eCommunity.

COURSE EXPECTATIONS

Cell phones, pagers and recorders

- Students are asked to turn off cell phones and beepers during class sessions.
- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.

Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or support seeking.

Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Make-up exams are not given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make up exam will be an essay exam. Out-of-town vacations, trips, mild illness (such as a cold), and other similar circumstances do not qualify as extreme. The instructor reserves the option to provide a make up exam in hers or his absence.

Students with three (3) absences will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

Attendance during Finals Week: It is University policy that all classes **MUST** meet during the scheduled final exam session.

Written Assignments

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.*

All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage may be returned with out a grade. When references are required, they must be in the APA documentation style.

The **University Writing Center (UWC)** is a free resource for UCF undergraduates and graduates. At the UWC, a trained writing consultant will work individually with you on anything you're writing (in or out of class), at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit the UWC website at <http://www.uwc.ucf.edu> stop by MOD 608, or call 407.823.2197. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments.

Late Assignments

All assignments must be turned in through turnitin.com. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late unless the student had an extraordinary circumstance and gained prior approval from the instructor.* No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments. All papers and assignments are due on the scheduled date unless the student has **EXTRAORDINARY CIRCUMSTANCES** (documented student hospitalization or surgery, documented death in the family, etc.) prevent the student from meeting the deadline. In those cases the student **MUST** obtain prior approval for submitting a late assignment directly from the instructor and **MUST** present the instructor with documentation on the extraordinary circumstance. In cases of **EXTRAORDINARY CIRCUMSTANCES**, approval for late work must be obtained directly from the instructor. **NO OTHER LATE ASSIGNMENTS (without extraordinary circumstance documentation) WILL BE ACCEPTED. Please note that vacations, problems with time management or problems with computers do not count as Extraordinary Circumstances.**

Incomplete Grades

An "Incomplete" is only recorded in exceptional circumstances and in keeping with the School and University policies. Time management issues, computer/technology problems or other similar reasons do not qualify for an incomplete grade.

Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the due date extend beyond the end of the following semester. Students who experience chronic medical or personal

problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

Academic Integrity/Plagiarism

Plagiarism and Cheating of any kind on an examination, quiz, or assignment may result in an "F" for that assignment and may also lead to an "F" for the entire course and referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. Please do not ask for your grade to be changed unless the instructor has made a mathematical error or to bend or break rules for one person that will not apply to everyone.

Turnitin.com

In this course we will utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in electronic format to turnitin.com.

Assignments not submitted through turnitin.com WILL NOT be accepted. DO NOT SEND ASSIGNMENTS THROUGH EMAIL. The only assignments that will not be turned in through turnitin.com will be the Small

Group Assignments that will be done in class. After the assignment is processed, the instructor receives a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit: <http://www.turnitin.com>. To submit assignments through <http://www.turnitin.com>, use the following:

Class ID: 2560430

Password: research22

PLEASE MAKE SURE THAT YOU RECEIVE A RECEIPT FROM TURNITIN.COM ONCE YOU SUBMIT YOUR ASSIGNMENTS. NO LATE ASSIGNMENTS WILL BE ACCEPTED.

Disability Access Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the instructor. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the instructor to request them.

COURSE 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 and economic 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.

REQUIRED TEXTS

1. Lomand, T.C. (2004). *Social Science Research*, 4th ed. Glendale, CA: Pycszak Publishing.

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- Orcher, L.T. (2005). *Conducting research: Social and behavioral science methods*. Glendale, CA: Pyczak Publishing.
- Royse, D., Thyer, B.A., Padgett, D.K. & Logan, T.K. (2006). *Program evaluation: An introduction*. 4th ed. Belmont, CA: Thomson Brooks/Cole.

Texts may be purchased online directly from the publishers: <http://www.pyczak.com> or online booksellers. Text are also available in the UCF Bookstore.

Recommended Course Texts:

- Galvan, J.L. (2006). *Writing literature reviews: A guide for students of the social and behavioral sciences*, 3rd ed. Glendale, CA: Pyczak Publishing.
- Cronk, B.C. (2006). *How to use SPSS: A step-by-step guide to analysis and interpretation*, 4th ed. Glendale, CA: Pyczak Publishing.

LIBRARY RESOURCES

Students will be expected to utilize UCF library resources to search library databases for required readings. The following web sites which can help students find information, navigate through databases and learn how to use the library:

- Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
- Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
- Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
- Research Guides - <http://library.ucf.edu/Reference/Guides/>
- Ask a Librarian service - <http://library.ucf.edu/Ask/>
- Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. In addition to paper copies of books and journals, UCF students have the ability to access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <http://library.ucf.edu/>. The Ask a Librarian service provides students the ability to contact a library professional either by phone, on-line chat or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <http://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <http://library.ucf.edu/Reference/Videos/Default.asp>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <http://library.ucf.edu/Reference/Guides/>. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service too.

ONLINE RESOURCES

Assignment guidelines and other course handouts are available through www.webct.ucf.edu

ASSIGNMENTS AND GRADING

1. 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 (5th Edition). 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 "Introduction/Problem Statement", "Literature Review" and "Theory" sections of the paper will be due to the instructor for review on *February 23, 2009*. A draft of the entire completed research project paper, to be reviewed by classmates, will be due on *March 30, 2009*. The final research report paper will be due on *April 13, 2009*. (60 points)

2. Human Participant Protections Education: You must complete a web based UCF Institutional Review Board training before you can be involved in ANY research project at UCF. This includes students who are working on agency/field placement related research projects that are conducted as part of this research class (5 points).

3. 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)

4. Reviewer Assignment: Students will be required to serve as an "editorial reviewer" for one of their classmates. Guidelines will be provided by the instructor. (10 points)

5. Oral Presentation: Students will deliver a 15 minute oral presentation summarizing their research project. Guidelines will be provided by the instructor. (10 points)

6. Reading Exercises: Throughout the first part of the semester students will be assigned to complete selected exercises from the assigned chapters of the Orcher and Royse et al. text (10 points). Each reading exercise is worth 2 points. These exercises will be used to guide class discussions and development of the project.

Due Dates:

1-26-2009	<i>Reading Exercise #1 & Reading Exercise #2</i>
1-26-2009	<i>Human Participant Protections Education</i>
2-2-2009	<i>Reading Exercise #3</i>
2-9-2009	<i>Reading Exercises # 4 and #5</i>
2-16-2009	<i>Research Proposal Summary</i>
2-23-2009	<i>Introduction/Statement of the Problem, Literature Review and "Theory" sections of Final Research Project Report</i>
3-30-2009	<i>Draft of Final Research Project Report</i>
4-6-2009	<i>Reviewer Assignment</i>
4-13-2009	<i>Final Research Project Report Due; oral reports</i>
4-20-2009	<i>Oral Reports</i>
4-27-09	<i>Oral Reports</i>

Assignments at a Glance

<u>Assignments</u>	<u>Due Date</u>	<u>Points</u>
Human Participant Protections Education	January 26, 2009	5 points
Reading Exercises #1 & #2	January 26, 2009	4 points
Reading Exercise #3	February 2, 2009	2 Points
Reading Exercises # 4 & #5	February 9, 2009	4 Points
Research Proposal Outline	February 16, 2009	5 points
Research Project:		60 points
1. "Introduction/Problem Statement", "Literature Review" and "Theory" sections of the paper for review	February 23, 2009	
2. <u>Draft</u> of the entire completed research project paper- one copy to be given to 1 classmate who will serve as a peer reviewer and one copy to be given to the instructor.	March 30, 2009	
3. Final research report paper	April 13, 2009	
Reviewer Assignment	April 6, 2009	10 points
Oral Presentation	April 13, 20 & 27	10 points 100 Points

Points from all the assignments above will be totaled for the student's final grade.

Class Participation: Students are expected to participate in class discussions and to integrate clinical fieldwork as much as possible.

Grading Scale

A 95 - 100	B- 80 - 83	D+ 67 - 69
A- 90 - 94	C+ 77 - 79	D 64 - 66
B+ 87 - 89	C 74 - 76	D- 60 - 63
B 84 - 86	C- 70 - 73	F 59 or less

LEARNING METHODS

The objectives of this course will be achieved through a variety of methods which will include: didactic content through lectures, integration of field and classroom content discussions, statistics lab sessions, in class workshops, in class student presentations and group workshops.

Instructor's office hours: Students should make appointments with the instructor. **Please note: the instructor is not available to respond to phone calls or emails during weekend hours. Emails received after 4 PM on Fridays will not be responded to until Monday morning.**

COURSE OUTLINE & SCHEDULE

Week 1 January 12, 2009

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.
3. Royse et al., Chapters 1, 2, 3

Note: Reading Exercises #1 & 2 will be due on January 26, 2009

Week 2 January 19, 2009 Martin Luther King Day- NO CLASS

Week 3 January 26, 2009

Content

1. Discussion of qualitative and quantitative methods
2. Selection of topic and method for your study

Readings:

1. Lomand – Chapters 13 and 29.
2. Orcher – Chapters 5,6,7,8,9
3. Royse et al., Chapters 4, 5



Assignments due today-January 26, 2009

1. **Reading Exercise#1:** Orcher—Chapter 1 (complete questions 9, 11, 12)
2. **Reading Exercise#2:** Orcher— Chapter 2 (complete questions 8, 9, 10)
3. **Human Participant Protections Education for Research Teams**---DUE NO LATER THAN TODAY (complete the web-based tutorial; print out certification; make two copies—retain one for your files; provide one to the instructor). Students can access the tutorial through the UCF Institutional Review Board at <http://www.research.ucf.edu/Compliance/irb.html>

Week 4 February 2, 2009

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

Additional Readings Available on the Web:

- *Ethics of Research:*
- Nuremberg Code <http://ohsr.od.nih.gov/guidelines/nuremberg.html>
- NASW Code of Ethics <http://www.naswdc.org/pubs/code/default.asp>



Assignment:

Reading Exercise #3: Orcher-Chapter 5 (questions 11, 12, 13)

Week 5 February 9, 2009

Content

1. Matching research design and data collection methods to the purpose of the study
 - experimental/quasi-experimental
 - survey
 - box score/meta analysis
 - program evaluation
 - content analysis
 - observational
 - interview
 - focus group
2. Variables--defining, operationalizing and measuring key variables and concepts

Readings:

1. Lomand – Chapter 22
2. Orcher - Chapter: 13, 14, 15
3. Royse et al., Chapters 6, 7, 8, 9, 11, 12 (optional)



Assignments:

1. **Reading Exercise #4:** Royse et al Chapter 4 (question 2 p. 111)
2. **Reading Exercise #5:** Orcher Chapter 20, 21, 22 (choose question 9, p. 177; question 12, p. 185 or question 10, p. 193---whichever is most directly relevant to your project).

Week 6 February 16, 2009

Content:

1. Identifying a sampling plan
2. Special concerns (i.e. threats to validity; underserved populations, cost issues in program evaluation)

Readings:

1. Lomand – Chapter 6 and review samples from articles already read.
2. Orcher - Chapters 11, 12, 20, 21, 22
3. Royce et al., Chapter 10



Assignment:

Research Proposal Summary (2 page summaries including research problem, research questions, methodology, variables, sampling, data collection plan and instruments and timetables).

Week 7 February 23, 2009

Content:

1. **Research proposals –Classroom Workshop**

Readings:

1. Orcher – Chapters 18 and 19.
2. Royse et al., Chapter 11 & Chapter 15 (pp. 394-404)



Assignment:

Completed “Introduction/Statement of the problem”, “Literature Review” and “Theory” sections of research paper (minimum 8 pages)

Week 8 March 2, 2009—Statistics Lab

Content:

1. Data analysis (Quantitative)
 - Use of SPSS
 - Descriptive statistics
 - Inferential statistics
2. Data Analysis (Qualitative)
 - Open coding
 - Axial coding
 - Conceptual trees

Readings:

1. Orcher – Chapters 16, 17, 18, 19
2. Royse et al.—Chapter 13

Recommended Reading: Cronk, Chapters 1-4

Week 9 SPRING BREAK-NO CLASS

Week 10 Group workshop March 16, 2009

The instructor will be available to meet with individual students; small groups of students who are working together and work with students regarding projects, literature reviews, theory sections, and data analysis.

Week 11 March 23, 2009

Content:

1. Presentation of Findings
2. Writing the Research Report

Reading:

1. Royse et al., pages 404-415 of Chapter 15-Writing evaluation proposals, reports and journal articles.
2. Lomand, Chapter 29
3. Orcher, Chapter 23

Learning Methods:

1. Article review
2. In-class workshop

Week 12 Group workshop March 30, 2009

The instructor will be available to meet with individual students; small groups of students who are working together and work with students regarding projects, literature reviews, theory sections, data analysis, and data interpretation sections.



Assignment:

A draft of the entire completed research project paper due in class today—one copy to be given to 1 classmate who will serve as a “peer reviewer” and one copy to the instructor. The instructor will develop a list of assigned peer reviewers.

Week 13 --- April 6, 2009 DUE---Draft of entire research project paper to be submitted to peer reviewer and instructor.

Content:

1. Evaluating research
2. Learning Methods: In-class workshop



Assignment:

Reviewer Assignment due today. Reviews due today to colleagues and instructor 4-6-09. Peer reviewers are to provide one copy of their review to the classmate and one copy to the instructor.

Content: Student Oral Reports



Assignments:

1. Oral reports in class
2. Final Written Report Due 4-13-09

Bibliography

- Austin, D. (1992). Findings of the NIMH task force on social work research. *Research on Social Work Practice*, 2, 311-322.
- Berlin, S., & Marsh, J. (1993). *Informing practice decisions*. New York: Macmillan.
- Bloom, M., Fischer, J., & Orme. (1999). *Evaluating practice: Guidelines for the accountable professional*. Englewood Cliffs, NJ: Prentice-Hall.
- Cournoyer, D.E., & Klein, W. C. (2000). *Research methods for social work*. Boston: Allyn & Bacon.
- Dziegielewski, S.F., Thyer, B.A. (1999). Short-term treatment: Models and methods. In J. Williams & K. Ell, *Advances in Mental Health Research*. Washington, D.C.: NASW Press.
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- Gutierrez, L. (1993). Working with women of color: An empowerment perspective. *Social Work*, 149-152.
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- Mark, R. Research made simple: a handbook for social workers. (1996). Thousand Oaks, CA: Sage.
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- Resnick, C.A. and Dziegielewski, S.F. (1996). The Relationship between therapeutic termination and job satisfaction among medical social workers. *Social Work in Health Care*. 23, 3, 17-34.
- Royse, D., & Thyer, B.A. (1996). *Program evaluation: An introduction*. Chicago: Nelson Hall.
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- Silberman, D. (1994). *Interpreting qualitative data*. Newbury Park, CA: Sage Publications.
- Specht, H. (1990). Social work and the popular psychotherapies. *Social Service Review*, 62, 187-210.

- Thomas, E., & Rothman, J. (1994). An integrative perspective on intervention research. In J. Rothman & E. J. Thomas (Eds.). *Intervention research* (pp. 1-15). New York: Haworth Press.
- Tyson, K. (1995). *New foundations for scientific social and behavioral research*. Boston: Allyn & Bacon.
- Wodarski, J.S. (1997). *Research methods for clinical social workers*. New York: Springer.
- Yegdis, B.L., Weinbach, R.W., & Morrison-Rodriguez, B. (1999). *Research methods for social workers* (3rd edition). Boston: Allyn & Bacon.
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ASSIGNMENT GUIDELINES

Human Participants Protection Education

You must complete a web based UCF Institutional Review Board training before you can be involved in ANY research project at UCF. This includes students who are working on agency/field placement related research projects that are conducted as part of this research class. Here is what you need to do:

1. Go to the UCF IRB website: www.research.ucf.edu/Compliance/irb.html
2. Click on the “Investigator” tab
3. Click on “Educational & Training” tab
4. **Under UCF Investigator Educational Requirement” click on “CITI Instructions”**
5. **Follow the remainder of instructions and then GO TO WORK. Remember that you want to take the Social & Behavioral Investigation Course Only.**
6. There are a number of modules you must complete. You can log off and on as you like. When you log-off it will automatically book-mark where you stopped.
7. You must complete all the modules and pass all the quizzes at the end of each.
8. Once you have completed the course and quizzes you will receive verification. **PRINT OUT YOUR VERIFICATION AND TURN IT IN TO THE INSTRUCTOR NO LATER THAN JANUARY 26TH**. Make sure you keep a copy of the verification for your own records.
9. Keep in mind that if you do not complete the CITI course and turn in a verification form, **YOU WILL NOT BE ABLE TO ENGAGE IN ANY RESEARCH AND WILL NOT COMPLETE THIS RESEARCH COURSE. DO NOT MISS THIS DEADLINE SINCE IT WILL PREVENT YOU FROM MOVING AHEAD WITH YOUR RESEARCH PROJECT AND TIME IS OF THE ESSENCE.**

NOTE: All the information you will have access to in the training course (modules, web links, articles, etc can be downloaded and printed out. The IRB website has a Principle Investigator’s Manual that you may consult for information on conducting research at UCF. This manual includes a checklist that you should consult prior to submitting your IRB application.

Please do not submit an IRB application on your project prior to (1) completing the CITI course and (2) the instructor’s review of your application.

Reading Exercises

Throughout the first part of the semester students will be assigned to complete selected exercises from the assigned chapters of the Orcher and Royse et al. texts. These exercises will be used to guide class discussions and are designed to help you develop your research project. The student should submit brief typewritten answers to the assigned questions. Be sure to retain a copy for yourself. No references or submission to www.turnitin.com are required for this assignment. Each submission is worth 2 points, for a total of 10 points toward the final grade.

#1 January 26, 2009

Orcher—Chapter 1 – (questions 9, 11, 12)

#2 January 26, 2009

Orcher—Chapter 2 (questions 8, 9, 10)

#3 February 2, 2009

Orcher—Chapter 5 (questions 11, 12, 13)

#4 February 9, 2009

Royse—Chapter 4 (question 2, p. 111)

#5 February 9, 2008

Orcher -Chapter 20, 21, 22 (choose question 9, p. 177; question 12, p. 185 or question 10, p. 193---whichever is most directly relevant to your project).

Guidelines for Research Proposal – this assignment is worth 5 points.

Students are to prepare a 2 page paper that addresses the following areas:

1. Introduction/Statement of the problem (2-3 paragraphs)
2. Review of the relevant literature (reference page)
3. Discussion of relevant theory (identify at least 2 theoretical frameworks that will guide your research) (2 paragraphs)
4. Importance/rationale for study (1-2 paragraphs)
5. Overarching (general) research question (1 sentence)
6. Anticipated methodology (Quantitative/Qualitative) (Bullets for all of this item)
 - a. Design (including a diagram of the design as appropriate)
 - b. Focused research questions or hypotheses
 - c. Variables (IV/DV)
 - d. Measurement/Instrumentation
 - e. Sampling plan
 - f. Ethical considerations
 - g. Data collection strategy---complete timeline for the study
 - h. Plan for data analysis
7. Implications of findings for practice/policy (bullets)

Guidelines for Research Paper –this assignment is worth 60 points

Students are to prepare a 20-30 page paper that addresses the following areas:

1. Abstract (150 word maximum)
2. Introduction/Statement of the problem (1-2 pages)
3. Review of the relevant literature (5-7 pages)
4. Discussion of relevant theory (2-4 pages)
5. Importance/rationale for study (1-2 pages)
6. Overarching (general) research question
7. Methodology (Quantitative/Qualitative) (5-8 pages)
 - o Design
 - o Focused research questions or hypotheses
 - o Variables (IV/DV)
 - o Operationalization of variables
 - o Measurement/Instrumentation
 - o Sampling plan
 - o Ethical considerations
 - o Data collection strategy
 - o Plan for data analysis
8. Findings (1-3 pages)
9. implications of findings for practice/policy (1-3 pages)

The paper must be prepared using guidelines from the latest APA Manual. The paper must be submitted to www.turnitin.com

Classroom Workshop Guidelines:

Please note: these guidelines will be used once in class as an ungraded exercise when the class reviews a previously assigned article (March 23rd-Lomand text, Chapter 29) and later when each student will review another peer's draft report. Students will conduct the peer review assignment on their own time and that assignment is worth 10 points.

1. After reading this week's assigned article(s) OR peer paper, please respond in writing to the following:
2. What type of research is described?
3. What research design is employed?
4. Do (es) the author(s) provide a clear statement of the problem? That is, as described by the author, what is the rationale for the study? How well has the author stated the rationale? Give example(s).
5. Does the literature review seem substantial? That is, is the literature consistent with the stated rationale for the study? Provide example(s).
6. The role of theory is to explain and predict phenomena. What theory (ies) appear to guide this study?
7. What is/are the research question(s)? Do they seamlessly flow from the problem statement and literature review?
8. What is/are the hypothesis (es) Do they seamlessly flow from the problem statement, literature review, and research questions?
9. What are the study's variables? Are they logically drawn from the problem statement and literature review? Are they clearly reflected in the research questions and hypothesis (es)? Can you assess which of the variables are independent? Dependent?
10. What are the study's instruments? Do they clearly measure the study variables?
11. Identify the study sample. Do you think that the sample is adequate per the aims of the research? Is informed consent dealt with?
12. Good research answers the "so what?" question. What are the implications of this study for social work practice, policy, and future research?