



**University of Central Florida  
School of Social Work**

**SOW 6914.0003 Integrative Research Project in Clinical Practice**

Professor: Eileen Mazur Abel, MSW, PHD  
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Term: Spring, 2009  
 Class Day: Monday  
 Class Time: 6:30-8:20  
 Class Location: HPA 1 104

**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 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.

**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 (5<sup>th</sup> 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 "Literature Review" and "Theory" sections of the paper will be due to the instructor for review on *February 23, 2008*. 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 14, 2008*. (60 points)

**Human Participant Protections Education:** You must complete a four hour 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).

**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. (10 points)

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

**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). These exercises will be used to guide class discussions and development of the project.

### Due Dates:

<b>1-26-2009</b>	<i>Reading Exercise #1 &amp; Reading Exercise #2</i>
<b>1-26-2009</b>	<i>Human Participant Protections Education</i>
<b>2-2-2009</b>	<i>Reading Exercise #3</i>
<b>2-9-2009</b>	<i>Reading Exercises # 4 and #5</i>
<b>2-16-2009</b>	<i>Research Proposal Summary</i>
<b>2-23-2009</b>	<i>Literature Review and “Theory” sections of Final Research Project Report</i>
<b>3-30-2009</b>	<i>Draft of Final Research Project Report</i>
<b>4-6-2009</b>	<i>Reviewer Assignment; oral reports</i>
<b>4-13-2009</b>	<i>Final Research Project Report Due; oral reports</i>
<b>4-20-2009</b>	<i>Oral reports</i>

### **Required Course Texts:**

1. Lomand, T.C. (2004). *Social Science Research*, 4<sup>th</sup> ed. Glendale, CA: Pycszak Publishing.
2. Orcher, L.T. (2005). *Conducting research: Social and behavioral science methods*. Glendale, CA: Pycszak Publishing.
3. Royse, D., Thyer, B.A., Padgett, D.K. & Logan, T.K. (2006). *Program evaluation: An introduction*. 4<sup>th</sup> ed. Belmont, CA: Thomson Brooks/Cole.

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

### **Recommended Course Texts:**

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

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>
6. 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](http://www.webct.ucf.edu)

### Assignments and Points

### 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

## POLICIES

In addition to the information below, the student should become familiar with [School of 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.

### 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). Furthermore, make-up exams will be 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 colds, and other similar circumstances do not qualify as extreme. Students who miss three (3) or more absences regardless of the reason may 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 for either a final exam or a class 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 to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style.
2. Adequate number of references cited.
3. Organization and clarity of ideas presented.
4. Ability to integrate theory and practice appropriately.
5. Ability to use analytical skills throughout the assignment.
6. Creative ways of responding to the instructions beyond the requirements.

### Late Assignments

All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date. It is the student's responsibility to see to it that her or his assignment is stamped with the date by the social work staff member who then places the assignment in the instructor's mailbox.* 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 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.

### Incomplete Grades

In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set 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

Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not acknowledging sources of information appropriately and in accordance with APA guidelines,* may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

### Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>

**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 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 professor to request accommodations. 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 professor.

**THE UCF CREED**

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

- **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.**

**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. Grammar, punctuation, and spelling will be considered in grading written assignments. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned without being graded. When required, references should be included using the American Psychological Association (5<sup>th</sup> Edition) style. All assignments are to be typed, double-spaced, and on clean bond paper. The following web sites provide additional information about APA style:

<http://www.uwc.ucf.edu>

<http://www.wisc.edu/writing/Handbook/DocAPA.html>

<http://www.apastyle.org/elecref.html>

<http://www.lib.duke.edu/libguide/citing.htm>

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.

**Special Accommodations:**

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 with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. 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 professor.

**Course Schedule:****Week 1 (1/12)****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

**Reading Exercise:** Orcher—Chapter 1 (complete questions 9, 11, 12) **DUE: 1/26/08**

**Learning Methods:** Lecture-discussion

### Week 2 (1/19) Martin Luther King Day- NO CLASS

### Week 3

#### 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

**Reading Exercise:** Orcher— Chapter 2 (complete questions 8, 9, 10)

**Learning Methods:** Lecture-discussion

### Week 4 (1/26)

#### 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

**Human Participant Protections Education for Research Teams----**DUE (complete the web-based tutorial; print out certification; make two copies—retain one for your files; provide one to the instructor).

#### UCF Institutional Review Board

<http://www.research.ucf.edu/Compliance/irb.html>

*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>

**Learning Methods:** Lecture-discussion

### Week 5 (2/2)

#### 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: 13, 14, 15
3. Royse et al., Chapters 6, 7, 8, 9, 11, 12 (optional)

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

**Learning Methods:** Lecture-discussion

**Week 6 (2/9)****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

**Reading Exercise:** Royce et al Chapter 4 (question 2 p. 111)

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).

**Learning Methods:** Lecture-discussion

**Week 7 (2/16)****Content:**

1. Research proposals

**Learning Methods:**

1. Classroom workshop
2. **DUE---Research Proposal Summary** (2 page summaries including research problem, research questions, methodology, variables, sampling, data collection plan and instruments and timetables).

**Readings:**

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

**Week 8 (2/23)****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 16, 17, 18, 19
2. Royse et al.—Chapter 13

**Recommended Reading:** Cronk, Chapters 1-4

**Learning Methods:**

1. Lecture-discussion
2. Statistics Lab
3. **DUE----Completed “Introduction/Statement of the problem”, “Literature Review” and “Theory” sections of research paper (minimum 8 pages)**

**Week 9 Group workshop (3/2)**

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 10 Spring Break (3/9)****Week 11 (3/16)****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 (3/23)**

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.

**Week 13 --- (3/30) DUE---Draft of entire research project paper.****Content:**

1. Evaluating research
2. **Reviewer Assignment: To be distributed in Week 13.**
3. **Learning Methods:** In-class workshop

**Weeks 14, 15, 16 (4/6; 4/13; 4/20)****Content:**

1. Oral Reports
2. **Reviews due to colleagues and instructor 4-6-09.**
3. **Final Written Report Due 4-13-09**

**Learning Methods:** Student presentations

### 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.
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- 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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- 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.
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- 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.

**Human Participants Protection Education**

You must complete a four hour 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](http://www.research.ucf.edu/Compliance/irb.html)
2. Scroll down to Required
3. Click on **Register for CITI Training Program,**
4. **Scroll down the page to where it says Basic modules for biomedical or social and behavioral science researchers,**
5. Click that on and then in the next link click on Register for CITI course,
6. Then, go down to ALL OTHERS and scroll down until you see University of Central Florida,
7. Follow the remainder of instructions and then GO TO WORK.
8. There are a number of modules you must complete. The course is about 4 hours long but you can log off and on as you like. When you log-off it will automatically book-mark where you stopped.
9. You must complete all the modules and pass all the quizzes at the end of each.
10. Once you have completed the course and quizzes you will receive a verification. **PRINT OUT YOUR VERIFICATION AND TURN IT IN TO THE Social Work office at WEEK 4.**

**NOTE:** All the information you will have access to in the training course (modules, web links, articles, etc can be downloaded and printed out.

### Guidelines for Research Paper

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)
  - a. Design
  - b. Focused research questions or hypotheses
  - c. Variables (IV/DV)
  - d. Operationalization of variables
  - e. Measurement/Instrumentation
  - f. Sampling plan
  - g. Ethical considerations
  - h. Data collection strategy
  - i. 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](http://www.turnitin.com)

### Guidelines for Research Proposal

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)

**Classroom Workshop Guidelines:**

After reading this week's assigned article(s) OR peer paper, please respond in writing to the following:

1. What type of research is described?
2. What research design is employed?
3. 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).
4. Does the literature review seem substantial? That is, is the literature consistent with the stated rationale for the study? Provide example(s).
5. The role of theory is to explain and predict phenomena. What theory(ies) appear to guide this study?
6. What is/are the research question(s)? Do they seamlessly flow from the problem statement and literature review?
7. What is/are the hypothesis(es) Do they seamlessly flow from the problem statement, literature review, and research questions?
8. 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?
9. What are the study's instruments? Do they clearly measure the study variables?
10. Identify the study sample. Do you think that the sample is adequate per the aims of the research? Is informed consent dealt with?
11. Good research answers the "so what?" question. What are the implications of this study for social work practice, policy, and future research?

**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](http://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).*