

## **RM 701 Research Methods I/RM 702 Research Methods II**

### **Course Description**

This one year course covers basic social science methodologies and research processes. The major aims of this course are to expand and deepen knowledge of qualitative and quantitative modes of research inquiry. In the first year of the course students use data shared as a group in the application of various qualitative methods.

### **Sequence Program Learning Objectives:**

The goals of the Research Sequence are to advance the student's capacity to rigorously and ethically conceptualize, and critically examine problems/issues of clinical social work practice and to conduct evidence-based and scholarly research.

### **Learning Objectives**

1. Students will learn about the special protections, rights and needs of human subjects throughout the research process.
2. Students will learn how to think critically about scientific research processes.
3. Students will develop knowledge about quantitative and qualitative research methods, the use of theory, and several research epistemologies relevant to social work research.

## **Classroom and Grading Policies**

### **Respect for Diversity**

Guided by the NASW and ACA Codes of Ethics and the mission of ICSW, students and faculty have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

## **Gender Pronouns and Name on Roster**

During our first class as we introduce ourselves, you may choose to share your name and gender pronoun. If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. The goal is to create an affirming environment for all students and not make assumptions about students' gender identity or how they would like to be addressed.

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## **Students with Special Needs**

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

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## **Student Evaluation and Grades**

Classroom instructors grade students on their course work and submit evaluations on the caliber of each student's work. The purpose of grading is evaluative, as well as to provide a learning tool for students, i.e., to provide feedback on progress, strengths and weaknesses, and issues that need to be addressed. Cumulative grade point average is based on full letter grades, not plus or minus grades. Only letter grades are recorded in the students' transcript. Instructors are required to submit full letter grades (not pluses or minuses) within two weeks after classes end.

### **Grading Standards**

Grades are assigned according to the following standards:

A - Superior Work (4.0 value)

B - Satisfactory Work (3.0 value)

C - Marginal Work (2.0 value)

F - Failure\* (0.0 value) - \*Applies only to Field Placement/Practicum and Thesis Seminar

P - Pass\* (0.0 value)

AU - Audit (0.0 value) - Auditing a course with approval of instructor

INC - Incomplete (0.0 value)

## Assignment Timeline and Grading

Assignments and Class Participation	Due Date	Points
Ongoing Assignment: Critical Reflection Questions	Classes: 2, 3, 4, 5, 6	30
Assignment 1: Identify a violation of ethical principles in conducting research. Present the information in class.	Class 2: 10/3	10
Assignment 2: Presentation of qualitative and quantitative articles.	Class 7: 1/6/18	30
Assignment 3: Final paper evaluating qualitative and quantitative methods.	Jan: TBD	100
Class attendance and Participation		30
	Total	200

## Evaluation--Basis For Grading & Assignments

The course is a foundation research course designed to expose students to the research process. Both qualitative and quantitative research methods will be explored and how these methods impact the stages of the research process. Reading, and thus acquiring knowledge, is the foundation of graduate work and research. Students will be held accountable for all the readings. The course includes both out-of-class assignments and in-class projects. These assignments are designed to give students research application experiences to broaden awareness and knowledge about the extensive range of research methods. It is expected that, discussions will be thoughtful, lively, inquisitive, and critical. This course should be thought of as a “learning lab.” We not only learn from reading, but also from our colleagues, critical thinking, and discussions.

### Assignments

#### Ongoing Assignment: Critical Reflection Questions

Students will write three (3) reflection questions for discussion based on the required readings and/or videos. These questions should be thoughtful and detailed with the aim of advancing knowledge about a subject, increasing understanding about a topic, and/or a significant contribution to the topic. These questions should be reflective of your critical thinking about the topic or subject and not simply questions posited in the material itself. Students should attempt to cover each of the assigned readings but can combine questions across several readings when feasible. Due in classes 2, 3, 4, 5, and 6. Class 1: 9/16 and Class 7: 1/6/18 are onsite. Each question is assigned 2 points. Thus, for each class session, a total of 6 points can be awarded. **Questions to be emailed to instructor no later than 2 hours before the start of class. Students will email their questions to each other for reflection.**

### Assignment 1: Ethical Research Violation

Identify an ethical violation in conducting research that is not covered in the assigned readings or video. Bring the article to class and present the content in class. If video source, be prepared to show the video and discuss it with the class (max: 10 minutes). Students will bring in the article or present the video if appropriate. Students will present their findings to the class. This assignment can be awarded a total of 10 points.

### Assignment 2: Presentation Of Qualitative And Quantitative Research Articles

These articles are the basis for your final written assignment; to evaluate and compare a qualitative and quantitative methodology. Guidance for the presentation will be distributed in class. This assignment can be awarded a total of 30 points.

### Assignment 3: Final Paper On Qualitative And Quantitative Articles

Students will evaluate two articles, one qualitative and one quantitative. Guidance for this assignment will be distributed and discussed in class. This assignment can be awarded a total of 100 points.

### **Grading Policy**

*Incompletes:* An incomplete can be granted only in cases of significant personal emergency and when the student has been in touch with the instructor in advance of the due date for the required work. Any incompletes must be resolved by the first day of the following semester (fall, spring, summer). If the work has not been completed by this date, the incomplete grade will convert to a failing grade. It is always the student's responsibility to initiate the process for an incomplete. It is also the responsibility of the student to turn in the completed work by the following semester's end.

*Late papers:* A late assignment is one that is submitted after the deadline but before grades are submitted. Approval for turning assignments in late is determined by individual instructors.

### ***Attendance:***

Students are required to attend class every class session. The intimacy and intensity of our classroom environments make consistent attendance very important. Students who miss more than one class session may see that reflected in their grade. Two or more unexcused absences will result in either a withdrawal from the class or a failing grade. All absences, excused and unexcused, must be reported to the Director of Academic Administration via email within one week of the missed class.

## **Student Code of Academic and Professional Conduct**

ICSW is committed to the support of the standards and ideals of the social work, counseling, and psychology professions. In accordance with these goals, each student at ICSW is expected to be bound by the code of ethics for their respective discipline. Students are expected to adhere to principles of academic honesty and integrity. Any student who engages in academic dishonesty, which includes giving or receiving unauthorized aid to any assignment or examination, plagiarism, or tampering with grades or irregularities shall be subject to disciplinary action. Such action may include a failing grade in the course, suspension, or dismissal from the program as determined by the Progression Committee and the Dean.

Students are expected, at all times, to respect the confidentiality of their clients and must, therefore, appropriately disguise client materials in all oral and/or written presentations to consultants, and/or to teachers and fellow students during class discussions.

### **Plagiarism Policy**

Plagiarism is unacceptable at any time, and constitutes a severe academic violation. When plagiarism is suspected, students may be asked to submit their papers electronically to a third party plagiarism detection service. If a student is asked to submit the paper and refuses to do so, the student must provide proof that all work is correctly cited and/or original. Papers that are determined to contain plagiarism will receive a failing grade, and the student will be referred to the Progression Committee and the Dean.

*Plagiarism Defined:* “Plagiarism takes many forms, but falls into three main categories: using a source’s language without quoting, using information from a source without attribution, and paraphrasing a source in a form that stays too close to the original” (Yale Writing Center, 2014). If a student has any question about what constitutes plagiarism, please contact the Associate Dean.

*Reusing Your Own Work:* Cutting and pasting from or resubmitting a paper written for an earlier purpose or class is a form of academic dishonesty commonly referred to as “self-plagiarism.” It is prohibited at ICSW to reuse your own written work. It is allowable to quote from your own earlier work, but the material is subject to the same rules of citation that govern all academic writing.

## **REQUIRED READINGS**

### **Text**

There is no required text for this class. The majority of readings are based on articles. These articles will be posted on Blackbaud.

The following texts and sources are recommended.

### **Recommended Text**

Creswell, J. A. (2014). Research design: Qualitative, quantitative, and mixed methods

approaches (4th Ed.). Thousand Oak, CA: Sage.

American Psychological Association. Publication Manual of the American Psychological Association (6th Ed.). Washington, DC: American Psychological Association.

Alternative APA Source:

Online resource: <https://owl.english.purdue.edu/owl/section/2/10/>

## **COURSE OUTLINE – FALL**

### **Class 1**

### **Course Overview**

### **Ethics, Politics, and Culture in Social Work Research**

#### Required Readings/Video:

Watch You Tube Video: The Deadly Deception (Tuskegee syphilis experiment)

<https://www.youtube.com/watch?v=qNa8CnC4sSU>

Loue, S. (2000). Human experimentation and research: A brief historical overview. *Textbook of research ethics* (pp. 1-43). New York: Kluwer Academic/Plenum Publishers.

Becker-Blease, K. A., & Freyd, J. J. (2006). Research participants telling the truth about their lives. *American Psychologist*, 6, 218-226.

NASW. (2008). Code of ethics of the National Association of Social Workers. Retrieved from [www.naswdc.org/code.htm](http://www.naswdc.org/code.htm)

**Class 2: Qualitative and Quantitative Epistemology**

Required Readings:

Schwandt, T. A. (2000). Three epistemological stances. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 189-213). Thousand Oaks, CA: Sage.

Green, H. (2014). Use of theoretical and conceptual frameworks in qualitative research. *Nurse Researcher*, 21, 34-38.

Recommended:

Creswell, op. cit., Chapter 1: The Selection of a Research Approach

Assignment 1 Due: Identify a violation of ethical principles in conducting research. Present the information in class.

**Class 3: Qualitative Research – Phenomenology Methods**

Required Readings:

Tuohy, D., Cooney A., Dowling M., Murphy, K., & Sixmith J. (2013). An overview of interpretive phenomenology as a research methodology. *Nurse Researcher*, 20, 17-20.

Dowling, M., & Cooney, A. (2012). Research approaches related to phenomenology: Negotiating a complex landscape. *Nurse Researcher*, 20, 21-27.

Anderson, E., & Spencer, M. (2002). Cognitive Representations of AIDS: A Phenomenological Study. *Qualitative Health Research*, 12, 1338-1352,

Hermenutics: An explanation (author unknown)

Recommended:

Creswell, op. cit., Chapter 3: The Use of Theory

Creswell, op. cit., Chapter 5: The Introduction

**Class 4: Qualitative Research – Grounded Theory Methods**

Required Readings:

Hunter, A., Murphy, K., Grealish, A., Casey, D., & Keady J. (2011). Navigating the grounded theory terrain. Part 1. *Nurse Researcher*, 18, 6-10.

Hunter, A., Murphy, K., Grealish, A., Casey, D., & Keady J. (2011). Navigating the grounded theory terrain. Part 2. *Nurse Researcher*, 19, 6-11.

Ghezjeljeh, T. J., & Emami, A. (2009). Grounded theory: methodology and philosophical perspective. *Nurse Researcher*, 17, 15-23.

Baker, C., Wuest, J., & Stem, P. N. (1992). Method slurring: the grounded theory/phenomenology example. *Journal of Advanced Nursing*, 17, 1355-1360.

Lemma, A. (2010). The power of relationship: A study of key working as an intervention with traumatized young people. *Journal of Social Work Practice*, 24, 409-427.

Recommended:

Creswell, op. cit., Chapter 6: The Purpose Statement

Creswell, op. cit., Chapter 7: Research Questions and Hypotheses

**Class 5:                    Research Methods: Qualitative & Quantitative**

Required Readings:

Bergman, M. M. (2010). On concepts and paradigms in mixed methods research. *Journal of Mixed Methods Research*, 4, 171-175.

Hall, H, Neely-Barnes, Graff, J., Krecek, Roberts, R. (2012). *Issues in Comprehensive Pediatric Nursing*, 35, 24-44.

Turner, D. W., (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15, 754-760.

Recommended:

Creswell, op. cit., Chapter 8: Quantitative Methods

Creswell, op. cit., Chapter 9: Qualitative Methods

Creswell, op. cit., Chapter 10: Mixed Methods Procedures

**Class 6:                    Data Analysis and Measurement**

Required Readings:

Puolakka, K., Haapasalo-Pesu, K-M., Kiiikkala, I., Ateedt-Kurki, P., & Paavilainen, E. (2013). Using grounded theory to create a substantive theory of promoting schoolchildren's mental health. *Nurse Researcher*, 20, 22-27.

Smith, J., & Osborn, M. (2007). Interpretative Phenomenological Analysis. In G. Breakwell, C. Fife-Schaw, S. Hammond and J.A. Smith (Eds.), *Research Methods in Psychology*, London: Sage.

Shah, A., Scogin, F., Presnell, A., Morthland, M., & Kaufman, A. (2013). Social workers as research psychotherapists in an investigation of cognitive-behavioral therapy among rural adults. *National Association of Social Workers*, doi: 10.1093/swr/sv011.

### **Class 7: Presentations**

Presentation: Evaluation and Comparison of Qualitative and Quantitative articles

Assignment 2 Due: Presentation of qualitative and quantitative articles.

**January 2017:** Assignment 3: Final Paper of Evaluation of Qualitative and Quantitative articles. Date to be determined by students and instructor.

## **Course Outline – SRPING**

Guest speakers to talk about their research/dissertations will be scheduled upon their availability.

### **Class 1: Course Overview and Review of Research Approaches**

#### **Topics:**

- Course Overview and Review Expectations for Assignments
- The “Why” of Social Work Research and Unique Contributions of Qualitative Inquiry
- Overview of the Five Qualitative Approaches
- Examination of Philosophical Assumptions and Interpretive Frameworks

#### **Required Readings:**

- Creswell Chapter 1: Introduction
- Creswell Chapter 2: Philosophical Assumptions and Interpretive Frameworks
- Creswell Chapter 3: Designing a Qualitative Study

### **Class 2: Features of 5 Qualitative Research Approaches**

#### **Topics:**

- Questions to Advance Learning
- Compare and Contrast the Five Qualitative Approaches to Inquiry
- Explore How Problem Statement, Purpose Statement, and Research Questions Differ Among Five Approaches

#### **Required Readings:**

- Creswell Chapter 4: Five Qualitative Approaches to Inquiry
- Creswell Chapter 5: Five Different Qualitative Studies
- Creswell Chapter 6: Introducing and Focusing the Study

**Assignment 1 Due:** Identifying Qualitative Research Characteristics – Creswell text, Chapter 3, Responses to Exercise 1. using Appendices C and D in Creswell text. Oral Discussion

**Class 3:**

**Data Collection and Analysis of Data**

**Topics:**

- Data collection strategies
- Data collection strategies within research approaches
- Data analysis strategies within research approaches
- Manual and Software Coding and Categorizing

**Required Readings:**

- Creswell Chapter 7: Data Collection
- Creswell Chapter 8: Data Analysis and Representation
- Creswell Chapter 10: Standards of Validation and Evaluation

**Class 4:**

**Case Study and Guest Speaker**

**Topics:**

- In-depth Examination of the Defining Characteristics of a Case Study Approach
- Methods and Process of Conducting an ICSW Dissertation

**Required Readings:**

- ICSW Dissertation - Selfobject Experience in Long-Term Friendships of Midlife Women, Michelle Piotrowski, Class of 2015
- Creswell Appendix F: A Case Study-“Campus Response to a Student Gunman”

**Class 5:**

**Analysis of ICSW Dissertations**

**Topics:**

- In-depth Examination of the Defining Characteristic of Dissertations

**Required Readings:**

- Selected ICSW Dissertation

**Assignment 2 Due:** Oral presentation of ICSW Dissertation

## **Class 6: Narrative and Ethnography Approaches**

### **Topics:**

- Exam narrative and ethnography research approaches
- Compare and contrast approaches

### **Required Readings:**

- Creswell Appendix B: A Narrative Research Study – “Living in the Space Between Participant and Researcher as a Narrative Inquirer: Examining Ethnic Identity of Chinese Canadian Students as Conflicting Stories to Live By”
- Creswell Appendix E: An Ethnography – “Rethinking Subcultural Resistance: Core Values of the Straight Edge Movement”
- Smith, Y. (2014). Making clinical decisions when ‘behavior has meaning: An ethnographic study of expertise in a residential treatment center for children and adolescents
- Sosulaski, M.R., Buchman, N. T., Donnell, C.M. (2010). Life History and Narrative Analysis: Feminist Methodologies Contextualizing Black Women’s Experiences with Severe Mental Illness. *Journal of Sociology & Social Welfare*, 3: 29-57.

## **Class 7: Course Wrap-Up and Student Presentations**

### **Topics:**

- Apply What You Learned - Comparative Analysis of Qualitative Research Approaches

### **Required Readings:**

- Creswell: Chapter 9: Writing a Qualitative Study
- Creswell: Chapter 11: Turning the Story and Conclusion will prepare you for this assignment

### **Assignment 3 Due:**

Student Presentations – “Turning the Story” – A Comparative Analysis of Qualitative Research Approaches

### **Assignment 4**

**Final Paper:** Date TBD in class