



University Honors & Scholars Center

Kuhn Honors & Scholars House
220 West 12th Avenue
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March 26, 2008

W. Randy Smith
Vice Provost for Academic Programs
Academic Affairs
203 Bricker Hall
CAMPUS

Dear Randy:

I am writing to lend my support to the College of Social Work's proposal for a Graduation with Honors Research Distinction in Social Work. With the new university-wide requirements in place that apply to all Honors students entering in AU06 and later, students are now required to complete a college Honors program during their undergraduate years of study. Currently, the College of Social Work offers no official Honors Program, other than the thesis option. This new program will provide students with a four-year Honors Program, including monitoring of pre-Social Work students during their first two years of study.

The proposed program, which includes three Honors GEC courses prior to entering the major, three Honors embedded research courses once in the major, an Honors thesis seminar, and the completion of the Honors thesis, would culminate in the designation of Graduation with *Honors Research Distinction* in Social Work. Social Work majors have always been required to complete a senior thesis, so non-Honors students would continue to graduate with *Distinction* in Social Work.

The University Honors Faculty Advisory Committee reviewed this proposal and approved it. On behalf of this committee, I recommend that the Council on Academic Affairs extend its approval as well. Please let me know if I can answer any questions.

Best wishes,

Linda L. Harlow
Associate Provost and Director
University Honors and Scholars

cc: Jacqueline Monroe, Honors Director, College of Social Work
William Meezan, Dean, College of Social Work

DRAFT

Proposal for Graduation with Honors Research Distinction in Social Work

College of Social Work

Dr. Jacquelyn Monroe, Associate Professor

Director of Undergraduate Studies Program

and

Dr. William Meezan, Dean

September 24, 2007

A. The College of Social Work is proposing a modified “*Honors*” Program in place of its now defunct “*Honors*” Program.

B. INTRODUCTION

At one time, the College of Social Work had a very limited Honors Program, which required students to take three research courses, maintain a 3.4 grade point average and to complete a thesis. These students’ degrees noted that the recipients were graduating with distinction in social work, but it did not indicate that they were graduating at the level at which some departments across the university designate as honors. The proposed revised program seeks to elevate social work students to the level of Honors students in other colleges and departments at the Ohio State University. We, the College of Social Work, are proposing to offer students the distinction of graduating with Honors Research Distinction for those who successfully complete the proposed requirements in this proposal. The purpose of a modified Honors Program in the College of Social Work would be to provide a small group of academically high achieving students with an enriched baccalaureate experience while majoring in social work. Prior to coming into the major, we propose the requirement of three honors General Education Curriculum (GEC) courses for all pre-social work Honors students. Due to the modest size of the undergraduate program in the College of Social Work (CSW), and the small number of students who may be potentially eligible for honors courses while in the major, we are proposing offering three additional honors embedded research courses, an honors thesis seminar, and honors thesis hours as the remaining requirements to graduate with Honors Research Distinction from the College.

Unlike some other majors at the Ohio State University, most of our highest performing students usually come into the College at the Junior level as opposed to their Freshman or Sophomore (pre-social work) years. Therefore, we anticipate that only on a rare occasion would Honors qualified students enter the College at any time other than their Junior year. In recognition of this likelihood, we propose requiring the majority of our Honors and Honors embedded courses to be at the Junior (or actual social work major) level.

Talented social work students in our Honors Research Distinction Program will have the opportunity to network and interact with other social work Honors students and nationally recognized social work faculty. They will also enjoy individualized attention with regular social work tenure track faculty in and outside the classroom.

B1. RATIONALE

As previously mentioned, at one time, the College of Social Work had a very limited Honors Program. The College of Social Work is now seeking to revitalize our now defunct Honors Program because there is a demand for such a program as evidenced by repeated inquiries (via telephone, e-mail and in-person conversations) from students and parents alike. With the increase in rigorous academic admission standards for the university, the Ohio State University is attracting a greater number of brighter and more intellectually-driven students of honors caliber. Not being able to offer Honors status to interested and academically inclined social work students subjects the College to preventable losses (i.e., students who are interested in social work as a major but refuse to declare social work as a major because of the lack of opportunity to be an Honors scholar). These losses could be easily avoided if we were to

implement a challenging and enriching Honors Program that would result in students graduating with Honors Research Distinction at the end of their senior year.

B2. The proposed modified Honors Program in the College of Social Work would have the following objectives:

Objectives

- (1) To promote significant enhanced interaction between faculty and a select number of students;
- (2) To develop the creative abilities of Honors students;
- (3) To require high standards of academic achievement;
- (4) To include Honors and Honors embedded courses that require enhanced breadth and depth of material;
- (5) To expose students to the use of research methodology and techniques beyond that provided in regular undergraduate research courses;
- (6) To promote intellectual exchange between students and faculty; and
- (7) To promote interdisciplinary contact and study with Honors students in other colleges.

C. STUDENTS SERVED

a. Number of Students Served

The College of Social Work formally admits approximately 80-100 students annually as Juniors into the major. As a result, the undergraduate program tends to have an enrollment of approximately 160-200 social work and approximately 150 pre-social work students during any given academic year. The average admission grade point average for 2006-2007 was 3.01 for students actually applying to the major. It is significantly lower for pre-social work majors.

Given these statistics, the College of Social Work anticipates that a revised Honors Program would be very small, consisting of approximately 5 to 10 students per academic year. The Honors Program would be directed by an Honors Director/Advisor as required by the University's Honors Program. In the College of Social Work, this individual would be the Director of the Undergraduate Studies Program.

b. Eligibility for Honors Enrollment

We are proposing four avenues in which a student may enter into the College of Social Work as an Honors student. They may be invited to become Honors students as an incoming Freshman; as a third quarter (or higher in rank) students in the pre-social work major; as Juniors officially enrolled in the major in the College of Social Work or as transfer students. Admission into the Honors Program in the College of Social Work will be by invitation.

1. Incoming Freshman

Any incoming Freshman who declares pre-social work as their major and who meets the criteria for the University's Honors Program will be automatically eligible for admission into the College of Social Work's Honors Program. The university criteria for Honors eligibility for incoming freshman students is an ACT composite score of 30 or higher or a combined SAT score of 1340 or higher in math and critical reading. They must also be in the top 10% of their high school graduating class. An invitation letter will be sent to all potential Honors pre-social work students to tell them about the Honors Program in Social Work. [Please see attached invitation letter in appendix A.]

In the College of Social Work, students are either declared pre-social work majors or official social work majors. Pre-social work majors are lower ranking students (e.g., freshman and sophomores) who are in the process of completing university General Education Curriculum requirements in preparation for the social work major. Social work majors are higher ranking students (e.g., juniors and seniors) who have met all of the university GEC requirements and have been officially admitted as social work majors into the College.

2. Pre-Social Work OSU Students

Currently enrolled pre-social work students (e.g., freshman and higher ranking students) who do not enter into the university as first quarter Freshman Honors students would be invited to apply to the Honors Program if they hold at least a 3.4 cumulative grade point average and have earned 24 or more graded credit hours of coursework from the Ohio State University. All students who declare their major as pre-social work and meet the previously stated criteria will be eligible for invitation. An invitation letter will be sent to all potential Honors pre-social work students to tell them about the Honors Program in Social Work. [Please see attached invitation letter in appendix A.]

3. Official OSU Social Work Majors

Currently enrolled social work major students (i.e., juniors enrolled in the College of Social Work) will be invited to apply to the Honors Program if they have at least a 3.4 cumulative grade point average. These students must also have 24 or more graded credit hours of coursework from the Ohio State University. All students who declare their major as social work and meet the previously stated criteria will be eligible for invitation. An invitation letter

will be sent to all potential Honors pre-social work students to tell them about the Honors Program in Social Work. [Please see attached invitation letter in appendix A.]

4. Transfer Students

First quarter transfer students at the pre-social work or social work (major) level who are able to verify honors status from their previous university or college would be eligible for the Honors Program in the College of Social Work. An invitation letter will be sent to all potential Honors pre-social work students to tell them about the Honors Program in Social Work. [Please see attached invitation letter in appendix A.]

Eligibility for Continuance for All Social Work Honors Students

To remain enrolled in the College of Social Work Honors Program, a student must complete four to seven courses (three at the pre-social work level if they enter at this level and four at the social work major level) designated as “Honors” or “Honors Embedded” or their equivalencies. They must also make satisfactory progress towards the thesis and then ultimately complete it.

[Equivalencies at the pre-social work level include 500+ level courses in departments outside the College of Social Work or any course deemed “graduate level” that are offered internal or external to the College of Social Work. Equivalences at the social work/major level will be by petition only for up to five credit hours and include research or statistics courses only that are at the 500+ level in departments external to the College of Social Work or research or statistics courses deemed “graduate level” that are offered internal or external to the College of Social Work. In order for students

to enroll in equivalencies internal or external to the College, permission of the instructor or successful completion of prerequisites may need to be met first.

NOTE: As a point of clarification here, it is imperative that we note that all of the courses in the actual social work major are at the 500+ level. Therefore it is essential that we require equivalent courses to be at the graduate level if they are taken in the College of Social Work.]

All coursework must be completed while successfully maintaining at least a 3.4 grade point average at the end of each academic year (defined as Summer Quarter through Spring Quarter). Last, although not required, Honors students will be encouraged to study abroad; become involved with research projects around the university and in the college; compete for research summer programs like the Summer Research Opportunity Program (SROP); obtain competitive internships across the country or overseas; and participate in the Denman Forum and the CFAES Undergraduate Research Forum.

Honors students who fall below a 3.4 grade point average for any quarter during their tenure as an Honors student will be given a provisional status in the College and as a result will be required to attend a Performance Review. As a proactive measure, a Performance Review will be utilized in an effort to discuss current challenges and to prevent continued under performances. Two or more quarters below a 3.4 and a cumulative grade point average below a 3.4 will result in an automatic dismissal from the College's Honors Program. Dismissal from the Honors Program does not translate into automatic dismissal from the College of Social Work's Undergraduate Studies Program, however. A student will be eligible to remain in the College's non-Honors track of the Undergraduate Studies Program if he or she falls below a 3.4 grade point average as long as he or she does not fall below a 2.0 grade point average or run into other

college or university challenges that may affect his or her tenure with the University. Honor students must hold at least a 3.4 grade point average at the time of graduation in order to graduate with Honors Research Distinction.

c. How Eligible Students Will be Contacted and Advised

The College of Social Work employs a fulltime Academic Counselor and two parttime doctoral level Graduate Administrative Associates who audit students' advising reports quarterly. These three individuals will check quarterly for eligible candidates for the Honors Program. Once identified, these students will be sent a letter from the Director of the Undergraduate Studies Program informing them of the College's Honors Program. [Please see attached invitation letter in appendix A.]

As Honors students, these students will be advised by the Undergraduate Studies Program Director who will also serve as the Honors Director/Advisor. These students will also be advised by the College's pre-social work advisors if they are pre-social work students and the College's Academic Counselor if they are in the major. These students will work also closely with other faculty members in the College who teach Honors and Honors embedded courses. Honors students will also be encouraged to work with other faculty members who share a common area of research interest.

D. STRUCTURE OF PROGRAM

In the past, students in the College of Social Work were able to graduate with Distinction if he or she completed a senior thesis, completed three research courses and maintained at least a 3.4 cumulative grade point average upon graduation. Enrollment in Honors courses was not required. Students who graduate with Honors under the guise of this current proposal, however,

will not only complete a senior thesis, but will also have successfully completed four to seven “Honors” or “Honors Embedded” courses or their equivalencies, depending on their entrance into the Honors Program, during their tenure at the university. All coursework must have been completed while successfully maintaining at least a 3.4 grade point average at the end of each academic year. Pre-social work students at any rank will be required to enroll and successfully complete three university GEC level courses (5 credit hours each), three upper level (500+) social work research courses (3-5 credit hours each) and one Honors thesis seminar (4 credit hours) in addition to completing the thesis while enrolled in thesis credit hours.

Please note that social work major students who do not become Honors students at the University until they are admitted into the social work major in their junior year for whatever reasons will only be required to complete the three upper level (500+) social work research honors or honors embedded courses (or their equivalencies by petition up to 5 credit hours), the Honors thesis seminar and the actual thesis. These students, unlike their pre-social work counterparts, will only begin to enjoy the benefits of Honors status and privileges (e.g., priority course scheduling, priority field placement and honors and scholars activities, which include national and international opportunities related to funding, internships, conferences, research, etc.) during the last two years of their enrollment at the university. Therefore, they would be waived out of the three course GEC requirements.

E. HONORS COURSES

Honors students would take three out of four of their Honors research courses with non-Honors social work research students. These courses would be designated by the Honors Embedded symbol (HE). Honor students would be required to complete more advance assignments in these research courses. Such assignments will vary in length, content, and/or

requirements. The differences in course expectations between Honors and non-Honors students will be explicitly stated in the course syllabi. [Please see appendix B for the syllabi for *SW 570 & SW570 (HE)*; *SW571 & SW571 (HE)*; *SW576 & SW576 (HE)*; and *SW H696*.] Honors students will receive different syllabi than their counterparts. In the College of Social Work, Honors students will be required to complete: Social Work 570: Quantitative Analyses of Social Data; Social Work 571: Introduction to Research Methods; Social Work 576: Critical Assessment of Social Research and Social Work H696: Thesis Honors Research Seminar. Students will also be required to enroll in H699: Thesis Hours during the quarters in which they are completing the thesis. [Please see appendix C for the proposed schedule of Honors students.] Please note that the enclosed syllabi are qualitatively different per each section of courses.

Honors students would enroll under a separate call number from non-Honors students for the same course [Example: *Social Work 533 with call number 25-56787 and Social Work 533 (HE) with call number 25-56788*.] The expectations, as articulated in the syllabi for the Honors students, would be more challenging and demanding. Although identical texts may or may not be used for all students in the course (Honors and non-Honors), the syllabi would be qualitatively different based on the higher standards that would be imposed on higher performing Honors students. Increased interaction with the instructor will also be included in the syllabi. Again, proposed courses for those designated as Honors scholars include:

- SWK 570: Data Analysis **(HE)** (5 Credits)
- SWK 571: Introduction to Methods in Social Research **(HE)** (4 Credits)
- SWK576: Critical Assessment of Social Research **(HE)** (5 Credits)
- SW **H696**: Thesis Seminar (5 Credits)
- SWK **H699**: Thesis Credits (1-14 Credits)

Social work H696 and Social work H699 will be free standing Honors courses for Honors students; only Honors students will be permitted to enroll in these courses. Social work H696 will be a thesis seminar where the focus will be on preparing the student for the thesis, while H699 would be thesis hours set aside for actually completing the thesis.

In an attempt to aid the student in completing his or her thesis in a timely manner, it is also critical to mention here that Honors students will be given priority in assigning field placements (Social Work 689: Field Practicum). This priority assignment will include overall placement assignments as well as placements in agencies and organizations that are conducive to conducting research. Specifically, agencies and organizations that would allow for a wide range of practice and program evaluations to be carried out, for example, which include case study designs, needs assessments, satisfaction surveys, etc., will be assigned to honors students first. In these placements, students will benefit from strong educators and organizations that not only encourage research but also offer a supportive and resourceful environment in which to conduct it.

F. STAFF

The Honors program will utilize current resources within the College of Social Work. Currently, there is a BSSW Committee that oversees student-related and curriculum-related issues at the baccalaureate level. It is proposed that an Honors Committee be created as a sub-committee within the BSSW Committee as overseer of the Honors program. Oversight of the Honors program will be provided by this subcommittee in collaboration with the Undergraduate Studies Program Director, the Associate Dean for Academic Affairs of the College and the Dean of the College. The Undergraduate Studies Program Director will also serve as the Honors Director/Advisor for Honors students although other faculty members will serve as Chairs of

research/theses projects. As Honors Director/Advisor to Honors students, the Undergraduate Studies Program Director will perform the role as faculty advisor and research mentor. The Honors Director/Advisor will also, in conjunction with the College's Academic Advisor, monitor students' progress through the curriculum and serve as a liaison with the University Honors Program. In addition, the Honors Director/Advisor will recruit theses chairs and help organize theses committees. All honors courses will be taught by tenure track faculty only.

G. RESOURCES

The College of Social Work is prepared to offer small sections of Honors courses if there are enough students in a particular incoming cohort to justify such an arrangement. In the event that Honors courses must be embedded throughout the curriculum, which is most probable, with the exception of Social Work H696: Thesis Seminar (which would always be taught strictly to Honors students), the College will offer incentives to faculty for developing a separate syllabi for Honors students and grading more involved assignments for them. Faculty who teach Social Work H696 will also have the ability to buy out of other teaching assignments; those who serve as Chairs of BSSW theses will enjoy a one course reduction in their teaching load after every 5th thesis is completed. The Honors/Director would enjoy a reduction in other advising responsibilities (e.g., non-Honors students) in exchange for advising Honors students.

H. PERIODIC PROGRAM REVIEW

The Honors Committee would provide periodic program reviews on an annual basis. These reviews will consist of program reviews administered by the Honors subcommittee. This Honors subcommittee will elicit feedback about the Honors Embedded Program from Honors

juniors, Honors graduating seniors and faculty who teach Honors and Honors embedded courses.

Honors students will be asked to evaluate the honors embedded experience through a standardized honors embedded evaluation form currently used throughout the University.

[Please see attachment D.]

I. LETTER OF SUPPORT FROM UNIT HEAD (DEAN, CHAIR, DIRECTOR, ETC.)

Attached is letter of support (appendix E) from the Dean of the College of Social Work who fully supports the development and implementation of the College of Social Work modified Honors Program.

Appendix A
Invitation letter

Date

Ms. Jane Brown
777 Honors Lane
Columbus, Ohio 43201

Dear Ms. Brown,

Welcome to the College of Social Work at The Ohio State University! My name is Dr. Jacquelyn Monroe and I am the Director of the Undergraduate Studies Program. You have been selected for this communication because of your outstanding academic performance and your corresponding potential for success in the College's Honors Program.

The College of Social Work Honors Program offers ambitious, motivated, and able students a challenging academic experience and a strong sense of intellectual community. We welcome all who share ideals to strive for excellence and to embrace intellectual life with energy and a sense of adventure. We offer small and dynamic classes, priority scheduling of classes, priority field placements, opportunities to participate in research projects, and a close and supportive community.

Membership in the College of Social Work Honors Program signifies rigor and high achievement in a program of study and incurs obligations and privileges. Students who enter into the College's Honors Program and are able to maintain their honors status will graduate with Honors in Research Distinction in Social Work. The Honors status requires that students complete 4-7 Honors courses (or their equivalencies) and successfully complete a senior honors thesis.

Undergraduate students who are interested in applying for enrollment into the College's Honors Program are required to stay in good standing and maintain a cumulative grade point average (CGPA) of 3.4. Students with a CGPA of 3.4 or higher who wish to become an Honors student should complete a College of Social Work Honors Application Form. For more information about this incredible opportunity, please contact Jacquelyn Monroe, Ph.D., Director of the Undergraduate Studies Program at monroe.998@osu.edu or (614) 292-9887. Again, welcome into the College of Social Work and do not miss out on this incredible opportunity!

Sincerely,

Jacquelyn Monroe, Ph.D.
Undergraduate Studies Program Director

Appendix B

Syllabi for Honors and Honors Embedded Courses

Keith Warren, Ph. D.
325E Stillman Hall
Office Phone: 292-9187
Email: warren.193@osu.edu

Social Work 570
Winter, 2007
Class Days: Mondays and Fridays
Class Hours: 10:30 am – 12:18 am
3:30 pm – 5:18pm

Lab hours: Mondays or Fridays as assigned
Office Hours: 12:30 am–2:30 pm, Mondays and Fridays
And by appointment or drop in.

The Ohio State University
College of Social Work

COURSE TITLE: Quantitative Analysis of Social Data
LEVEL OF INSTRUCTION AND CREDIT HOURS: (U) 5

COURSE DESCRIPTION:

Social work research is concerned with developing systematic procedures for specifying, organizing and analyzing data (information) in order to generate answers to questions of relevance to the discipline and, ultimately, to discover knowledge useful to practice. The ability to understand and apply social statistics is critical to evaluating the effectiveness of social work policies and programs. In learning about social statistics and how to use them, students acquire basic tools necessary to employ scientific terms and a spirit of inquiry in the evaluation of their own social work practice and that of others in the profession. Students will also learn how to apply statistics in a manner consistent with the values of the social work profession. It is important to understand that statistical analysis can be a powerful ally in the struggle for social justice, as when regression models demonstrate that women are paid less than men for the same work.

This is an introductory course in descriptive and inferential statistics. This course is intended for students who will have to cope with a pile of survey questionnaires, or some other mass of empirical data. Most social work students do not start out with a very clear idea about the range of available statistical procedures, or their appropriateness for different research designs or data sets. This course is designed to help you understand the fundamental knowledge of statistics; it will focus on specific techniques and procedures available for the quantitative analysis of information generated by the social and behavioral sciences and by social work practitioners. In addition, this course will provide an opportunity to explore the utility of microcomputers in both the analysis and presentation of data. It will serve as a basis for further statistics courses.

PREREQUISITE: Math 104

EDUCATIONAL OBJECTIVES

By the end of this course, students will have attained the following objectives:

1. Students will learn about the different categories in which data can be classified and the statistical procedures that can be used to describe them.
2. Students will learn how to formulate hypotheses about relationships among variables, and how to test these relationships statistically and to interpret the outcomes.
3. Students will examine propositions selected to represent social work practice issues and will evaluate them using statistical procedures.

4. Students will be provided access to microcomputers, competent instruction about their use, and will have the opportunity to use them to conduct analyses of problems related to social work research and practice.
5. Students will examine the role of values in the formulation and selection of research problems and the testing of hypotheses.
6. Students will be provided with examples that demonstrate the use of statistics in the pursuit of social justice and in the struggle against the oppression of groups such as women, people of color, people with disabilities and gays, lesbians, bisexual and transgendered people.

OUTCOMES:

Upon satisfactory completion of this course, students will:

1. Be able to read and comprehend research literature employing basic statistical methods in the social sciences and social work. Students will also develop a critical attitude toward some statistical arguments found in research literature.
2. Understand the different categories in which data can be classified and the statistical procedures that can be used to describe them.
3. Know how to formulate hypotheses about relationships among variables, and how to test these relationships statistically and to interpret the outcomes.
4. Know how to use microcomputers in order to conduct analyses of research questions in the areas of social work practice and policies.
5. Know how to interpret the statistical output of the microcomputer program learned in the course.
6. Demonstrate sufficient competence in basic statistics to enroll in an advanced statistics course and/or a graduate level course in statistical analysis in social work.
7. Demonstrate an understanding of the role of statistics in pursuit of social justice, and have a critical awareness of the impact of oppressive social forces such as sexism, racism, homophobia and class hegemony on the interpretation of research data.

COURSE REQUIREMENTS:

A. Type of Instruction:

Instruction will be based on a mixture of lectures, small group exercises and work in the computer laboratory. Students are strongly encouraged to ask questions whenever they do not understand a point, and the instructor will make time for these questions, but the class is not a discussion class per se. Students should be aware that some material will appear in the lectures that is not in the book.

B. Evaluation and Grading:

Grading is based on the following:

Midterm examination: 100 points.

Final examination: 75 points.

Lab homework: 25 points.

Homework: 100 points.

The midterm will cover approximately the first nine chapters in the text, while the final will cover the next six. In other words the final will not be comprehensive. However, students should know that some concepts that are covered in the first nine chapters of the text are also central to the latter part of the class and may appear on the final. Questions will be drawn from course readings and course lectures, and will use multiple choice and short answer formats. Lab homework will involve actual work on lab microcomputers, as well as some interpretation of output. Lab homework will be graded.

The instructor will assign homework on a weekly basis. Homework will be due at the beginning of each Monday class. Late homework will not be accepted without a legitimate excuse. Homework will be graded on completion and will constitute 33.33% of the final grade. While the instructor will not grade homework on whether it is correct, he will provide answers to the homework problems at the time the homework is handed in.

Final Grades will be based on the following scale:

A	=	94+	percent average
A-	=	90-93	percent average
B+	=	86-89	percent average
B	=	83-85	percent average
B-	=	80-82	percent average
C+	=	76-79	percent average
C	=	73-75	percent average
C-	=	70-72	percent average
D+	=	65-69	percent average
D	=	60-64	percent average
E	=	59-0	percent average

The instructor reserves the right to adjust the scale if necessary.

C. Class Guidelines:

Many students find statistics to be one of the most challenging courses in the social work curriculum. While nothing will make statistics easy for most students, the following work habits can help in meeting the challenge:

1. Keep up with your reading. Read the book before coming to class and lab and, if necessary, read it again after class. Be sure that you understand what you read.
2. Attend class and lab consistently.
3. Do all of your homework, every problem, all of the time.
4. Finally, do your homework in groups and study in groups.

There is one last thing that you should know. You will probably find much of the material at the beginning of this course to be easy. Don't let this fool you! The course gets harder as it goes along, and later material builds on earlier material. It is very easy to fall behind, and very hard to catch up once you do.

D. Method of Course Evaluation by Students

Students will evaluate the course by standard University evaluation forms or College-accepted instructor devised instruments.

E. College Incomplete Policy

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with me prior to the final week of the course. A time for completion of the incomplete work will be established with you. (This may not be the maximum time permitted by University rules regarding "Incompletes" but will depend upon the individual situation.) University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

Students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

F. Academic Misconduct

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty members are strictly bound to report suspected cases of Academic Misconduct.

G. If you have questions about accessibility or need accommodations for a disability, please contact the instructor in person, by telephone (292-9187) or email (warren.193@osu.edu).

H. Note: This publication/material is available in alternative formats upon request. Please contact Ms. Brenda Davidson, MSW Office, 312 Stillman Hall, 292-7684.

I. Texts and Articles Required:

Healey, J. F. (2005). *Statistics: A tool for social research*, 7th edition. Belmont, CA: Thomson Wadsworth.

Gomez, E., Zurcher, L. A., Farris, B. E. & Becker, R. E. (1985). A study of psychosocial casework with chicanos. *Social Work*, 30(6), 477-482.

June, L., Curry, B. P. & Gear, C. L. (1990). An 11-year analysis of black students' experience of problems and use of services. *Journal of Counseling Psychology*, 37(2), 178-184.

J. Course Schedule (Skip all optional sections in Healey).

Week 1: Some basics...Healey, Introduction & Chapter 2.

Week 2: Finding your center... Healey, Chapter 3. Class cancelled on Friday, January 12.

Week 3: Variation. Healey, Chapter 4, sections 1, 3, 4, 5, 8 and 9.

Week 4: Sampling and the sampling distribution. Healey, Chapter 5 & 6.

Week 5: Building your confidence—interval, that is. Healey, Chapter 7.

Week 6: Midterm (Monday) & Hypothesis testing. Healey, Chapter 8.

Week 7: t for two—hypothesis testing for two groups. Healey, Chapter 9.

Week 8: Hypothesis testing for as many groups as you want—ANOVA. Healey, Chapter 10.

Week 9: Hypothesis testing for nominal level variables—Chi square. Healey, Chapter 11, sections 1-6.

Week 10: Correlation and regression. Healey, Chapter 15, sections 1-6.

Keith Warren, Ph. D.
325E Stillman Hall
Office Phone: 292-9187
Email: warren.193@osu.edu

Social Work HE 570
Winter, 2007
Class Days: Mondays and Fridays
Class Hours: 10:30 am – 12:18 am
3:30 pm – 5:18pm

Lab hours: Mondays or Fridays as assigned
Office Hours: 12:30 am–2:30 pm, Mondays and Fridays
And by appointment or drop in.

The Ohio State University
College of Social Work

COURSE TITLE: Social Work HE 570: Quantitative Analysis of Social Data (Honors Embedded)

LEVEL OF INSTRUCTION AND CREDIT HOURS: (U) 5

COURSE DESCRIPTION:

Social work research is concerned with developing systematic procedures for specifying, organizing and analyzing data (information) in order to generate answers to questions of relevance to the discipline and, ultimately, to discover knowledge useful to practice. The ability to understand and apply social statistics is critical to evaluating the effectiveness of social work policies and programs. In learning about social statistics and how to use them, students acquire basic tools necessary to employ scientific terms and a spirit of inquiry in the evaluation of their own social work practice and that of others in the profession. Students will also learn how to apply statistics in a manner consistent with the values of the social work profession. It is important to understand that statistical analysis can be a powerful ally in the struggle for social justice, as when regression models demonstrate that women are paid less than men for the same work.

This is an introductory course in descriptive and inferential statistics. This course is intended for students who will have to cope with a pile of survey questionnaires, or some other mass of empirical data. Most social work students do not start out with a very clear idea about the range of available statistical procedures, or their appropriateness for different research designs or data sets. This course is designed to help you understand the fundamental knowledge of statistics; it will focus on specific techniques and procedures available for the quantitative analysis of information generated by the social and behavioral sciences and by social work practitioners. In addition, this course will provide an opportunity to explore the utility of microcomputers in both the analysis and presentation of data. It will serve as a basis for further statistics courses.

PREREQUISITE: Math 104

EDUCATIONAL OBJECTIVES

By the end of this course, students will have attained the following objectives:

1. Students will learn about the different categories in which data can be classified and the statistical procedures that can be used to describe them.
2. Students will learn how to formulate hypotheses about relationships among variables, and how to test these relationships statistically and to interpret the outcomes.
3. Students will examine propositions selected to represent social work practice issues and will evaluate them using statistical procedures.
4. Students will be provided access to microcomputers, competent instruction about their use, and will have the opportunity to use them to conduct analyses of problems related to social work research and practice.

5. Students will examine the role of values in the formulation and selection of research problems and the testing of hypotheses.
6. Students will be provided with examples that demonstrate the use of statistics in the pursuit of social justice and in the struggle against the oppression of groups such as women, people of color, people with disabilities and gays, lesbians, bisexual and transgendered people.
7. Students will develop a deeper appreciation, respect and interest for research and statistical analyses as honors students completing a thesis.

OUTCOMES:

Upon satisfactory completion of this course, students will:

1. Be able to read and comprehend research literature employing basic statistical methods in the social sciences and social work. Students will also develop a critical attitude toward some statistical arguments found in research literature.
2. Understand the different categories in which data can be classified and the statistical procedures that can be used to describe them.
3. Know how to formulate hypotheses about relationships among variables, and how to test these relationships statistically and to interpret the outcomes.
4. Know how to use microcomputers in order to conduct analyses of research questions in the areas of social work practice and policies.
5. Know how to interpret the statistical output of the microcomputer program learned in the course.
6. Demonstrate sufficient competence in basic statistics to enroll in an advanced statistics course and/or a graduate level course in statistical analysis in social work.
7. Demonstrate an understanding of the role of statistics in pursuit of social justice, and have a critical awareness of the impact of oppressive social forces such as sexism, racism, homophobia and class hegemony on the interpretation of research data.
8. Formulate statistical ideas at the level expected of that of honors students and/or graduate students.

COURSE REQUIREMENTS:

A. Type of Instruction:

1. Instruction will be based on a mixture of lectures, small group exercises and work in the computer laboratory. Students are strongly encouraged to ask questions whenever they do not understand a point, and the instructor will make time for these questions, but the class is not a discussion class per se. Students should be aware that some material will appear in the lectures that is not in the book. Deeper appreciation, respect and interest for research as an honors students completing a thesis.

B. Evaluation and Grading:

Grading is based on the following:

Midterm examination: 100 points.

Final examination: 75 points.

Lab homework: 25 points.

Graphics Assignment: 50 points.

Philosophy of Data Analysis Paper: 50 points.

The midterm will cover approximately the first nine chapters in the text, while the final will cover the next six. In other words the final will not be comprehensive. However, students should know that some concepts that are covered in the first nine chapters of the text are also central to the latter part of the class and may appear on the final. Questions will be drawn from course readings and course lectures, and will use multiple choice and short answer formats. Lab homework will involve actual work on lab microcomputers, as well as some interpretation of output. Lab homework will be graded.

The instructor will assign homework on a weekly basis. **While homework is not graded for honors students, you will have little chance of passing the class if you do not do it.**

The graphics assignment will consist of a data set, the requirement to construct a series of graphs and interpret them.

The philosophy of data analysis paper will consist of a discussion of your own philosophy of data analysis in light of course readings and assignments, including Abelson.

Honors students will meet weekly as a group with the professor.

Final Grades will be based on the following scale:

A	=	94+	percent average
A-	=	90-93	percent average
B+	=	86-89	percent average
B	=	83-85	percent average
B-	=	80-82	percent average
C+	=	76-79	percent average
C	=	73-75	percent average
C-	=	70-72	percent average
D+	=	65-69	percent average
D	=	60-64	percent average
E	=	59-0	percent average

The instructor reserves the right to adjust the scale if necessary.

C. Class Guidelines:

Many students find statistics to be one of the most challenging courses in the social work curriculum. While nothing will make statistics easy for most students, the following work habits can help in meeting the challenge:

1. Keep up with your reading. Read the book before coming to class and lab and, if necessary, read it again after class. Be sure that you understand what you read.
2. Attend class and lab consistently.
3. Do all of your homework, every problem, all of the time.
4. Finally, do your homework in groups and study in groups.

There is one last thing that you should know. You will probably find much of the material at the beginning of this course to be easy. Don't let this fool you! The course gets harder as it goes along, and later material builds on earlier material. It is very easy to fall behind, and very hard to catch up once you do.

Method of Course Evaluation by Students

Students will evaluate the course by standard University evaluation forms or College-accepted instructor devised instruments.

E. College Incomplete Policy

"I" (Incomplete) course grades will be considered only in relation to emergency and hardship situations and a request for such a grade option must be discussed with me prior to the final week of the course. A time for completion of the incomplete work will be established with you. (This may not be the maximum time permitted by University rules regarding "Incompletes" but will depend upon the individual situation.) University policies governing the circumstances under which "I" grades are given and deadlines for completion will be adhered to.

Students should note that when an "I" with an alternate grade of "E" is assigned in a course which is prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

F. Academic Misconduct

The College of Social Work supports fully the University standards on Academic Misconduct. Students are responsible for following University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbooks and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsification, fabrication or dishonesty in reporting research, and no alteration of grades or University forms. Faculty members are strictly bound to report suspected cases of Academic Misconduct.

G. If you have questions about accessibility or need accommodations for a disability, please contact the instructor in person, by telephone (292-9187) or email (warren.193@osu.edu).

H. Note: This publication/material is available in alternative formats upon request. Please contact Ms. Brenda Davidson, MSW Office, 312 Stillman Hall, 292-7684.

I. Texts and Articles Required:

Healey, J. F. (2005). *Statistics: A tool for social research*, 7th edition. Belmont, CA: Thomson Wadsworth.

Abelson, R. P. (1995). *Statistics as principled argument*. Hillsdale, NJ: Lawrence Erlbaum.

Gomez, E., Zurcher, L. A., Farris, B. E. & Becker, R. E. (1985). A study of psychosocial casework with chicanos. *Social Work*, 30(6), 477-482.

June, L., Curry, B. P. & Gear, C. L. (1990). An 11-year analysis of black students' experience of problems and use of services. *Journal of Counseling Psychology*, 37(2), 178-184.

Supplementary text:

Cleveland, William (1994). *Visualizing Data*.

J. Course Schedule (Skip all optional sections in Healey).

Week 1: Some basics...Healey, Introduction & Chapter 2. **Abelson, Preface and Chapter 1.**

Week 2: Finding your center... Healey, Chapter 3. Class cancelled on Friday, January 12.

Meet with Warren to discuss SPSS graphics.

Week 3: Variation. Healey, Chapter 4, sections 1, 3, 4, 5, 8 and 9. **Meet with Warren to discuss SPSS Interactive Graphics.**

Week 4: Sampling and the sampling distribution. Healey, Chapter 5 & 6. **Complete Graphing Assignment.**

Week 5: Building your confidence—interval, that is. Healey, Chapter 7. **Abelson, Chapters 2-3.**

Week 6: Midterm (Monday) & Hypothesis testing. Healey, Chapter 8. **Abelson, Chapter 4 & 7.**

Week 7: t for two—hypothesis testing for two groups. Healey, Chapter 9. **Abelson, Chapter 5.**

Week 8: Hypothesis testing for as many groups as you want—ANOVA. Healey, Chapter 10. **Abelson, Chapter 6.**

Week 9: Hypothesis testing for nominal level variables—Chi square. Healey, Chapter 11, sections 1-6. **Abelson, Chapter 8.**

Week 10: Correlation and regression, **multiple regression.** Healey, Chapter 15, sections 1-6, **Healey Chapter 17. Abelson, Chapter 9.**

The Ohio State University
College of Social Work

Social Work 571
Autumn 2006

Keith Warren
Office: 325E Stillman Hall
Email: warren.193@osu.edu
Office Hours: Monday: 2:20-3:20
Friday 2:30-3:30
Wednesday 11:00-1:00

Class Days: Monday & Friday
Class Hours: 9:00-10:48
12:30-2:18

And, needless to say, by appointment, drop in, or bumping into me in some coffee shop.

Imagination is more important than knowledge. --Albert Einstein

All models are wrong. All data is flawed. --Leonard Smith

TANSTAAFL --Robert Heinlein

COURSE TITLE: Introduction to Research Methods in Social Work

LEVEL OF INSTRUCTION AND CREDIT HOURS: Undergraduate - 4 Credits

COURSE DESCRIPTIONS

The first course in the research sequence is concerned with formulating and carrying out plans for answering questions. In planning research, attention must be focused on specifying the purpose of the research, identifying the variables, developing the instruments for collecting information, administering the instruments to human subjects under conditions which safeguard the self-determination, confidentiality, and physical/mental integrity of subjects.

Whereas the second research course, SW 570, concerns classification and quantitative analysis of data to arrive at decisions, the present course encompasses the entire range of scientific investigations including descriptive, experimental, and correlational research studies. The course content will also include qualitative designs that do not rely on statistical manipulations.

The aim of the course is to provide the student with a basic competence in the scientific method of investigation. In addition to understanding how to discover knowledge, students will become critical consumers of research, participants in the research process and integrator of social work knowledge from different areas of social work curriculum.

EDUCATIONAL OBJECTIVES

By the end of this course, students will have attained the following objectives:

1. Healthy skepticism and critical thinking skills which demand evidence in support of ideas and propositions encountered by the social work profession.
2. Knowledge about the basic steps involved in doing research that satisfies the criteria of scientific objectivity.
3. Knowledge of the major research designs employed in social sciences and in social work practice education.
4. Understanding of the different instruments used and approaches to collecting and analyzing research data.
5. An understanding of techniques for sampling needed to support studies designed to arrive at generalizations.
6. Awareness of their ethical responsibility to protect subjects against deception, physical or psychological harm and other risks they may encounter as research subjects.
7. An appreciation of the misuse of research methods and studies to perpetuate myths and extend oppressive systems to the disadvantage of populations at risk, such as African-Americans, gays, lesbians, bisexual and transgendered persons, women, and people with disabilities.
8. Understanding of the responsibility of researchers to accurately represent their findings and to give credit to investigators for their contributions.
9. An appreciation for the importance of commitment by social work professionals to on-going, systematic evaluation of practice- their own and others.

PREREQUISITES: None

OUTCOMES

Upon satisfactory completion of this course, students will:

1. Be able to comprehend and correctly interpret the content of research reports prepared for general professional consumption.
2. Be able to write a research report describing a study that was undertaken, its findings and conclusions.
3. Be able to select and develop a research design to fit a specific research purpose.
4. Be able to generate a non-probability and probability sample(s) in order to study specific characteristics of a given population.
5. Be able to develop data collection instruments such as an interview schedule questionnaire and/or an observational measuring instrument for research in the field.
6. Be familiar with research literature that addresses the issues addressing the social oppression of populations at risk such as African-Americans, gays,

lesbians, bisexual and transgendered persons, women, and people with disabilities. Understand arguments to oppose racist, sexist ideologies inappropriate to sound research.

7. Be able to implement basic procedures to fulfill the ethical obligation of social work researchers toward their clients and colleagues in the profession.

COURSE REQUIREMENTS

A. Type of Instruction:

Course instruction will be a mixture of lecture, discussion, and in-class activities/assignments.

B. Evaluation and Grading

EXAMS (70%)

There will be a midterm and a final in this class. Each of the exams will cover half of the course material and be worth 35 percent of your grade. Questions will be drawn from course readings, course lectures, and in-class activities. The exams will have multiple choice, short-answer, and essay format questions.

QUIZZES (30%)

Four quizzes will be given during the quarter. Only three of the quizzes (the three you score the highest) will be counted towards your final grade. Quizzes will occur on undisclosed dates and will be based on the class readings for the assigned date. Therefore, missing class may mean you miss a quiz and lose the points associated with the quiz. There are NO make up quizzes except in the case of illness, death of a family member or a religious holiday.

GRADING SCALE

A	=	94+	percent average
A-	=	90-93	percent average
B+	=	86-89	percent average
B	=	83-85	percent average
B-	=	80-82	percent average
C+	=	76-79	percent average
C	=	73-75	percent average
C-	=	70-72	percent average
D+	=	65-69	percent average
D	=	60-64	percent average
E	=	0-59	percent average

C. Class Guidelines & Expectations

Students are expected to keep-up with class readings. It is much easier to keep up with and learn from lectures if you have already read over the material. The four quizzes will test whether you have been keeping up with the readings.

Course attendance is an expectation. If you miss a class, you are responsible for obtaining all materials covered. This includes research content and all announcements relevant to procedures, such as changes in examinations or requirements. There is no actual attendance requirement because there doesn't have to be. You won't learn if you're not here and the quizzes will beat you up besides.

Please be respectful of our time in the classroom. This means being respectful of questions and comments made by other students. You are welcome to come late or leave early, but please enter the room quietly so you do not disturb the class.

D. Method of Course Evaluation by Students

Students will evaluate the course by standard University evaluation forms.

E. College Incomplete Policy

"T" (Incomplete) course grades will be considered only in relation to emergency and hardship situations. A request for such a grade option must be discussed with me prior to the final week of the course. A time for completion of the incomplete work will be established with you. The established time may not be the maximum time permitted by University rules regarding "Incompletes" but will depend upon the individual situation. University policies governing the circumstances under which "T" grades are given and deadlines for completion will be adhered to.

Students should know that when an "T" with an alternative grade of "E" is assigned in a course which is a prerequisite to a course the student must take the next quarter, the course requirements for the "T" must be completed by the second week of the next quarter.

F. Academic Misconduct

The College of Social Work fully supports the University standards on Academic Misconduct. Students are responsible for following University rules (3335-31-02-b) in all academic work. These rules can be found in the program handbook and the University handbook. This includes, but is not limited to: following course rules, no use of unauthorized information or assistance, no plagiarizing, no falsifications, fabrication or dishonesty in reporting research, and no alteration of

grades or University forms. Faculty are strictly bound to report suspected cases of Academic Misconduct.

G. If you have questions about accessibility or need accommodations for a disability, please contact the instructor in person or by email. Exams, texts, handouts, and other materials may be available in alternative formats from the Office of Disability Services (ODS) @ 292-3307, 150 Pomerene Hall, 1760 Neil Avenue for students who are registered with this office.

H. Note: This publication/material is available in alternative formats upon request. Please contact Ms. Brenda Davidson, MSW Office, 312 Stillman Hall, 292-7684.

I. Required Text

Trochim, W. (2006) *Research Methods: The concise knowledge base*. Cincinnati, OH: Atomic Dog Press.

J. Course Outline

DATE	TOPICS COVERED	READINGS
Friday, September 22	Introduction	Trochim, Ch. 1
Monday, September 25	Some Basics/Sampling	Trochim, Ch. 1-2
Friday, September 29	Continue with sampling	Trochim, Ch. 2
Monday, October 2	Measurement--validity	Trochim, Ch. 3
Friday, October 6	Measurement--reliability	Trochim, Ch. 3
Monday, October 9	Survey Research	Trochim, Ch. 4
Friday, October 13	Scales and Indexes	Trochim, Ch. 5
Monday, October 16	Qualitative and Unobtrusive Measures	Trochim, Ch. 6
Friday, October 20	Review/Catchup	
Monday, October 23	Midterm	
Friday, October 27	Design	Trochim, Ch. 7
Monday, October 30	Design	Trochim, Ch. 7
Friday, November 3	Experimental Design	Trochim, Ch. 8
Monday, November 6	Quasi-Experimental Design	Trochim, Ch. 9
Monday, November 13	Designing designs	Trochim, Ch. 10
Friday, November 17	Analysis	Trochim, Ch. 11
Monday, November 20	Analysis	Trochim, Ch. 11-12
Monday, November 27	Analysis	Trochim, Ch. 12
Friday, December 1	Write-up	Trochim, Ch. 13
Saturday or Sunday, December 2 or 3	Review session for final	

Supplemental Reading List

- Best, J. (1970). *Research in Education*. New York: Prentice-Hall.
- Bordens, K.S. & Abbott, B.A. (2005). *Research and Design Methods: A Process Approach* (6th ed.). New York: McGraw-Hill.
- Campbell, D. & Stanley, J. (1963) *Experimental and Quasi-experimental Designs for Research*. Skokie, IL: Rand McNally.
- McIntyre, L.J. (2005). *Need to Know: Social Science Research Methods* (4th ed.). New York: McGraw-Hill.
- Royse, D. (2004). *Research Methods in Social Work* (4th ed.). Pacific Grove, CA: Brooks/Cole.
- Royse, D. & Thyer, B.A. (1996). *Program Evaluation: An Introduction* (2nd ed.). Chicago: Nelson-Hall.
- Trochim, W.M.K. (2001). *The Research Methods Knowledge Base* (2nd ed). Cincinnati, OH: Atomic Dog Publishing.

The Ohio State University
College of Social Work

Social Work HE 571 (Honors Embedded)

Keith Warren	Class Days: Monday & Friday
Office: 325E Stillman Hall	Class Hours: 9:00-10:48
Email: warren.193@osu.edu	12:30-2:18
Office Hours: Monday: 2:20-3:20	
Friday 2:30-3:30	
Wednesday 11:00-1:00	

And, needless to say, by appointment, drop in, or bumping into me in some coffee shop.

Imagination is more important than knowledge. --Albert Einstein

All models are wrong. All data is flawed. --Leonard Smith

TANSTAAFL --Robert Heinlein

COURSE TITLE: Introduction to Research Methods in Social Work

LEVEL OF INSTRUCTION AND CREDIT HOURS: Undergraduate - 4 Credits

COURSE DESCRIPTIONS

The first course in the research sequence is concerned with formulating and carrying out plans for answering questions. In planning research, attention must be focused on specifying the purpose of the research, identifying the variables, developing the instruments for collecting information, administering the instruments to human subjects under conditions which safeguard the self-determination, confidentiality, and physical/mental integrity of subjects.

Whereas the second research course, SW 570, concerns classification and quantitative analysis of data to arrive at decisions, the present course encompasses the entire range of scientific investigations including descriptive, experimental, and correlational research studies. The course content will also include qualitative designs that do not rely on statistical manipulations.

The aim of the course is to provide the student with a basic competence in the scientific method of investigation. In addition to understanding how to discover knowledge, students will become critical consumers of research, participants in the research process and integrator of social work knowledge from different areas of social work curriculum.

EDUCATIONAL OBJECTIVES

By the end of this course, students will have attained the following objectives:

1. Healthy skepticism and critical thinking skills which demand evidence in support of ideas and propositions encountered by the social work profession.
2. Knowledge about the basic steps involved in doing research that satisfies the criteria of scientific objectivity.
3. Knowledge of the major research designs employed in social sciences and in social work practice education.
4. Understanding of the different instruments used and approaches to collecting and analyzing research data.
5. An understanding of techniques for sampling needed to support studies designed to arrive at generalizations.
6. Awareness of their ethical responsibility to protect subjects against deception, physical or psychological harm and other risks they may encounter as research subjects.
7. An appreciation of the misuse of research methods and studies to perpetuate myths and extend oppressive systems to the disadvantage of populations at risk, such as African-Americans, gays, lesbians, bisexual and transgendered persons, women, and people with disabilities.
8. Understanding of the responsibility of researchers to accurately represent their findings and to give credit to investigators for their contributions.
9. An appreciation for the importance of commitment by social work professionals to on-going, systematic evaluation of practice- their own and others.
10. Deeper appreciation, respect and interest for research as an honors students completing a thesis.

PREREQUISITES: None

OUTCOMES

Upon satisfactory completion of this course, students will:

1. Be able to comprehend and correctly interpret the content of research reports prepared for general professional consumption.
2. Be able to write a research report describing a study that was undertaken, its findings and conclusions.
3. Be able to select and develop a research design to fit a specific research purpose.
4. Be able to generate a non-probability and probability sample(s) in order to study specific characteristics of a given population.

5. Be able to develop data collection instruments such as an interview schedule questionnaire and/or an observational measuring instrument for research in the field.
6. Be familiar with research literature that addresses the issues addressing the social oppression of populations at risk such as African-Americans, gays, lesbians, bisexual and transgendered persons, women, and people with disabilities. Understand arguments to oppose racist, sexist ideologies inappropriate to sound research.
7. Be able to implement basic procedures to fulfill the ethical obligation of social work researchers toward their clients and colleagues in the profession.
8. Formulate research ideas at the level expected of that of honors students and/or graduate students.

COURSE REQUIREMENTS

A. Type of Instruction:

Course instruction will be a mixture of lecture, discussion, and in-class activities/assignments.

B. Evaluation and Grading

EXAMS (50%)

There will be a midterm and a final in this class. Each of the exams will cover half of the course material and be worth 35 percent of your grade. Questions will be drawn from course readings, course lectures, and in-class activities. The exams will have multiple choice, short-answer, and essay format questions.

QUIZZES (20%)

Four quizzes will be given during the quarter. Only three of the quizzes (the three you score the highest) will be counted towards your final grade. Quizzes will occur on undisclosed dates and will be based on the class readings for the assigned date. Therefore, missing class may mean you miss a quiz and lose the points associated with the quiz. There are NO make up quizzes except in the case of illness, death of a family member or a religious holiday.

AGENT-BASED MODELING (30%)

In addition to the normal course load, honors students will be required to complete a series of assignments on agent-based modeling, a contemporary, computer-based method of social science research and theory development, using the Netlogo agent-based modeling language. The assignments will accompany a one hour per week seminar in the professor's office. There is no current text on agent-based modeling, and we will simply work from the Netlogo manual.

GRADING SCALE

A	=	94+	percent average
A-	=	90-93	percent average
B+	=	86-89	percent average
B	=	83-85	percent average
B-	=	80-82	percent average
C+	=	76-79	percent average
C	=	73-75	percent average
C-	=	70-72	percent average
D+	=	65-69	percent average
D	=	60-64	percent average
E	=	0-59	percent average

C. Class Guidelines & Expectations

Students are expected to keep-up with class readings. It is much easier to keep up with and learn from lectures if you have already read over the material. The four quizzes will test whether you have been keeping up with the readings.

Course attendance is an expectation. If you miss a class, you are responsible for obtaining all materials covered. This includes research content and all announcements relevant to procedures, such as changes in examinations or requirements. There is no actual attendance requirement because there doesn't have to be. You won't learn if you're not here and the quizzes will beat you up besides.

Please be respectful of our time in the classroom. This means being respectful of questions and comments made by other students. You are welcome to come late or leave early, but please enter the room quietly so you do not disturb the class.

D. Method of Course Evaluation by Students

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E. College Incomplete Policy

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H. Note: This publication/material is available in alternative formats upon request. Please contact Ms. Brenda Davidson, MSW Office, 312 Stillman Hall, 292-7684.

I. Required Text

Trochim, W. (2006) *Research Methods: The concise knowledge base*. Cincinnati, OH: Atomic Dog Press.

Netlogo 3.1.4 User Manual. Available at: <http://ccl.northwestern.edu/netlogo/>

J. Course Outline

DATE	TOPICS COVERED	READINGS
Friday, September 22	Introduction	Trochim, Ch. 1
Monday, September 25	Some Basics/Sampling	Trochim, Ch. 1-2
Friday, September 29	Continue with sampling	Trochim, Ch. 2
Monday, October 2	Measurement--validity	Trochim, Ch. 3
Friday, October 6	Measurement--reliability	Trochim, Ch. 3
Monday, October 9	Survey Research	Trochim, Ch. 4
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Monday, November 20	Analysis	Trochim, Ch. 11-12
Monday, November 27	Analysis	Trochim, Ch. 12
Friday, December 1	Write-up	Trochim, Ch. 13
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Supplemental Reading List

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Trochim, W.M.K. (2001). *The Research Methods Knowledge Base* (2nd ed.). Cincinnati, OH: Atomic Dog Publishing.

Instructor: Shantha Balaswamy
E-mail: balaswamy.1@osu.edu
Office: 225H Stillman Hall
Office Hours: Tuesdays 10:30am to 1:30pm
Phone: 292-6632 (leave message)

Social Work 576
Spring, 2007
Class: MF: 9:30- 11:48 am
MF: 1:30 – 3:48 pm

**The Ohio State University
College of Social Work**

COURSE TITLE: Critical Analysis of Social Research

LEVEL OF INSTRUCTION AND CREDIT HOURS: (U) 5 credit hours

PREREQUISITE: Two basic writing courses; junior or senior standing; completion of SW 570 and SW 571 or equivalent courses.

COURSE DESCRIPTION

All professional and scientific disciplines need a method for considering different theories and propositions under discussion, and for supporting the most promising ideas in their discipline. A course in critical thinking and writing can develop higher levels of skill in understanding, evaluating and interpreting professional writing. This process is essential to advance the state of the art in any scientific discipline.

To engage in critical assessment, students need to become knowledgeable about problem issues and different research methodologies that investigators commonly use to conduct research inquiries. Students also need to understand the basic criteria for acceptable research and how to apply the criteria in the assessment process and undertaking brief research experience that results in a critical research project. Integrating these two aspects of creative thinking advances social scientific thought.

Students must also understand how individual life experiences and issues of race, religion, and culture influence these understanding and comprehension for social investigations. They must be able to discern how these issues may also influence their interpretation of social problems and the research performed to understand and solve them. Finally, they must be able to ascertain how research, even research they perceive as fundamentally flawed, may be used to inform social work practice.

This course will provide opportunities for students to actively engage in written and oral critical analysis. Attention will focus on searching for valid supporting arguments and ideas and the potential for advancing the state of knowledge in areas of social work practice. Furthermore, students will be challenged to understand, synthesize and employ empirical and theoretical information that has potential to enlighten and inform social work practitioners. Students will be

required to use library resources in this course and encouraged to use computers for accessing information and completing their writing and research assignments.

Library Resources: Electronic Journals (Social Welfare and Social Work) Databases (Academic Search Premier, Social Work Abstracts, Sociological Index, PsycINFO) Bibliographic Management (RefWorks)

COURSE OBJECTIVES

Upon satisfactory completion of this course, students will be able to:

1. Define criteria needed to evaluate different models of research.
2. Use a framework for evaluating the strengths and limitations of social science research.
3. Identify and elaborate on specific theoretical frameworks contained in research works by different social science disciplines.
4. Recognize methodological limitations and inconsistencies that weaken or invalidate research investigations.
5. Critically evaluate library resources and on-line resources.
6. Engage in critical oral and written debate.
7. Refine creative products generated from critical assessment.
8. Have increased confidence in expressing ideas about new knowledge.
9. Engage in productive dialogue with peers and the instructor.
10. Identify and address fallacies in professional decision-making.
11. Integrate practice-related research with practice methods.

COURSE REQUIREMENTS

1. Instruction

The instructor will create an experiential learning environment through interactive lecture, small group activities, case studies, and role-playing.

2. Specific Expectations

Expectations of Students

Students are expected to come to class prepared and ready to participate. Students should complete the assigned readings and activities prior to the beginning of class. Participation by all students is expected and enhances the learning environment.

Students are expected to turn all graded assignments in on the date due or scheduled. If a student is unable to complete an assignment on the date due, the student should talk with the instructor **PRIOR** to that class to discuss the circumstances. If a student does not talk with the instructor **PRIOR** to the class the assignment is due, the student will receive zero points for the assignment or exam. If the student is absent for two or more classes without prior permission or excused absence, the overall letter grade received in the course will be dropped by one letter grade level.

Students are expected to have an active e-mail account and have access to the Internet. If you do not have an active e-mail account, contact University Technology Services at 688-4357. Public computing sites are located throughout campus. Call 688-4357 to find one that is most convenient to you.

Expectations of the Instructor

The Instructor is expected to attend every class unless the Teaching Assistant is assigned to cover the specific class. The Instructor is expected to scheduled office hours unless there is an emergency. In this case, the instructor will make sure to inform the students of any schedule changes or absences. The instructor is expected to be available to students on as needed basis.

The Instructor is expected to come to class prepared to cover material that is relevant to the course objectives. The instructor is expected to ask for feedback from students and incorporate feedback to make class sessions more effective.

The Instructor is expected to provide clear expectations for all assignments and provide specific feedback in a timely manner.

The Instructor will read and respond to e-mails and voice mails as quickly as possible (usually within 48 hours).

3. Student Evaluations

Student's performance will be evaluated with the following:

- | | |
|---|------------------------------|
| 1. Annotated Bibliography (25 points)* | APRIL 13th |
| 2. Critique of session at the Symposium on Doctoral Research (20 points)
Or Research Article Critique | APRIL 27th |
| 3. Sampling Plan (15 points)
Data Collection Method (10 points) | APRIL 20th |
| 4. Instrument for Data Collection (15 points) | MAY 4th |
| 5. Data (completed questionnaires/interviews/observations
(7 quest./inter./obser. X 5pts.each = 35 points) | MAY 11th |
| 6. Data Analysis – charts/tables (15 points)
Results and Conclusion (15 points) | MAY 25th |
| 7. Poster Presentation (50 points) | JUNE 4th |

- *SW Librarian: Cynthia Preston E-mail: preston.7@osu.edu , phone: 292-3832*
- *Teaching Assistant (Afternoon session): Linda Ginzer, E-mail: ginzer.2@osu.edu , Office Hours – Wednesdays: 1:30 – 4 pm or by appointments.*

ASSIGNMENTS

1. Annotated Bibliography (25 points)

Students will use computerized reference databases to conduct a literature search related to a social problem or issue, which they propose to investigate as a group. Student will critically assesses the current state of knowledge. Students will be expected to turn-in a copy of the abstracts located, key words used in the searches, a list of the database search and the summarized annotated bibliography. A minimum of 10 references should be cited. Also, a one-page paper should critically address the types of studies done on the topic, limitations of these studies, including conceptualization of variables, operational definitions, research design, sampling, data collection method and analysis. An additional handout will be provided to assist you with picking out key pieces of information from the articles.

2. Sampling Plan (15 points)

Students will complete a brief (1-2-page) paper that proposes strategies for sampling method for the proposed research questions under investigation by their group. Your discussion should include who will be interviewed (population); type of sampling technique; total sample size – universe (sampling frame); proposed sample size ; procedure for generating sample; justification for sampling technique and whether sample is representative of population (why or why not).

Data Collection Method (process) (10 points)

Students will complete a brief (2-page) paper that proposes strategies for data collection method for the proposed research question(s) under investigation by their group. Your discussion should include the primary mode of data collection (how - observation; self administered questionnaires; interviews; archival records); source (from whom – individuals, groups, organization); place or location (where) and time frame (when and how long).

3. Instrument for Data Collection (tool) (15 points)

Students will complete a brief (3 to 4-pages) paper that proposes an instrument for collecting required information for the proposed research issue under investigation by their group. Your discussion should include variables and operational definitions; scales and sources; observational indicator; types of questions – open ended, closed ended, contingency, probe; reliability and validity issues; and justification for using the proposed measurement tool.

4. Critique of a presentation at the National Symposium on Doctoral Research in Social Work (20 points)

Students will attend the National Symposium on Doctoral Research in Social Work at Stillman Hall on **April 21st** (Saturday). Plan to attend the Keynote address plus one session, or two workshop sessions. Students are expected to prepare a 2-page critique of a workshop session. Your discussion should include but not limited to issues such as the clarity of the

topic, usefulness of the topic, logical flow of thoughts, etc. An additional handout will be provided to assist you with the critique.

Or

Students will select a research article from a professional journal (e.g. Social Work, Journal of Aging and health, Social Service Review, Social Casework, Clinical Social Work Journal, Child Development, Health, Social Work Research), and critique it using the outline provided. Use the questions to critique the article. Number and answer questions item-by-item.

5. Data Collection (10 quest./inter./obser. X 3.5pts.each = 35 points)

Students will collect information from **ten** respondents or records using the mode of data collection method agreed upon by their group. Each completed observation / interview / questionnaire will be given 5-points.

6. Data Analysis (15 points)

Students will complete a brief (2-page) paper that proposes strategies for data analysis for the data collected for the research study undertaken by their group. Your discussion should include identification of levels of measurement (nominal, ordinal, ratio, interval) used in the collection instrument; types of analysis (central tendency, percentage change, ratio, proportion, t-test, chi-square, ANOVA) most appropriate for the data you collected; and give examples of tables and charts one can use for illustrating the findings.

7. Results, Conclusion & Implications (15 points)

Students will complete a paper (4 - 5 pages) that discusses the findings and conclusions for the research study undertaken by their group. Your discussion will include interpretation of the findings (tables and charts); conclusions arrived from the overall study; limitations of these studies, including conceptualization of variables, operational definitions, research design, sampling, data collection method and analysis. Based on the criticism, propose future directions for research on the topic area, and discuss some of the limitations in the proposed study. Provide support for why it would be important to study this topic despite the limitations in your proposed design and methodology.

8. Poster Presentation (50 points)

Students will develop poster presentations on the research study they undertook as a group. The poster presentation should **briefly** cover the following aspects: 1) title, authors' names, & e-mail address; 2) abstract – a short statement of the problem being addressed and limitations to the current state of knowledge; 3) sampling plan used; 4) instrument and data collection method used; 5) collect analysis used; 6) results – presentation of charts and tables along with brief narrations; 7) conclusions and implications of the study; and 7) suggestions for improving your research methodology – sampling, research design, and data collection process etc. Students can use handouts to augment their presentations. Students will make a formal presentation to social work professionals at the College of Social Work during the finals week. It will provide them opportunity to share and discuss their research findings. The Instructor and TA will be available to provide feedback to assist the students in developing and organizing their presentations.

Participation

The success of this course depends on students' participation in classroom exercises and group activities. Students' attendance, willingness to participate and level of engagement in their research project will reflect their overall performance and grade in this course.

6. Course Evaluation by Students

Throughout the quarter, the instructor will seek written and verbal feedback from students, and where feasible, will incorporate ideas/suggestions into the course structure. The goal of this ongoing process is to make the course as meaningful to students as possible.

Evaluation of courses and instructors by students constitutes an important aspect of the College's quality review process. Therefore, at the end of the quarter, students enrolled in this course will have an opportunity to communicate their written assessments of the course and the instructor on a form provided by the instructor. The evaluation procedure will be treated as confidential communication in which student anonymity will be protected unless students elect to identify themselves voluntarily.

7. College Incomplete Policy

An incomplete grade of "I" will be considered only in relation to emergency and hardship situations. A request for such a grade must be discussed and agreed to by the instructor prior to final exam week. A date for completion of the incomplete work will be established. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be followed.

When an "I" grade with an alternate grade of "E" is assigned in a course which is a prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

8. Academic Misconduct

Educational enterprises require a high degree of trust, and trust is based on certain principles, including honesty and integrity. Unfortunately, situations occur where students violate those principles by engaging in academic misconduct. Such actions can have serious repercussions, including failing grades, probation, suspension, dismissal, and even revocation of a degree.

It is important to understand what is meant by academic misconduct. According to University rules (3335-31-02-b):

"Academic misconduct" is defined as any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- 1) violation of course rules as contained in the course syllabus or other information provided the student; violation of program regulations as established by departmental committees;
- 2) providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
- 3) submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own: it includes unacknowledged word to word use and/or paraphrasing or another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- 4) falsification, fabrication, or dishonesty in reporting research results;
- 5) serving as or enlisting the assistance of, a ringer or substitute for a student in the taking of examinations;
- 6) alteration of grades or marks by the student in an effort to change the earned grade or credit; and
- 7) alteration of University forms used to drop or add courses to a program, or unauthorized use of those forms.

REQUIRED TEXT

Trochim, W. (2006) *Research Methods: The concise knowledge base*. Cincinnati, OH: Atomic Dog Press.

Berlage, G. & William, E. (2003). Understanding Social Issues: Critical Thinking and Analysis (6th Edition). Allyn and Bacon, Boston, MA: Pearson Education, Inc.

Recommended Text (Library)

Rubin, Allen, & Babbie, Earl R. 5th ed. (2005). *Research for social work*. Boston: Brooks /Cole Publishing Co.

Anson, C.M., Scwegler, R.A. and Muth, M. F. (2003). The Longman Pocket Writer's Companion. Allyn & Bacon, Boston, MA: Addison-Wesley educational Publishers Inc.

Articles as assigned.

Students are encouraged to talk with the instructor if they have any special learning needs. This publication/material is available in alternative formats upon request. Please contact Brenda Davidson, MSW Office, 314 Stillman Hall, and 292-2972.

COURSE OUTLINE

Week One: Review Course Outline & Assignments
Introduction to Critical Thinking
Assignments to Groups
Identification of topic area – Group exercise
Linking research and theory
Developing problem statement
Research Practice Designs

Reading: Review Babbie and Rubin – chap. 4

Week Two: Bibliographic Instruction – EHS Library
Critically Reading and Writing about Research Articles
Writing annotated bibliography
Search criteria for topics
Paraphrasing & objectivity
Class-Exercise (Berlage & Egelman – Module 1)
(TA –Linda Ginzer)

Developing literature review for research project
Guidelines for critiquing presentation

Week Three: Critiquing Sampling – assumptions and strategies
Critiquing data collection methods
Class-Exercise (Berlage & Egelman – Module 3)
Identifying sampling & data collection method - Group Exercise

Reading: Review Babbie and Rubin – chap. 5 thru 8

Week Four: Critiquing measurement approaches
Critical Reasoning & Fallacies

Reading: Review Babbie and Rubin – 6 & 7
Article on reserve at the social work library:

Thyer, B.A. (1991). Guidelines for evaluating outcome studies on social work practice. In Guidelines for Evaluation Social Welfare Practice. New York: Sage Publications, Inc.

4/20 -- NO CLASS, Student will attend the Doctoral Research Symposium on **4/21/06**

Week Five: Common Fallacies
Error in reasoning
Developing measurement - Group Exercise
Writing an abstract - In class exercise

Week Six: Finalize measurement tool
Finalize strategies for data collection
Students will start Data Collection

Reading: Review Babbie and Rubin chap. 9

In-Class Exercise (Module 5)

Week Seven: NO CLASS 5/7 -- 5/11 Data Collection by Students

Week Eight: Critiquing Published Research – appropriateness of the statistical analysis,
sample size, design and techniques
Data entry methods

Reading: Review Babbie and Rubin chap. 18 & 19

Critiquing Published Research – interpretation of data
In-Class Exercise (Modules 4 thru 8)
Developing tables and charts – Group Exercise

5/14 Computer lab – data entry

5/18 Computer lab – analysis, charts and tables

Reading: Review Babbie and Rubin 19 & 21

Week Nine: Critiquing Published Research – validity and reliability, gaps and support for conclusions of the study
Presentation of information
Interpretation and Writing conclusions - Group Exercise

5/21 computer lab (1 1/2 hour)
5/25 computer lab

Week Ten: Critiquing Published Research – implications for policy & practice, linking theory and existing research support conclusions of the study
Developing Implications - Group Exercise
Groups will work on presentation (in-class)
Feedback from Instructor and TA

5/28 Memorial day - Holiday
6/1 computer lab

Reading: NASW Code of Ethics (www.naswdc.org/code/ethics.htm)

Final Week: 6/4 Final Assignment - Poster presentations (McMillian Room #115 Stillman Hall).

Grade Scale for SW 576

The following grading scale will be used to assess student performance:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
189 +	A	144-152	C
180-188	A-	139-143	C-
173-179	B+	130-138	D+
167-172	B	120-129	D
160-166	B-	0-119	E
153-159	C+		

All assignments will be graded for content, grammar, style, conformity to assignment guidelines and APA style. You will not perform well where expectations are not met because guidelines were ignored.

Instructor: Dr. Shantha Balaswamy

Social Work HE 576 (Honors Embedded)

E-mail: balaswamy.1@osu.edu
Office: 225H Stillman Hall
Office Hours: Tuesdays 10:30am to 1:30pm
Phone: 292-6632 (leave message)

Spring, 2007
Class: MF: 9:30- 11:48 am
MF: 1:30 – 3:48 pm

**The Ohio State University
College of Social Work**

COURSE TITLE: Critical Analysis of Social Research (Honors Embedded)

LEVEL OF INSTRUCTION AND CREDIT HOURS: (U) 5 credit hours

PREREQUISITE: Two basic writing courses; junior or senior standing; completion of SW 570 and SW 571 or equivalent courses.

COURSE DESCRIPTION

All professional and scientific disciplines need a method for considering different theories and propositions under discussion, and for supporting the most promising ideas in their discipline. A course in critical thinking and writing can develop higher levels of skill in understanding, evaluating and interpreting professional writing. This process is essential to advance the state of the art in any scientific discipline.

To engage in critical assessment, students need to become knowledgeable about problem issues and different research methodologies that investigators commonly use to conduct research inquiries. Students also need to understand the basic criteria for acceptable research and how to apply the criteria in the assessment process and undertaking brief research experience that results in a critical research project. Integrating these two aspects of creative thinking advances social scientific thought.

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This course will provide opportunities for students to actively engage in written and oral critical analysis. Attention will focus on searching for valid supporting arguments and ideas and the potential for advancing the state of knowledge in areas of social work practice. Furthermore,

students will be challenged to understand, synthesize and employ empirical and theoretical information that has potential to enlighten and inform social work practitioners. Students will be required to use library resources in this course and encouraged to use computers for accessing information and completing their writing and research assignments.

Library Resources: Electronic Journals (Social Welfare and Social Work) Databases (Academic Search Premier, Social Work Abstracts, Sociological Index, PsycINFO) Bibliographic Management (RefWorks)

COURSE OBJECTIVES

Upon satisfactory completion of this course, students will be able to:

1. Define criteria needed to evaluate different models of research.
2. Use a framework for evaluating the strengths and limitations of social science research.
3. Identify and elaborate on specific theoretical frameworks contained in research works by different social science disciplines.
4. Recognize methodological limitations and inconsistencies that weaken or invalidate research investigations.
5. Critically evaluate library resources and on-line resources.
6. Engage in critical oral and written debate.
7. Refine creative products generated from critical assessment.
8. Have increased confidence in expressing ideas about new knowledge.
9. Engage in productive dialogue with peers and the instructor.
10. Identify and address fallacies in professional decision-making.
11. Integrate practice-related research with practice methods.
12. Formulate research and statistical ideas at the level expected of that of honors students and/or graduate students.

COURSE REQUIREMENTS

1. Instruction

The instructor will create an experiential learning environment through interactive lecture, small group activities, case studies, and role-playing.

2. Specific Expectations

Expectations of Students

Students are expected to come to class prepared and ready to participate. Students should complete the assigned readings and activities prior to the beginning of class. Participation by all students is expected and enhances the learning environment.

Students are expected to turn all graded assignments in on the date due or scheduled. If a student is unable to complete an assignment on the date due, the student should talk with the instructor **PRIOR** to that class to discuss the circumstances. If a student does not talk with the instructor **PRIOR** to the class the assignment is due, the student will receive zero points for the assignment or exam. If the student is absent for two or more classes without prior permission or excused absence, the overall letter grade received in the course will be dropped by one letter grade level.

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Expectations of the Instructor

The Instructor is expected to attend every class unless the Teaching Assistant is assigned to cover the specific class. The Instructor is expected to scheduled office hours unless there is an emergency. In this case, the instructor will make sure to inform the students of any schedule changes or absences. The instructor is expected to be available to students on as needed basis.

The Instructor is expected to come to class prepared to cover material that is relevant to the course objectives. The instructor is expected to ask for feedback from students and incorporate feedback to make class sessions more effective.

The Instructor is expected to provide clear expectations for all assignments and provide specific feedback in a timely manner.

The Instructor will read and respond to e-mails and voice mails as quickly as possible (usually within 48 hours).

3. Student Evaluations

Student's performance will be evaluated with the following:

- | | |
|---|------------------------------|
| 1. Annotated Bibliography (25 points)* | APRIL 13th |
| 2. Critique of session at the Symposium on Doctoral Research (20 points)
Or Research Article Critique | APRIL 27th |
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| 5. Data (completed questionnaires/interviews/observations
(7 quest./inter./obser. X 5pts.each = 35 points) | MAY 11th |
| 6. Data Analysis – charts/tables (15 points)
Results and Conclusion (15 points) | MAY 25th |
| 7. Poster Presentation (50 points) | JUNE 4th |

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- *Teaching Assistant (Afternoon session): Linda Ginzer, E-mail: ginzer.2@osu.edu , Office Hours – Wednesdays: 1:30 – 4 pm or by appointments.*

HONORS PROGRAM ASSIGNMENTS FOR SW HE 576

This course provides the foundation for developing an honors thesis. In order to make the content of this course more relevant to the honors program, the honors students will be expected to complete an expanded version the regular assignments. Within the context of regular assignment, the honors students will be expected to submit additional analysis that will be given extra credit culminating towards their honors thesis. The assignments are designed to provide a conceptual framework and methodology for undertaking a thesis later in the program.

1. Annotated Bibliography (25 points)

Students will use computerized reference databases to conduct a literature search related to a social problem or issue, which they propose to investigate as a group. Student will critically assess the current state of knowledge. Students will be expected to turn-in a copy of the abstracts located, key words used in the searches, a list of the database search and the summarized annotated bibliography. A minimum of 10 references should be cited. Also, a one-page paper should critically address the types of studies done on the topic, limitations of these studies, including conceptualization of variables, operational definitions, research design, sampling, data collection method and analysis. An additional handout will be provided to assist you with picking out key pieces of information from the articles.

Honors students will write a 6-10 page paper that links existing theory and research review to their identified topic area or social issue. The topic area would be unique to their interest not the group project. Student will provide rationale for selection of particular work by certain authors. Identify a set of research questions and or hypothesis to be tested. Paper will be in APA format and citations and references are required.

2. Sampling Plan (15 points)

Students will complete a brief (1-2-page) paper that proposes strategies for sampling method for the proposed research questions under investigation by their group. Your discussion should include type of sampling technique; who will be interviewed; total size – universe; size of sample; and justification for sampling technique.

Data Collection Method (process) (10 points)

Students will complete a brief (2-page) paper that proposes strategies for data collection method for the proposed research question(s) under investigation by their group. Your

discussion should include the primary mode of data collection (how - observation; self administered questionnaires; interviews; archival records); source (from whom – individuals, groups, organization); place or location (where) and time frame (when and how long).

Honors students will propose a research design to undertake the study. They will develop a sampling plan including identification of population, sample frame, sampling method, unit of analysis and sample size unique to their own research topic area. Student will also propose a method of data collection that is unique to their topic area (how when and where the data will be collected) and provide justification for both their sampling method and data collection strategies and discuss limitations.

3. Instrument for Data Collection (tool) (15 points)

Students will complete a brief (3 to 4-pages) paper that proposes an instrument for collecting required information for the proposed research issue under investigation by their group. Your discussion should include variables and operational definitions; scales and sources; observational indicator; types of questions – open ended, closed ended, contingency, probe; reliability and validity issues; and justification for using the proposed measurement tool.

Honors students will develop a questionnaire or instrument for collecting data from the identified respondents for their research project. The discussion should include conceptual and operational definitions of the key variables (independent and dependent variables), background information and source of definition; offer rationale for using existing scales or creating new measures; identify ways to validate the instrument; and discuss options for pre-testing the instrument.

4. Critique of a presentation at the National Symposium on Doctoral Research in Social Work (20 points)

Students will attend the National Symposium on Doctoral Research in Social Work at Stillman Hall on **April 16th** (Saturday). Plan to attend the Keynote address plus one session, or two workshop sessions. Students are expected to prepare a 2-page critique of a workshop session. Your discussion should include but not limited to issues such as the clarity of the topic, usefulness of the topic, logical flow of thoughts, etc. An additional handout will be provided to assist you with the critique.

Or

Students will select a research article from a professional journal (e.g. Social Work, Journal of Aging and health, Social Service Review, Social Casework, Clinical Social Work Journal, Child Development, Health, Social Work Research), and critique it using the outline provided. Use the questions to critique the article. Number and answer questions item-by-item.

5. Data Collection (7 quest./inter./obser. X 5pts.each = 35 points)

Students will collect information from **seven** respondents or records using the mode of data collection method agreed upon by their group. Each completed observation / interview / questionnaire will be given 5-points.

Honors students will develop a questionnaire or instrument for collecting data from the identified respondents for their research project. The discussion should include conceptual and operational definitions of the key variables (independent and dependent variables) and source of definition; offer rationale for using existing scales or creating new measures; identify ways to validate the instrument; and discuss options for pre-testing the instrument. Discussion should also identify the limitations of their data collection method and strategies they would propose in collecting data.

6. Data Analysis (15 points)

Students will complete a brief (2-page) paper that proposes strategies for data analysis for the data collected for the research study undertaken by their group. Your discussion should include identification of levels of measurement (nominal, ordinal, ratio, interval) used to collect data; types of analysis (central tendency, percentage change, ratio, proportion, t-test, chi-square, ANOVA) most appropriate for the data you collected; and give examples of tables and charts one can use for illustrating the findings.

Honors students will proposes strategies for data analysis for their research study, and discuss in depth the types of analysis they propose to test the major research questions and reasons for selecting the specific method of analysis; and present some hypothetical tables to illustrate different statistical analysis and concurring charts and tables.

7. Results, Conclusion & Implications (15 points)

Students will complete a paper (4 - 5 pages) that discusses the findings and conclusions for the research study undertaken by their group. Your discussion will include interpretation of the findings (tables and charts); conclusions arrived from the overall study; limitations of these studies, including conceptualization of variables, operational definitions, research design, sampling, data collection method and analysis. Based on the criticism, propose future directions for research on the topic area, and discuss some of the limitations in the proposed study. Provide support for why it would be important to study despite the limitations in your proposed design.

Honors students will proposes hypothetical findings and conclusion to illustrate their understanding of how one interprets the data and conclusions arrived from such data. The instructor will work with the students to come up with examples of statistical tables that will be utilized by the student to learn how to interpret and arrive at conclusions. Student will write a paper that includes a critique of their overall research, limitations, future research directions and implications for social work practice and policy (if they were to undertake this research).

8. Poster Presentation (50 points)

Students will develop poster presentations on the research study they undertook as a group. The poster presentation should **briefly** cover the following aspects: 1) title, authors' names, & e-mail address; 2) abstract – a short statement of the problem being addressed and limitations to the current state of knowledge; 3) sampling plan used; 4) instrument and data collection method used; 5) collect analysis used; 6) results – presentation of charts and tables along with brief narrations; 7) conclusions and implications of the study; and 7) suggestions for improving your research methodology – sampling, research design, and data collection process etc. Students can use handouts to augment their presentations. Students will make a formal presentation to social work professionals at the College of Social Work during the finals week. It will provide them opportunity to share and discuss their research findings. The Instructor and TA will be available to provide feedback to assist the students in developing and organizing their presentations.

Participation

The success of this course depends on students' participation in classroom exercises and group activities. Students' attendance, willingness to participate and level of engagement in their research project will reflect their overall performance and grade in this course. ,

6. Course Evaluation by Students

Throughout the quarter, the instructor will seek written and verbal feedback from students, and where feasible, will incorporate ideas/suggestions into the course structure. The goal of this ongoing process is to make the course as meaningful to students as possible.

Evaluation of courses and instructors by students constitutes an important aspect of the College's quality review process. Therefore, at the end of the quarter, students enrolled in this course will have an opportunity to communicate their written assessments of the course and the instructor on a form provided by the instructor. The evaluation procedure will be treated as confidential communication in which student anonymity will be protected unless students elect to identify themselves voluntarily.

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8. College Incomplete Policy

An incomplete grade of "I" will be considered only in relation to emergency and hardship situations. A request for such a grade must be discussed and agreed to by the instructor prior to final exam week. A date for completion of the incomplete work will be established. University policies governing the circumstances under which "I" grades are given and deadlines for completion will be followed.

When an "I" grade with an alternate grade of "E" is assigned in a course which is a prerequisite to a course the student must take the next quarter, the course requirements for the "I" must be completed by the second week of the next quarter.

9. Academic Misconduct

Educational enterprises require a high degree of trust, and trust is based on certain principles, including honesty and integrity. Unfortunately, situations occur where students violate those principles by engaging in academic misconduct. Such actions can have serious repercussions, including failing grades, probation, suspension, dismissal, and even revocation of a degree.

It is important to understand what is meant by academic misconduct. According to University rules (3335-31-02-b):

"Academic misconduct" is defined as any activity, which tends to compromise the academic integrity of the institution, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

- 1) violation of course rules as contained in the course syllabus or other information provided the student; violation of program regulations as established by departmental committees;
- 2) providing or receiving information during quizzes and examinations such as course examinations and general examinations; or providing or using unauthorized assistance in the laboratory, at the computer terminal, or on field work;
- 3) submitting plagiarized work for an academic requirement. Plagiarism is the representation of another's work or ideas as one's own: it includes unacknowledged word to word use and/or paraphrasing or another person's work, and/or the inappropriate unacknowledged use of another person's ideas;
- 4) falsification, fabrication, or dishonesty in reporting research results;
- 5) serving as or enlisting the assistance of, a ringer or substitute for a student in the taking of examinations;
- 6) alteration of grades or marks by the student in an effort to change the earned grade or credit; and

- 7) alteration of University forms used to drop or add courses to a program, or unauthorized use of those forms.

REQUIRED TEXT

Trochim, W. (2006) *Research Methods: The concise knowledge base*. Cincinnati, OH: Atomic Dog Press.

Berlage, G. & William, E. (2003). Understanding Social Issues: Critical Thinking and Analysis (6th Edition). Allyn and Bacon, Boston, MA: Pearson Education, Inc.

Recommended Text (Library)

Rubin, Allen, & Babbie, Earl R. 5th ed. (2005). *Research for social work*. Boston: Brooks /Cole Publishing Co.

Anson, C.M., Scwegler, R.A. and Muth, M. F. (2003). *The Longman Pocket Writer's Companion*. Allyn & Bacon, Boston, MA: Addison-Wesley educational Publishers Inc.

Articles as assigned.

Students are encouraged to talk with the instructor if they have any special learning needs. This publication/material is available in alternative formats upon request. Please contact Brenda Davidson, MSW Office, 314 Stillman Hall, and 292-2972.

COURSE OUTLINE

Week One: Review Course Outline & Assignments
Introduction to Critical Thinking
Assignments to Groups
Identification of topic area – Group exercise
Linking research and theory
Developing problem statement
Research Practice Designs

Reading: Review Babbie and Rubin – chap. 4

Week Two: **Bibliographic Instruction – EHS Library**
Critically Reading and Writing about Research Articles
Writing annotated bibliography
Search criteria for topics
Paraphrasing & objectivity
Class-Exercise (Berlage & Egelman – Module 1)
(TA –Linda Ginzer)

Developing literature review for research project
Guidelines for critiquing presentation

Week Three: Critiquing Sampling – assumptions and strategies
Critiquing data collection methods
Class-Exercise (Berlage & Egelman – Module 3)
Identifying sampling & data collection method - Group Exercise

Reading: Review Babbie and Rubin – chap. 5 thru 8

Week Four: Critiquing measurement approaches
Critical Reasoning & Fallacies

Reading: Review Babbie and Rubin – 6 & 7
Article on reserve at the social work library:

Thyer, B.A. (1991). Guidelines for evaluating outcome studies on social work practice. In Guidelines for Evaluation Social Welfare Practice. New York: Sage Publications, Inc.

4/20 -- NO CLASS, Student will attend the Doctoral Research Symposium on **4/21/06**

Week Five: Common Fallacies
Error in reasoning
Developing measurement - Group Exercise
Writing an abstract - In class exercise

Week Six: Finalize measurement tool
Finalize strategies for data collection
Students will start Data Collection

Reading: Review Babbie and Rubin chap. 9

In-Class Exercise (Module 5)

Week Seven: NO CLASS 5/7 -- 5/11 Data Collection by Students

Week Eight: Critiquing Published Research – appropriateness of the statistical analysis, sample size, design and techniques

Data entry methods

Reading: Review Babbie and Rubin chap. 18 & 19

Critiquing Published Research – interpretation of data
In-Class Exercise (Modules 4 thru 8)
Developing tables and charts – Group Exercise

5/14 Computer lab – data entry

5/18 Computer lab – analysis, charts and tables

Reading: Review Babbie and Rubin 19 & 21

Week Nine: Critiquing Published Research – validity and reliability, gaps and support for conclusions of the study
Presentation of information
Interpretation and Writing conclusions - Group Exercise

5/21 computer lab (1 1/2 hour)

5/25 computer lab

Week Ten: Critiquing Published Research – implications for policy & practice, linking theory and existing research support conclusions of the study
Developing Implications - Group Exercise
Groups will work on presentation (in-class)
Feedback from Instructor and TA

5/28 Memorial day - Holiday

6/1 computer lab

Reading: NASW Code of Ethics (www.naswdc.org/code/ethics.htm)

Final Week: **6/4** Final Assignment - Poster presentations (McMillian Room #115 Stillman Hall).

Grade Scale for SW HE 576

The following grading scale will be used to assess student performance:

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
189 +	A	144-152	C
180-188	A-	139-143	C-
173-179	B+	130-138	D+
167-172	B	120-129	D
160-166	B-	0-119	E
153-159	C+		

All assignments will be graded for content, grammar, style, conformity to assignment guidelines and APA style. You will not perform well where expectations are not met because guidelines were ignored.

Appendix C
Proposed Honors Schedule

OSU College of Social Work
CHECK SHEET FOR BACHELOR OF SCIENCE IN
SOCIAL WORK HONORS STUDENTS
(180 CREDIT HOURS TOTAL)

Name: _____ Date: _____

BSSW MAJOR AND ELECTIVES **89 HOURS**

JUNIOR YEAR

AUTUMN QUARTER (15 HOURS)	WINTER QUARTER (16 HOURS)	SPRING QUARTER (17 HOURS)
--------------------------------------	--------------------------------------	--------------------------------------

SWK 520 ___ 3	SWK 521 ___ 3	SWK HE576 ___ 5 (Meets 3rd GEC writing course requirement)
SWK 533 ___ 3	SWK 534 ___ 3	
SWK HE571 ___ 4	SWK HE570 ___ 5 (Meets 2 nd GEC quant./log. Course requirement)	SWK 644 ___ 3
		SWK 645 ___ 4
SWK ELECTIVE ___ 5	SWK ELECTIVE ___ 5	SWK H696 ___ 5

SENIOR YEAR

AUTUMN QUARTER (14 HOURS)	WINTER QUARTER (14 HOURS)	SPRING QUARTER (13 HOURS)
--------------------------------------	--------------------------------------	--------------------------------------

SWK 646 ___ 3	SWK 647 ___ 3	SWK 695 ___ 3
SWK 689 ___ 6	SWK 689 ___ 6	SWK 689 ___ 6
SWK H699 ___ 5	SWK H699 ___ 5	SWK H699 ___ 4

** Please note: A majority of the courses offered for the **Social Work Electives** are only 3 credit hours. Please be aware that you may need to complete more than 1 course per quarter to meet the 29 Social Work Elective hour requirements.

Appendix D

Honors Students Evaluation Form

BSSW Honors Program
College of Social Work
The Ohio State University

STUDENT EVALUATION FORM

The results of this evaluation will: 1) help the instructor to assess the honors embedded experience offered in this course and (2) assist the College and University Honors & Scholars Program as it seeks to help instructors in reaching their goals. Thank you for giving this evaluation your thoughtful attention.

Year _____ Quarter: Autumn _____ Winter _____ Spring _____

Department _____

Course number _____

Credit hours _____

Name of honors instructor _____

1. Please describe what you did for your honors experience in this course.

2. How did the honors experience affect your learning in this course? Did it improve, detract from, change your learning? Please explain.

3. Would you recommend this honors course to another student?

4. **(Optional)** Do you have any additional comments about the honors experience?

Thank you!

Appendix E

Letter of Support from the Dean



William Meezan, DSW, ACSW
Dean and Professor
College of Social Work
Stillman Hall
1947 College Rd.
Columbus, OH 43210-1162

Phone (614) 292-5300
Fax (614) 292-6940
Meezan.1@osu.edu

April 23, 2007

Ms Linda Harlow, Associate Provost and Director,
University Honors Program
220 W. 12th Ave.
CAMPUS

Dear Linda,

This letter is to inform you of my strong and unwavering support for the proposal developed by Dr. Jacquelyn Monroe and members of the BSSW Program Committee in the College of Social Work (CSW) to reinstitute the Honors Program in the College. This program will provide a small and very select group of academically high achieving students with an enriched baccalaureate experience while majoring in social work.

Due to the modest size of the undergraduate program in the CSW, and the small number of students who may be eligible for honors courses while in the major, the CSW is proposing embedding the requirements for Honors students within existing research courses in the College, as well as offering an honors thesis seminar, and honors thesis hours. I believe this is both a prudent and an educationally sound way to go.

Be assured that as Dean, I will work with the Committee to ensure that our honors students will receive the type of quality education that is expected by the University's Honors Program. I will also provide the resources necessary to ensure that this program will remain viable both for the students and those who teach them.

Please feel free to contact me if you need any additional information.

Sincerely,

A handwritten signature in cursive script that reads "William Meezan".

William Meezan, DSW, ACSW
Dean and Professor