SOWK Social Work Research II, P02  
Spring 2019

Instructor: Dr. Jackson de Carvalho  
Section # and CRN: P01 CRN 27296  
Office Location: W.R. Banks Building, Suite 218  
Office Phone: 936-261-1676  
Email Address: jndecarvalho@pvamu.edu  
Office Hours: MW 10:00 AM – 4:00 PM  
Mode of Instruction: Face to Face

Course Location: W R Banks 208  
Class Days & Times: 12:30 pm - 1:50 pm - TR

Catalog Description: SOWK 4153: Social Work Research II  
Advanced quantitative and qualitative methods of inquiry, research designs, and analysis of ethical and human diversity issues in social work research. Knowledge and skills in using advanced computer research applications in social work.

Prerequisites: SOWK 4143. Restricted to Social Work majors and others by special permission  
Co-requisites:  


Student Learning Outcomes:

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<tr>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
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<tbody>
<tr>
<td>1 Evaluate social research studies and apply these findings to</td>
<td>(E.P. 2.1.2); (E.P.)</td>
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<tr>
<td>2</td>
<td><strong>Apply the research process including methodology and ethical issues to evaluate own practice interventions and other relevant systems in order to add to the professional social work student knowledge base.</strong></td>
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<tr>
<td>3</td>
<td><strong>Distinguish between qualitative and quantitative approaches.</strong></td>
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| 4 | **Know**  
Have the basic understanding of how to collect your own data and how to analyze both qualitative and quantitative data using computer-based skills. |
| 5 | **Have the basic skills to assemble a comprehensive research proposal** |
Major Course Requirements

Method of Determining Final Course Grade

**Instrument** | **Value** | **Total**
---|---|---
Exam # 1 | 15 Points | 15%
Exam # 2 | 15 Points | 15%
Exam # 3 | 15 Points | 15%
Exam # 4 | 15 Points | 15%
Research proposal draft #1 | 15 Points | 15%
Final Research Proposal | 15 Points | 15%
Class Participation/ Discussion | 10 Points | 10%
**Total:** | **100 Points** | **100%**

Grading Criteria and Conversion:

A = 90 - 100  
B = 80 - 89  
C = 70 - 79  
D = 60 - 69  
F = Below 60

Course Requirements Due Date

Exam # 1 | Date: 02-14-2019
Exam # 2 | Date: 03-14-2019
Exam # 3 | Date: 04/18/2019
Exam # 4 | Date: 05/09/2019
Research proposal draft #1 | Date: 02/21/2019
Final Research Proposal | Date: 03/07/2019
Class Participation/ Discussion | Date: 05/11/2019

Detailed Description of Major Assignments:

<table>
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<tr>
<th>Assignment Title or Grade</th>
<th>Requirement</th>
<th>Description</th>
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<tr>
<td>Examinations</td>
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<td>There will be four examinations which will include materials covered from textbook, lectures, and readings. Examinations are multiple choice questions and/or short answer questions. <strong>Scantron and pencil required.</strong> Students will be given the opportunity to take a make-up examination only if prior approval has been obtained from the instructor for an absence due to compelling reasons. Students who fail to take the examination on the scheduled date without prior permission will receive a grade of “zero” for the examination.</td>
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Assignment Papers

**Sample Research Proposal:** The student must turn in a comprehensive research proposal at the end of the quarter that will expand on the students’ basic knowledge of proposal writing acquired in research I. In addition to including the introduction, literature review, research questions and/or hypotheses / objectives of the proposed study or project this sample research proposal will place a particular focus on the theoretical framework and the methodology - data collection, data analysis and interpretation of the findings. The research problem will be specified by the instructor. In addition, the instructor will provide a comprehensive guideline for the completion of this Sample Research Proposal.

Separate due dates will be established by the instructor for each part of your proposal. Research proposal draft #1 will cover the title, the introduction (and its respective sub topics), the literature review (and its respective subtopics) and the research questions / hypotheses or objectives. Research proposal draft #2 will cover the methodology (and its respective subtopics), the bibliography and the appendices.

Your final proposal must include critical discussions of how race, gender multicultural biases, economic and social injustices relate to your research topic. (12-15 pages)

**What is a research proposal?** A research proposal is essentially an outline of your ideas about a topic you want to learn more about through empirical investigation. A research proposal project your goals, reflects, the knowledge you already have and the types of data you will acquire during your research.

**Composing a research proposal.** Most research proposal comprises the following components:

- The title
- The introduction
- A review of the relevant literature
- Your research questions or hypotheses or objectives
- The significance of the proposed study or project
- The methodology you have chosen
- A bibliography

Written assignments are due at the beginning of class on due dates. Late assignments will be penalized three (3) points per calendar day (including weekends) that they are late, and include 3 points for assignments that are completed after class begins. All written assignments must be typed, using the APA writing format, unless otherwise directed by instructor.

Course Procedures or Additional Instructor Policies
Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is \textbf{REQUIRED} to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

This course is conducted through a variety of teaching methods including lecture, class discussions and small group exercises. Classroom sessions are conducted in an interactive lecture form. This professor presents the course materials in a straightforward and factual format, and uses a “hear it, see it, read it, write it” teaching methodology that has been scientifically proven to make it easier for student learners to understand and retain the information presented. In addition, technology infusion is used and includes audio-visual materials, power point and other computer applications. Students are required to be active in the learning process through class participation, asking questions, and contributing comments for discussions. Each student is expected to read all assigned material prior to class and fully participate in class discussions and activities.

Class Attendance
The attendance policy printed in the Prairie View A&M University Undergraduate Catalogue will be followed. When a student is unable to attend class, it is the student’s responsibility to inform the professor in advance, whenever possible. It is the student’s responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates. Attendance will be taken at the beginning of each class; either through a sign-in form or a roll call and students not present at that time will be marked absent. Students who come in late are required to inform the Instructor, immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor’s permission. It is a violation of dishonesty for any student to sign-in another student in the attendance form.

Class attendance is mandated for all Prairie View A&M University students. Students are responsible for attending classes on time and adhering to the University’s Class Attendance Policy. The Attendance Policy is printed in the Prairie View A&M University Undergraduate Catalog and shall be enforced. Excessive absences will result in lowered grades. \textbf{Excessive absenteeism, whether excused or unexcused, may result in a course grade being reduced or an assignment grade of ”F”}.

\begin{table}
\centering
\begin{tabular}{|l|c|}
\hline
\textbf{Present for all but two classes} & 10 points \\
\hline
\textbf{Present for all but three classes} & 7.5 points \\
\hline
\textbf{Present for all but four classes} & 7.0 points \\
\hline
\textbf{Present for all but five classes} & 0 points \\
\hline
\textbf{Present for all but six classes} & -2 points \\
\hline
\textbf{Missing more than six classes} & Another 5.0 points will be deducted for each additional class missed \\
\hline
\end{tabular}
\end{table}

\textbf{Attendance Table, based on 10 percent attendance and class participation}

\textbf{Being Late} – Being 10 or more minutes late twice during the semester will result in the student being counted as missing class. The points listed above will apply.

\textbf{Technology Devices} – Your cell phone must be in your bag during class.

Grades of \textbf{(C)} signify work that is marginal in nature. That is, the scholarly products or professional performances meet many but not all of the expected criteria. Grades of \textbf{(D)} reflect work that is unsatisfactory. That is, the products or performances do not meet several, many, or most of the criteria. It means, also, that
the work fails to approach the standards of quality, expected of a future BSW-level professional.

**Semester Calendar**

**Week One:**  
**Introductions: Discussion of syllabus**  
Review of course expectations, assignments, and grading system.  
Review learning from SOWK 4143.  
Elements of good writing and tips on how to be successful in this course.

Chapter (s): Chapter 5 in Yegidis text.  
Assignment (s): Find, read and bring to class a professional journal, etc. related to the topic of discussion. Lecture and discussion, class activity.

**Week Two:** Topic **Qualitative Research**

Examine commonly accepted types qualitative research designs with particular focus on the following: The Case Study, Grounded theory, Ethnographic research, Cross-cultural research, Feminist research, Participatory action research, Evaluation criteria for qualitative research

Chapter (s): Chapter 8 in Yegidis text  
Assignment (s): Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity.

**Week Three:** Topic **Measurement Concepts and Issues**

Examine epistemological origins, patterns of utilization and guidelines for evidence based practice including an overview of logic models

Chapter (s): Chapter 10 in Yegidis text  

**Examination #1**

**Week Four:** Topic **Data Collection Instruments**

Examine fixed alternative and open-ended items, Composite indexes and scales, Using existing data collection instruments, Revising existing data collection instruments, Constructing new data collection instruments, Use of self-administered instruments validity in instrument design, open and closed ended questions, instrument construction and appearance, as well as evaluating and pre-testing measurement instruments.

Chapter (s): Chapter 12 in Yegidis text
Assignment (s): Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity.

Week Five: Topic  

Methods for Acquiring Research Data

Examine Methods for Acquiring Research Data by exploring the following: Secondary data analysis, Oral histories, Systematic observations, and surveys, In-person interviews, Group interviews-Focus groups, Telephone interviews and Electronic communication.

Chapter (s):  Chapter 11 in Yegidis text
Assignment (s): Lecture and discussion, class activity

Week Six: Topic  

Selecting a data collection method and data source

Examine data collection methods and data sources in the research process as well as the criteria for selecting a data collection method and implementation and evaluation.

Chapter (s):  Chapter 11 in Yegidis text and Chapter 19 in Grinnell

Research proposal draft # 1 is due.

Week Seven: Topic  

Participant observation

Chapter (s):  Chapter 6 in Grinnell text

Week Eight: Topic  

Analyzing Data

Examine data analysis process with a focus on the following: Response rate, Patterns of response, Preparing for data analysis, Qualitative analysis, Quantitative analysis, Uses of statistical analysis, Interpreting and reporting the results.

Chapter (s):  Chapter 13 in Yegidis text

**Examination #3**

**Week Nine: Topic**  Secondary analysis

Examine types of secondary data, locating secondary data sets, steps in secondary analysis as well as their advantages and disadvantages.

Chapter (s):  Chapter 11 in Grinnell text
Assignment (s):  Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity.

**Week Ten: Topic**  Utilizing existing statistics

Examine sources of existing statistics, advantages and disadvantages, steps in analyzing existing statistics.

Chapter (s):  Chapter 13 in Grinnell text
Assignment (s):  Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity

**Research proposal paper is due.**

**Week Eleven: Topic**  Content analysis

Examination of characteristics of, steps in, and uses of content analysis in social work research as well as the advantages and disadvantages.

Chapter (s):  Chapter 14 in Grinnell text
Assignment (s):  Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity

**Week Twelve: Topic**  Analyzing qualitative data.

Examine the systematic approach of qualitative data analysis through the process of breaking up, separating, or disassembling of research materials into pieces, parts, elements, or units.

Chapter (s):  Chapter 15 in Grinnell text
Assignment (s):  Research proposal is due
**Week Thirteen: Topic**  
**Disseminating Research Findings**

Examining major reasons for conducting research is to contribute to the social work knowledge base and the means to disseminating research with a focus on: Reports and monographs, Internal correspondence and in-service training, Major conferences, Other professional gatherings, Publishing in professional journals.

Chapter (s):  
**Chapter 14** in Yegidis text.

**Unit 14:**  
**Review for examination**

**Unit 15:**

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**Week Sixteen**  
**Final Exam**

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**Student Support and Success**

**John B. Coleman Library**
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [https://www.pvamu.edu/library/](https://www.pvamu.edu/library/) Phone: 936-261-1500

**The Learning Curve (Center for Academic Support)**
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

**The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

**Writing Center**
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a
requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

**Netiquette (online etiquette):**
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

**Technical Support:**
Students should go to [https://mypassword.pvamu.edu/](https://mypassword.pvamu.edu/) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

**Communication Expectations and Standards:**
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

**Discussion Requirement:**
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

_It is strongly suggested_ that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.