

**University of Texas at Arlington**  
**School of Social Work**  
**SOCW 3305: Social Work Research (Section 003)**  
**Dates:** August 21<sup>st</sup> through December 3<sup>rd</sup>

***Instructor and Contact Information:***

**Ling Xu, MSW, PhD**

**Email:** lingxu@uta

**Office Location:** 204, Building A

**Office Hours:** By appt. via email

\*Please list SOCW3305 in the subject heading for all emails

***Accessing the Course***

You will need a computer with a reliable Internet connection to access the course website. Go to <http://elearn.uta.edu/> and login using your UTA NETID.

***Online 24/7 BlackBoard Technical Support Contact Information***

Contact UTA BlackBoard Support if you have problems by calling 855-308-5542 or visiting <http://bbsupport.uta.edu/ics/support/splash.asp> to chat live with a technician

Read the FAQ: <http://bbsupport.uta.edu/link/portal/8272/8568/ArticleFolder/507/Students>

**I. Class Descriptions/Council on Social Work Education (CSWE) Educational Policy**

***Section 2.1.3 Apply critical thinking to inform and communicate professional judgments.***

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

- (a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
- (b) Analyze models of assessment, prevention, intervention, and evaluation; and

***Section 2.1.6 Engage in research-informed practice and practice-informed research.***

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

- (a) Use practice experience to inform scientific inquiry and
- (b) Use research evidence to inform practice.

**II. Course Catalog Description**

This course is designed to provide students with an understanding of and ability to use the evidence-informed practice process to identify, analyze and apply evidence-informed interventions. Students will be able to comprehend both quantitative and qualitative research and to synthesize strengths and weaknesses of the social work literature. Students will be able to synthesize and evaluate research in terms of its content, quality, and applicability to clients. Students will understand scientific and ethical approaches to building knowledge to apply to and evaluate the impact of interventions on clients or clients' presenting problems.

**III. Student Learning Outcomes**

1. Identify elements of an evidence-based practice model, the research process and social work research methods with application to the process of evidence-based practice and evaluation of social work practice and programs.
2. Use and critically examine existing literature with emphasis on issues regarding cultural diversity, gender, sexual orientation, and sensitive topics (i.e., social and economic justice, oppression, and populations at risk).
3. Apply relevant social, cultural, economic and other diversity factors in the selection of topics, the methods employed, the nature of analysis, and the conclusions drawn in the research endeavor.
4. Apply scientific methods to issues of concern for social workers, including how to formulate meaningful research questions, select appropriate research designs, develop and employ basic methods of data collection and conduct quantitative and qualitative analysis.
5. Use empirical studies as a knowledge base to support professional interventions and decisions for the enhancement of client well-being.
6. Interpret statistical concepts and present results as they apply to social work.

#### IV. Required Readings

Engel, R. J. & Schutt, R. K. (2014). *Fundamentals of Social Work Research* (2<sup>nd</sup> ed.). LA, CA: Sage.

The following required readings are listed in the course outline and are available in Blackboard. These readings are essential for successful completion of the assignments in this course. You are required to **read all posted articles before the date listed** in the syllabus. Articles marked with \* are for your ongoing homework assignments.

- Creswell, J. W., Hanson, W. E., Plano, V. L. C., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35, 236-264.
- LeCroy, C. W., & Krysik, J. (2007). Understanding and interpreting effect size measures. *Social Work Research*, 31(4), 243-248.
- Lietz, C. A., Langer, C. L., Furman, R. (2006). Establishing trustworthiness in qualitative research in social work: Implications from a study regarding spirituality. *Qualitative Social Work*, 5(4), 441-458.
- Patton, M. (1990). Purposeful sampling in M. Patton, *Qualitative Evaluation and Research Methods* (pp. 169-186). Beverly Hills, CA: Sage.
- Shek, D. T. L., Tang, V. M. Y., & Han, X. Y. (2005). Evaluation of evaluation studies using qualitative research methods in the social work literature (1990-2003): Evidence that constitutes a wake-up call. *Research on Social Work Practice*, 15, 180-194. DOI: 10.1177/1049731504271603
- Walker, W. (2005). The strengths and weaknesses of research designs involving quantitative measures. *Journal of Research in Nursing*, 10(5), 571-582.
- \*Hertzog, J. L. (2008). "What about the gray area?": College women's reflections on the sex talk and abstinence. *Families in Society*, 89(2), 312-322.
- \*Marcoux, B. C. & Shope, T. (1997). Application of the theory of planned behavior to adolescent use of and misuse of alcohol. *Health Education Research*, 12, 323-331.

#### V. UTA Policies

Students are responsible for reviewing and complying with all UTA policies including:

**Drop policy:** <http://www.uta.edu/aao/fao/>

**Title IX:** <http://www.uta.edu/titleIX>.

**Academic Integrity:** <http://www.uta.edu/conduct/academic-integrity/index.php>

**Student Code of Conduct:** <http://www.uta.edu/conduct/code-of-conduct/index.php>

**Academic Regulations:** Registration, adding/dropping/withdrawing, and grading policies [http://www.uta.edu/catalog/content/general/academic\\_regulations.aspx](http://www.uta.edu/catalog/content/general/academic_regulations.aspx)

**Financial Aid:** <http://www.uta.edu/ses/fao>

**Americans with Disabilities Act:** [www.uta.edu/disability](http://www.uta.edu/disability) or call the Office for Students with Disabilities at (817) 272-3364

**IT Policies and Procedures:** <http://www.uta.edu/oit/policy/index.php>

**MavMail/Electronic Communication:** <http://www.uta.edu/oit/cs/email/mavmail.php>

**Student Feedback Survey:** Participation is voluntary. <http://www.uta.edu/sfs/>

**Final Week:** [http://www.uta.edu/catalog/content/general/academic\\_regulations.aspx#24](http://www.uta.edu/catalog/content/general/academic_regulations.aspx#24)

**Student Support Services:** For referrals, visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Social work students are responsible for complying with NASW's *Code of Ethics*:** <http://www.socialworkers.org/pubs/code/code.asp>

\*Academic dishonesty is completely unacceptable and is not tolerated in any form (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy and may result in suspension or expulsion from UTA.

## **VI. Evaluation of Performance and Assignments**

### **A. Responsibilities**

By enrolling in this course, you have joined an online community of adult learners. As such, you are invited to contribute to our learning community through discussion, comments, and questions related to course objectives and content during the semester. We jointly share the responsibility for maintaining a safe, respectful, and appropriate learning environment throughout the semester. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their postings were inappropriate.

Students are expected to:

- Login to the class website with your UTA NETID **at least twice a week** by going to <http://elearn.uta.edu/>
- Complete all required readings, quizzes and activities in a timely manner
- Plan for inclement weather resulting in web/power outages that may affect your ability to complete assignments. Reliable access to the Internet is your responsibility
- Check Announcements posted on the course Blackboard and their UTA email daily
- Grant permission for her/his writing to be posted on a public forum to be available to peers enrolled in this course
- Ensure all written assignments are in your own words except where it was properly cited
- Communicate with peers and the instructor in a professional and courteous manner at all times. Rude, disruptive and/or discourteous behaviour is grounds for **Administrative Removal** (a grade of "W" on your transcript) from this class. The instructor has the option of giving you one warning before removing you from the class.

- **Contact Blackboard Support if you encounter problems taking the online tests:** <http://bbsupport.uta.edu/ics/support/splash.asp> or call: 855-308-5542
- **Contact librarian for assistance writing papers.** John Dillard (dillard@uta.edu) or visit <http://libraries.uta.edu/dillard/>

Instructor/TA is expected to:

- a) be well-prepared for each course unit,
- b) be available to students to answer questions and comments about this course,
- c) provide constructive feedback as needed on student assignments and
- d) do his/her part to provide a classroom space that is intellectually and personally challenging and safe for discussing and critiquing controversial issues and ideas.

## B. General Guidelines

This class is designed so that you can work at your own pace (i.e., everything is open now). However, timely completion of assignments is required for this course. **Late assignments will be accepted without penalty only in documented cases of emergency (e.g., hospitalization). Sorry, no exceptions.** No incompletes or additional extra credit will be given for this course.

Each week you should:

1. Check Blackboard at least twice; announcements will be updated on the home page.
2. View the lecture PowerPoints in each module to expand upon and explain content.
3. Complete all textbook and supplemental readings as noted in the course calendar.
4. Complete all assignments as listed in the course calendar. Links to the quizzes/assignments are available in the corresponding module folder in BlackBoard.
5. Evaluate whether you understand the course materials. If have questions about the course materials, then please email your questions to the professor ([lingxu@uta.edu](mailto:lingxu@uta.edu)).

The following standards apply to all written papers:

- Papers must be uploaded to *SafeAssign*, a plagiarism checker, by 11:55pm on Saturday the week they are due; **NO late papers will be accepted.**
- Unless noted otherwise, all assignments must be typed, double-spaced, with 1-inch margins, and 12 point Times New Roman font
- All sources must be cited in accordance with the Publication Manual (6<sup>th</sup> Edition) of the American Psychological Association (APA)
- You are strongly encouraged to contact John Dillard ([dillard@uta.edu](mailto:dillard@uta.edu)) for assistance writing papers or have your peers proofread your papers. You will lose points for incomplete sentences and other basic grammatical errors.

**\*All assignments are available until the due date posted on the Course Calendar. No assignment can be taken after the deadline listed on the calendar—NO EXCEPTIONS!**

## C. Breakdown of Assignments and Points

Breakdown of Assignments	Points	Due Dates
Attendance and Participation	20	Various, see below
Homework (4)	20	Various, see below
Qualitative Article Critique	25	Week 6

Quantitative Article Critique	35	Week 16
Final Exam (optional)	10	Finals week
<b>Total points: 110</b>		

## D. Course Assignments

**Overview and Purpose:** At the end of this class, you should be able to read and critique scholarly literature (i.e., research articles). This online course consists of a combination of readings, PPT lectures and videos, as well as quizzes and written papers, which are designed to ensure that you will meet core competencies for this and future courses. Students are encouraged to meet with their instructor to discuss any difficulties they have with the class or assignments. By request, the instructor can provide *general feedback* on an outline of your paper, but will *not read or edit* an early draft of an assignment. All assignments are due **Saturday at 11:55pm** each week as listed in the syllabus. **No late assignments will be accepted.**

### Attendance & Participation (20 pts.)

At UTA, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor in this online class, participation is used instead of attendance. Participation is assessed by **two (2) discussion board** assignments based class material, and graded on whether or not you completed them. Students will read the assigned material and **respond to the questions** (5 points). Students must **then reply to another** student's post to complete the assignment (5 points). Please see the specific module and quiz for details and instructions.

**Due date: Ongoing throughout the semester**

### Homework (4) (5 pts. each, 20 pts. total)

To ensure you are meeting the objectives in the class, you will complete homework throughout the semester. Each homework assignment prepares you for the article critiques, and refers to the content presented the week before it is due. It is recommended that you complete the homework the immediately after the day's lecture. Students earn full points for completing the homework (or zero points for not completing it). When you submit your homework, you will see an exemplary example of a written critique so that you can compare your answers. The instructor will not "grade" your assignment—it is your responsibility to see how your homework compares to the exemplary example given. Please contact the instructor if you have specific questions. Homework should be **less than two pages, typed and single-spaced**. Submit your homework in the "journal" link provided in the module. Students should address these topics, in order (due dates listed below):

#### **Homework 1 (due Week 5)—Refer to Hertzog article.**

- What is the purpose of the study?
- Describe the strategy of inquiry/nature of the qualitative design. Is this consistent with the purpose/study question? Why or why not?
- What was the sampling strategy? Does this approach fit with the study question? If not, what would be a better strategy?
- 

#### **Homework 2 (due Week 8)—Refer to Marcoux & Shope article.**

- What is the overall purpose of the research, and how does it fit with research that has been previously conducted (e.g., what gap in knowledge is being addressed, is this important for the field to know at this stage of knowledge development, etc.).
- Name and describe the research design used, and depict this research design using Campbell and Stanley's notation (ex. NR 0 X 0).

- Is the research design appropriate for the questions/hypotheses posed? Would a different research design have been a better choice, given the purpose of the study and the questions posed?
- Identify and explain the *strengths* and *weaknesses* (i.e., threats to internal validity, or bias) of the research design. What might the researcher do to ameliorate this threat?

**Homework 3 (due Week 10)—Refer to Marcoux & Shope article.**

- Who was the population of interest? What sampling method was used? Was the sampling method appropriate for the research question/hypotheses? Why or why not?
- Can this sample be generalized to the population? How does the sampling method limit (i.e., bias) the generalizability of the research?

**Homework 4 (due Week 12)—Refer to Marcoux & Shope article.**

- What are the constructs in the research questions/hypotheses, and how have they been defined? Do you find these definitions compelling? Why or why not?
- How have the constructs been measured? Are they appropriate for the population being studied (e.g., culturally sensitive, developmentally appropriate, etc.)?
- Is this instrument reliable and valid? If reliability/validity were not discussed, what additional information would have been helpful in determining whether this instrument is reliable and valid?

**Qualitative Research Article Critique (25 pts.)**

Provide a written critical review of a QUALitative research article. Students will choose one of two instructor-chosen research articles (available on BlackBoard). The critique should address ethics, study question, theoretical framework, sampling strategy, instrumentation and data collection, analytical strategy, trustworthiness, report of findings, and study limitations. The written critique should be about 4-5 pages long (double spaced). Students will upload a digital copy to *SafeAssign*. See rubric for details (end of syllabus, posted in BB).

**Due Week 6    Learning Objectives 1-6**

**Quantitative Research Article Critique (35 pts.)**

Provide a written critical review of a QUANTitative research article. Students will choose one of two instructor-chosen research articles (available on BlackBoard). The critique should address broad purpose/research question, study design and its appropriateness for the question posed, design strengths and limitations, sampling plan, reliability and validity of measures, generalizability, discussion about statistics and effect size, and implications for social work. See rubric for details. The written critique should be about 5-7 pages long (double spaced). Students will upload a digital copy to *SafeAssign*. Students will upload a digital copy to *SafeAssign*. See rubric for details (end of syllabus, posted in BB).

**Due Week 16 (last day)    Learning Objectives 1-6**

**Final Exam (optional) (10 bonus pts.)**

Students can take a final exam to earn bonus points. The exam is cumulative, meaning that it includes all content covered during the class. Test may be comprised of true/false statements, multiple choice questions, matching, and essays. Any points earned will be added to your final grade—you will not lose points for incorrect answers. There are **no other extra credit** opportunities or ways to earn additional credit. \*\*You cannot stop and restart the quiz. It must be completed in 2 hours.

**Due Finals Week    Learning Objectives 1-6**

**E. Grading Scale and Policies**

Students are expected to keep track of their performance throughout the semester and seek guidance from available resources (including the instructor) if their performance drops below satisfactory levels.

<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>
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100 – 90	A	69 – 60	D	*Final exam bonus points are added to your score, meaning you can earn over 100 points.
89 – 80	B	59 – 50	F	
79 – 70	C			

The instructor reserves the right to give a grade of “F” for the course as whole to any student found guilty of **plagiarism** of any assignment by the Office of Student Conduct. The following websites define and provide examples of the different types of plagiarism:

- **Plagiarism Examples** (Rob Toreki, University of Kentucky Department of Chemistry)  
<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
  - **Avoiding Plagiarism** (UC-Davis)  
<http://sja.ucdavis.edu/files/plagiarism.pdf>
  - **Unacceptable Paraphrases** (Indiana University Writing Tutorial Services)  
<http://www.indiana.edu/~wts/pamphlets.shtml>
- UTA’s Library’s plagiarism tutorial**  
<http://library.uta.edu/plagiarism/index.php>

### Grade Descriptions

An ‘A’ grade means that a student is doing **outstanding** or **excellent** work, attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. Students must go well above and beyond the basic expectations for the course.

A ‘B’ grade means that a student is doing **at least satisfactory** to **very good** work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, **a majority of students would be expected to achieve at the B level.**

A ‘C’ grade means that a student is doing **adequate** or **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A ‘D’ grade means that a student is doing **barely adequate** work. Although a grade of ‘D’ may be sufficient for an undergraduate to earn credit in a course, a cumulative University grade point average of at least 2.0 is necessary for satisfactory progress toward a degree.

A ‘F’ grade means that a student is doing **unacceptable** work, demonstrating a serious lack of understanding of course concepts.

**When to Expect Grades:** Grades are posted in the “MyGrades” section on BB within 2 weeks of the due date (note: the department requirement for grading is within 3 weeks of the due date).

**Incompletes:** I do not grant incompletes for the course. Your options are to drop the class or take it again to earn a higher grade (repeats allowed for grades of D or F only).

**Suggestions for Earning a Good Grade.** I took great care in designing the class to facilitate your learning. In other words, I didn’t assign something (reading, quiz, paper) because I wanted to waste your time; I assigned it because you need to know it. Please read and listen to all assigned materials carefully. Additionally, the attached rubric is used to grade your critiques and should help you understand what I expect to see in your work. Please note that simply meeting the assignment’s minimum requirements will likely result in a ‘C’ grade (see grade descriptions above). For example, mentioning ‘there are no ethical issues in this study’ will get you the minimum points. Instead, saying that there are no ethical issues because the participants are

adults and the study is anonymous (e.g., explaining *why*) will likely score a ‘B’ grade. An even better response will provide an answer, explain how and why that is the “right” answer, and will *demonstrate a sophistication of thought by exploring all aspects* of the given issue. So, there may be no ethical issues because the participants are adults and the study is anonymous, however, because the study asks about sensitive information, participants may become upset and counseling resources are provided upon request—this shows a deep, and thoughtful consideration of potential issues, and goes above and beyond expectations, thus earning an ‘A’.

## VII. Course Outline

Readings are listed for the classes they are due. Readings marked with an asterisk (\*) are available on BlackBoard. As the instructor, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Students will be notified of changes via UTA email and BB announcements.

#	Date	Topic	Required Reading	Assignments
1	8/21-8/23	<b>Introduction</b> Review syllabus The role of research in social work practice	Engel ch. 1	<b>DB: Self-Introduction (one paragraph)</b>
2	8/24-8/30	<b>Ethics in Research</b> The Deadly Deception- Video	Engel ch. 3	<a href="https://www.youtube.com/watch?v=vmVTmhYa52A">https://www.youtube.com/watch?v=vmVTmhYa52A</a>
3	8/31–9/6	<b>The Research Process</b> The Scientific Method Research Questions	Engel ch. 1, 2	
4	9/7-9/13	<b>Qualitative Methods</b> Philosophy & Nature of Qualitative Methods Sampling	Engel ch. 9 Creswell et al., 2007 Patton, 1990	<b>*DB1 due</b>
5	9/14-9/20	<b>Qualitative Methods Continued</b> Data Collection & Analysis Trustworthiness techniques	Engel ch. 9, 13 Lietz, Langer & Furman, 2007	<b>*Homework 1 due</b>
6	9/21 – 9/27	<b>Experimental/Quasi Designs</b> Testing Interventions Threats to Internal Validity	Engel ch 6 Walker, 2005 Rubin, 2008	<b>*Qualitative Article Critique Due</b>
7	9/28-10/4	<b>Survey Research</b> Non-experimental methods Threats to Internal Validity	Engel ch. 8 Rubin, 2008	
8	10/5-10/11	<b>Single Subject Designs</b> N of 1 Interventions Threats to Internal Validity	Engel ch. 7 Rubin, 2008	<b>*Homework 2 due</b>
9	10/12-	<b>Mixing &amp; Comparing Methods</b>	Engel ch. 10	<b>*DB2 due</b>



	10/18	Mixed methods studies		
10	10/19-10/25	<b>Sampling</b> Purposive & non-purposive methods	Engel ch. 5 Sample Samba!	<b>*Homework 3 due</b>
11	10/26-11/1	<b>Conceptualization &amp; Measurement</b> Standardized Measures Reliability & Validity	Engel ch. 4	
12	11/2-11/8	<b>Quant Data Analysis</b> Levels of Measurement The Normal Curve Descriptive analyses	Engel ch. 12 LeCroy & Krysik, 2007	<b>*Homework 4 due</b>
13	11/9-11/15	<b>Evaluation Research</b> Logic models & Designs	Engel ch. 11 Shek, Tang & Han, 2005	
14	11/16-11/22	<b>Reporting Research</b> Proposals, Articles, Posters	Engel ch. 14	
15	11/23-11/29	<b>Using the UTA e-Library</b> Complete the four modules	1. <a href="http://libraries.uta.edu/video/instruction/whatpr/peerreview.htm">http://libraries.uta.edu/video/instruction/whatpr/peerreview.htm</a> 2. <a href="http://libraries.uta.edu/video/instruction/peer-review/database_peer_review.htm">http://libraries.uta.edu/video/instruction/peer-review/database_peer_review.htm</a> 3. <a href="http://libraries.uta.edu/video/instruction/peer-review/peer_review.htm">http://libraries.uta.edu/video/instruction/peer-review/peer_review.htm</a> 4. <a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a>	
16	11/30-12/3	<b>Wrap up and Review</b> Course Evaluations	All chapters	<b>*Quantitative Article Critique Due</b>

**Qualitative Research Article Critique****(25 pts.)**

Provide a written critical review of a QUALitative research article. Students will choose one of two instructor-chosen research articles (available on BlackBoard). The critique should address ethics, study question, theoretical framework, sampling strategy, instrumentation and data collection, analytical strategy, trustworthiness, report of findings, and study limitations. The written critique should be about 4-5 pages long (double spaced). Students will upload a digital copy to *SafeAssign* AND will turn in a hard copy in class. Students must attach the grading rubric (at the end of the syllabus) to the hard copy of the assignment. In addition to the written assignment, you must submit the article you critiqued with key information highlighted; digital or hard copy is acceptable.

<b>Qualitative Article Critique Grading Rubric</b>	<b>Unacceptable</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Exemplar</b>
<b>Grammar &amp; Organization</b> *Writing free of grammar errors, meets limits. *Material is well organized & easy to follow.	1	2	3	4
<b>Design and Sampling Content</b> *What is the study inquiry/design and is it appropriate to the research question and why? * What is the sampling strategy to the research question and is it appropriate to the research question and why? *Strengths/weakness of design & sample are thoroughly discussed.	1	2	3-4	5
<b>Instrumentation &amp; Data Collection Content</b> *Were the instruments/questions appropriate for the study and why? *Was research ethically sound? *Was data collection method appropriate to the study question/framework and why? *Strengths/weakness of instruments are thoroughly discussed.	1	2	3-4	5
<b>Analytical strategy &amp; trustworthiness</b> *Was the analytical strategy appropriate for the study question/framework and why? *Discussion of strengths/weakness of trustworthy techniques.	1	2	3-4	5

<b>Findings/Implications</b> *Evaluate the evidence for study findings. *Discussed if author's impressions were separate from observations. *Implications are critiqued in light of study's strengths and weaknesses.	1	2	3-4	5
<b>BONUS! Checklist of Required Steps (1pt total)</b> *Submitted to SafeAssign? *Turned in a hard copy? *Attached the rubric? *Attached a highlighted article?	.25	.25	.25	.25

**Quantitative Research Article Critique****(35 pts.)**

Provide a written critical review of a QUANTitative research article. Students will choose one of two instructor-chosen research articles (available on BlackBoard). The critique should address broad purpose/research question, study design and its appropriateness for the question posed, design strengths and limitations, sampling plan, reliability and validity of measures, generalizability, discussion about statistics and effect size, and implications for social work. The written critique should be about 5-7 pages long (double spaced). Students will upload a digital copy to SafeAssign. See rubric for details.

<b>Quantitative Article Critique Grading Rubric</b>	<b>Unacceptable</b>	<b>Marginal</b>	<b>Proficient</b>	<b>Exemplar</b>
<b>Grammar &amp; Organization</b> *Writing free of grammar errors, meets limits. *Material is well organized & easy to follow.	1	2	3	4
<b>Purpose and Design</b> *What is the broad purpose of the research? *State the study's specific research question/hypothesis. *What is the study design, and is it appropriate for the question/hypothesis? *Strengths/weakness of design are thoroughly discussed.	1	2	3-4	5
<b>Sampling Plan</b> *What is the sampling plan and is it appropriate for the questions/hypotheses posed? *How generalizable are the results? *Is the sample size large enough to produce sufficient statistical power to detect effects? *Strengths/weakness of sampling plan are thoroughly discussed.	1	2	3-4	5
<b>Measurement &amp; Instrumentation</b> *What are the constructs, and how have they been defined? *How have the constructs been measured? *Are they appropriate for the population being studied (e.g., culturally sensitive, developmentally appropriate, etc.). *Address the strengths and limitations of the measures, including their reliability and validity	1	2	3-4	5
<b>Statistical Analyses</b>				

*Were the statistical analyses appropriate for the hypotheses and data levels? Is there a better alternative? *What can be concluded from the stats and p-values? * What can be concluded from the effect size?	1	2	3-4	5
<b>Findings/Implications</b> *Summarize the study's findings. *What are the implications of the findings for social work practice and/or policy? * Given the study's strengths, limitations and findings, what do YOU logically conclude from this study?	1	2	3-4	5
<b>Checklist of Required Steps (1pt total)</b> *Submitted to SafeAssign? *Turned in a hard copy? *Attached the rubric? *Attached a highlighted article?	.25	.25	.25	.25

### ***Want to know more? Recommended Resources***

- Anastas, J. W. & MacDonald, M. L. (1994). *Research design for social work and the human services*. NY: Lexington Books.
- Becerra, R. M. & Zambrana, R. E. (1985). Methodological approaches to research on Hispanics. *Social Work Research & Abstracts*, 2(2), 42-49.
- Beebe, L. (1993). *Professional writing for the human services*. Washington, D.C.: NASW Press.
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## Writing Resources

### SSW Writing Resource Center

Coordinator: Dr. Chris Kilgore

School of Social Work

Building A, Room 319C

Email: [kilgorec@uta.edu](mailto:kilgorec@uta.edu)

Webpage: <http://www.uta.edu/ssw/student-resources/writing-resources/>

Online Writing Guide: <http://www.uta.edu/ssw/student-resources/writing-resources/writing-guide/>

### University Writing Center

Central Library Room 411

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### Purdue Online Writing Lab

<https://owl.english.purdue.edu/owl/>

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### SSW Library Support

The Social Service Librarian: John Dillard

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Homepage: <http://libguides.uta.edu/profile.php?uid=1455>

### UTA Library

Home page: <http://library.uta.edu>

Database List: <http://www.uta.edu/library/databases/index.php>

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