

OHIO STATE NEW COURSE REQUEST

College: SOCIAL WORK

Academic unit: SOCIAL WORK

Book 3 Listing: SOCIAL WORK

(e.g., Portuguese)

Proposed

Course No: H576 Full Title of Course: CRITICAL ASSESSMENT OF SOCIAL RESEARCH

Proposed Effective Qtr/Yr: SU AU WI SP YEAR: 2009 (See OAA Academic Organization and Curriculum Handbook for Deadlines)

A. Course Offerings Bulletin Information. Follow instructions in the OAA Academic Organization and Curriculum Handbook.

Is this a course with decimal subdivisions? If so, use one New Course Request form for the generic information that will apply to all subdivisions. Use separate forms for each new decimal subdivision, including on each form only the information that is unique to that subdivision.

18-Character Transcript Abbreviation: CRTCL ASESMNT RSCH Level U G P Credit Hours: 05

Description (not to exceed 25 words): Same as SWK 576

Quarter offered (check): SU AU WI SP *Distribution of class time/contact hours: TWO 2.5-HR CL
Quarter and contact/class time hours information should be omitted from Book 3 publication: (check here)

Prerequisite (s): 571 or equiv, English 110 or 111, second writing course, and jr or sr standing

Exclusion or limiting clause:

Repeatable to a maximum of ___ credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress

If this course is Progress graded, what course is the last one in the series?

Honors Statement:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	GEC: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Admission Condition
Off-Campus:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	EM: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Embedded Honors Statement:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		
Service Learning Course*:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

*To learn more about this option, please visit <http://artsandsciences.osu.edu/currofc/>

Other General Course Information: intended for social work major with GPA of 3.4 or higher
(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

Subject Code 440701 Subsidy Level (V, G, T, B, M, D, or P) B
(If you have questions please email Jed Dickhaut @ dickhaut.1@osu.edu)

Will course be taught in distance learning format: Yes No

B. General Information:

1. Provide the rationale for proposing this course:

Strengthen recruitment and retention outcomes; and, enhancement of baccalaureate social work program

2. List Major/Minor affected by the creation of this new course. Attach revisions of all affected programs.

This course is (check one) Required Elective Other (Explain)

* If the course offered is less than quarter, term, or semester, please also complete the Flexibly Scheduled/Off Campus/Workshop Request form.

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. As an embedded course option, no new funds are required.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: No

6. Expected section size: 5 Proposed number of sections per year: one


7. Do you want prerequisites enforced electronically? (See OAA Curriculum Manual for what can be enforced.) Yes

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms): Not Applicable


University Honors Program

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA Curriculum Handbook. Attached

APPROVAL SIGNATURES (As needed, All signatures on lines in ALL CAPS (e.g. ACADEMIC UNIT) must be completed

 2-9887
Academic Unit Undergraduate Studies Committee Chair (Undergraduate course) Printed Name Jacquelyn Monroe Date 10/8/08

Academic Unit Graduate Studies Committee Chair (Undergraduate/Graduate course) Printed Name Date


School /College Undergraduate Curriculum Committee (Undergraduate/Graduate course) Printed Name Thomas Gregoire Date 10/8/08

School /College Graduate Curriculum Committee (Undergraduate/Graduate course) Printed Name Date


ACADEMIC UNIT CHAIR /SCHOOL DIRECTOR Printed Name William Meezan Date 10/8/08


COLLEGE DEAN Printed Name William Meezan Date 10/8/08

Graduate School (If Appropriate) Printed Name Date

ASC Curriculum Committee Chair (If Appropriate) Printed Name Date

University Honors Center (If Appropriate) Printed Name Date

Office of International Education (study tour only) Printed Name Date

ACADEMIC AFFAIRS Printed Name Date

Instructor: Dr. Shantha Balaswamy

Social Work 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 Assessment 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.
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.

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.*

HONORS PROGRAM ASSIGNMENTS FOR SW 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 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.