

**SW 499A: Senior Research Project/Design**  
**3 Semester Hours**  
**Fall 2016**  
**SGC 122**  
**Thursday 9:00-11:45**

Lewis-Clark State College  
Social Work Department  
Office: IPO/Kindercollege Bldg Room 19

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Office Hours: Monday 10-12; Thursday 1-3; or by Appointment

Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the inclusion of non-traditional aged, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium.

## **I. COURSE DESCRIPTION**

### **This is the second course in a series designed**

This course is designed to facilitate the completion of a senior research project, required of all students who are in Field Practicum. In this course, students utilize the knowledge and skills acquired in SW 386 to develop their research project. The course involves a review of research methodologies and statistical procedures relevant to the student's investigation. The student is required to complete the project literature review and, if applicable, any IRB applications during this course. The study itself is to be completed in SW 499B, Research Seminar. Pre-requisite: SW 386. Co-requisite: SW 497A.

## **II. INTRODUCTION AND OVERVIEW**

Social work generalist practice entails the steps of engaging and assessing the client system, planning an intervention strategy, implementing the intervention with the client system, evaluating each step in the process, terminating with the client system appropriately, and following-up with the client and referral sources where needed.

This course focuses on the above evaluation step. Much of our understanding about individuals, groups, families, communities, and organizations is obtained through the testing of theories about these entities. As Social Work practitioners, we need the knowledge and skills to assess, identify, develop and test interventions to measure success with the client system and to improve services we offer to these clients. In addition, **The Code of Ethics of the National Association of Social Workers** requires us to add to the knowledge base of the profession wherever possible.

## **III. PURPOSE OF THE COURSE IN THE CURRICULUM**

The expected student outcomes in the Research sequence consolidate learning from all other components of the curriculum. Skills learned in the first year knowledge building sequence are built on and enhanced. The Human Behavior and Social Environment sequence is built on and enhanced. The Human Behavior and Social Environment sequence is one of the major foundations for understanding the philosophies, processes, product and context of Group-centered social work research. The various theory and methods courses, field work, and the student's specialized interests as pursued through selective focusing in various courses, aid them in the formulation of researchable questions. The Social Welfare Services and Policy sequence provides a foundation for understanding the environment for social research including constraints, incentives, and ethical issues, as well as being the source of policy and service delivery questions requiring empirical investigations. The sequence draws heavily upon the HBSE knowledge and the generalist practice perspective.

## **IV. EPAS Competencies and Practice Behaviors (Expected Learning Outcomes) Met in Course**

The Council on Social Work Educations sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standard (EPAS) establishes 10 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency based education.

## Education Policy 2.1 – Core Competencies

*Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations and communities.*

As a result of the focus on competency based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are four of the ten Core Competencies and five Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

<b>EPAS Core Competencies &amp; Expected Learning Outcomes (aka: Practice Behaviors)</b>
<b>2.1.2--Apply social work ethical principles to guide professional practice.</b> B. Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
<b>2.1.3—Apply critical thinking to inform and communicate professional judgments.</b> 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.
<b>2.1.6—Engage in research-informed practice and practice-informed research.</b> A. Use practice experience to inform scientific inquiry. B. Use research evidence to inform practice.
<b>2.1.10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</b> B.1 Collect, organize, and interpret client data.

## V. TEXTS AND REQUIRED READING

REQUIRED:

Calberg, C., (2014). *Statistical Analysis: Microsoft Excel 2013*. Indianapolis, IN: Pearson .

Grinnell, R. M., & Unrau, Y. A. (n.d.). *Social work research proposals: A workbook*. Kalamazoo, MI: Pair Bond Publications.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.

RECOMMENDED:

Faulkner, S. S., & Faulkner, C. A. (2014). *Research methods for social workers: A practice-based approach*. (2nd ed.). Chicago, IL: Lyceum Books.

## **VI. TEACHING METHODS/CLASS CLIMATE**

The primary teaching approach in this class will be collaborative learning. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented in class and all outside assignments. Assigned readings and topics for the day are outlined in the Schedule and students are expected to come to class prepared to discuss the assignments. An absence is not an excuse for not coming to class prepared to be actively involved.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in class as described in the BSW Handbook. Please refer to the Handbook for further clarification. The Handbook is available at [www.lcsc.edu/socialwork/](http://www.lcsc.edu/socialwork/)

***Shared Client and Agency Information:*** In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

***Re-write Policy:***

At this time I do not accept revised papers.

***Late Papers:***

Late papers will receive a reduced grade of 10% per week. Requests for extensions should be submitted in writing via e-mail. Submitting a request for an extension does not guarantee an extension. I will review each request on a case by case basis. Requests for extensions should only be made in extenuating circumstances.

### ***Cell Phone Policy:***

The use of Cell Phones will not be tolerated during classroom hours. Students who choose to utilize their phones for Facebook, texting, or any other activity will be asked to leave the classroom. I do understand there may be circumstances for family or work which may at times require you to keep your cell phone on or to be available. If this is the case, please let me know before class begins.

### **Professional Writing Standards**

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6<sup>th</sup> Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12 point font, preferably Times New Romans style or a similarly readable style.

**Note:** The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

### **Academic Honesty and Plagiarism**

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one=s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.**

<http://www.lcsc.edu/diversity/>

**Social and Economic Justice:** The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics, social workers should strive to:

- ◆ Eliminate personal and institutional discrimination,
- ◆ Ensure access to needed resources and opportunities for all persons,
- ◆ Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- ◆ Respect cultural diversity in society,
- ◆ Advocate changes that improve social conditions and promote social justice,
- ◆ Encourage participation in the democratic process, and
- ◆ Encourage people to develop their own voice.

## VII. CLASS ASSIGNMENTS AND GRADING PROCEDURES

Details about class assignments can be found in Part IX of this syllabus.

<b>Grades Based on Assignments</b>	<b>Points Possible</b>	<b>Practice Behaviors Reinforced</b>
IRB Training	25	2.1.2B
Introduction Section	150	2.1.3A, 2.1.3B, 2.1.6A
IRB 1 <sup>st</sup> Draft	25	2.1.2B
IRB 2 <sup>nd</sup> Draft	25	2.1.2B
Literature Review	150	2.1.3A, 2.1.3B
IRB Final Draft	35	2.1.2B
Methodology Section	150	2.1.3A, 2.1.3B, 2.1.6A, 2.1.6B, 2.1.10B1
Research Proposal	300	2.1.3A, 2.1.3B, 2.1.6A, 2.1.6B, 2.1.10B1
Participation	140=14 weeks x 10 points	2.1.3A
<b>Total</b>	<b>1000</b>	

### Grading Scale

A	94-100%	C+	77-79.9%
A-	90-93.9%	C	74-76.9%
B+	87-89.9%	C-	70-73.9%
B	84-86.9%	D	63-69.9%
B-	80-83.9%	F	62.9% and below

## Grade Definitions:

F= below minimum standards for content and written communication, incomplete, and/or late.

D= poor content or poor written communication, and/or incomplete, and/or late.

C=minimum level for content and written communication.

B= appropriate college level work meeting the syllabus' expectations

A= above and beyond.

## **VIII. ATTENDANCE POLICY**

Students are expected to attend all scheduled classes. Those students unable to attend are responsible for all work and class material. Missing fifteen percent (2 classes) or more of the scheduled class sessions is considered excessive absences, and **will** result in the reduction of your final grade by 1 (one) letter grade.

## **IX. ASSIGNMENTS**

All assignments will be turned in through Blackboard (SafeAssign). Electronic submission must be turned in for originality checking and stamped date/time into Safe Assign.

### **1. IRB On-line Training (25)**

- a. Due Week 3
- b. Register at <https://phrp.nihtraining.com/users/login.php>. Take the training and print the certificate upon completion. Bring a copy of the certificate for submission to the professor.

### **2. Introduction Section of Research Proposal (150)**

- a. Due Week 6
- b. Using the detailed Template and Introduction Section Rubric as a guide, submit a complete Introduction Section through Blackboard (SafeAssign) prior to class starting. References and paper should be APA formatted.

### **3. IRB 1<sup>st</sup> Draft (25)**

- a. Due Week 7
- b. All IRB Documentation can be found at <http://www.lcsc.edu/irb/>.
- c. A fully completed IRB 1<sup>st</sup> Draft must be submitted to Blackboard prior to class starting.
- d. An electronic IRB 1<sup>st</sup> Draft must be brought to class on a flash drive for exchange of papers for the IRB peer review process. Peers will be grading this draft based on the IRB 1<sup>st</sup> Draft Rubric.

### **4. IRB 2<sup>nd</sup> Draft (25)**

- a. Due Week 8
- b. All IRB Documentation can be found at <http://www.lcsc.edu/irb/>.
- c. A fully completed IRB 2<sup>nd</sup> Draft must be submitted to Blackboard prior to class starting. It will be graded based off the IRB 2<sup>nd</sup> Draft Rubric.

- 5. Literature Review Section of Research Proposal (150)**
  - a. Due Week 10
  - b. Using the detailed Template and Literature Review Section Rubric as a guide, submit a complete Literature Review Section through Blackboard (SafeAssign) prior to class starting. References and paper should be APA formatted.
- 6. IRB Final to LCSC IRB Chair (35)**
  - a. Due UPON APPROVAL Week 11
  - b. All IRB Documentation can be found at <http://www.lcsc.edu/irb/>.
  - c. IRB Final (and supporting documents) must be submitted with all necessary information to Blackboard.
  - d. When submitting your IRB Application, please use your most professional communication skills when e-mailing or speaking with the IRB Chair, Dr. Teri Rust. Dr. Rust holds the permission key for you to conduct research. Please treat her with the utmost respect. Thank you for representing the Social Work Program with your professionalism.
  - e. UPON APPROVAL from me, you may submit the required paperwork (IRB Application, Agency Approval Letter, Copy of Instrument, and Copy of Informed Consent) electronically to [trust@lcsc.edu](mailto:trust@lcsc.edu) (please cc [lmrosenbaum@lcsc.edu](mailto:lmrosenbaum@lcsc.edu)) as well as a hard copy to Spalding Hall, Office 101A. Please remember that the hard copy will require my signature.
  - f. Returned IRB applications due to grammar and/or spelled works are unacceptable. This is a formal process and should be treated as such. Please present a good example of excellent social work students to the Professor first for permission to submit to LCSC's IRB.
- 7. Methodology Section of Research Proposal (150)**
  - a. Due Week 12
  - b. Using the detailed template and Methodology Section Rubric as a guide, submit a complete Methodology Section through Blackboard (SafeAssign) prior to class starting. References and paper should be APA formatted.
- 8. Final Research Proposal (300)**
  - a. Due Sunday, December 11<sup>th</sup> by 11:59 PM of Week 15
  - b. Using the detailed Template and Final Research Proposal rubric as a guide, submit a complete Final Research Proposal (Introduction, Literature Review, and Methodology sections with corrections and revisions from previous submission and professor feedback) through Blackboard (SafeAssign). References and paper should be APA formatted.
  - c. Not addressing comments or corrections from previous papers is not acceptable and will result in a lower grade.
- 9. Participation (140)**
  - a. For Participation, 10 points are given during 14 of the 16 classes. Full points are given for timeliness, participation, and remaining until the duration of the class. If you are unable to fulfill these requirements, please let me know ahead of time. Also see social work Attendance Policy stated above.



## **X. FINAL EXAMINATION POLICY**

### **There is no final exam.**

**\*\* The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.**

## **LEWIS-CLARK STATE COLLEGE Syllabus Addendum (AY2016-2017)**

### **Consumer Information**

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at [www.lcsc.edu/consumer-information/](http://www.lcsc.edu/consumer-information/)

### **Disability Accommodations**

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

### **Student Rights and Responsibilities**

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog> and the LCSC Student Handbook ([www.lcsc.edu/media/2157659/Student-Handbook.pdf](http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) or [www.lcsc.edu/student-affairs/student-rights-and-responsibilities/](http://www.lcsc.edu/student-affairs/student-rights-and-responsibilities/)) for more information.

### **Accidents/Student Insurance**

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

### **Enrollment Verification/Attendance**

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

### **Academic Dishonesty**

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the

appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

### **Illegal File Sharing**

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page ([www.lcsc.edu/student-affairs/student-code-of-conduct/](http://www.lcsc.edu/student-affairs/student-code-of-conduct/) or [www.lcsc.edu/consumer-information/](http://www.lcsc.edu/consumer-information/)).

### **Diversity Vision Statement**

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

### **Disclosures**

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

### **Student Feedback**

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

### **Student Work**

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs  
June 2, 2016