**SSWN 730 ADVANCED SOCIAL WORK RESEARCH**

Instructor:
E-mail:
Phone:
Office:
Office Hours:

**Course Description:**

This second semester course of the two-semester research sequence continues to examine the role of social workers as both consumer and practitioners of research. This semester differs from the first in its increased emphasis on the development of practitioner focused research skills, including single subject design, qualitative and quantitative designs. In addition, students will complete a research project and engage in activities such as generating research questions and hypotheses; data collection and analysis; and write up of methods, results, and discussion of results with implications for social work practice. Similar to the first semester, there will be a continued emphasis on social work values and ethics, and research ethics, to guide social work practice and research.

Concepts associated with quantitative, qualitative, and mixed methods research will be reviewed and expanded upon. Students will understand the role of measurement in assessment and evaluation, single subject research design, hypothesis testing, sampling methodology, probability, and statistical analysis in their own research projects. Students will understand the inherent bias in assessment and research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Students will understand how to draw conclusions from their research projects and will develop proficiency in communicating these conclusions in written reports and presentation and dissemination of research findings.

This year-long research course elaborates on the mission of Touro University Graduate School of Social Work by preparing students to become effective social workers who can apply research design and principles in order to inform social work practice and to contribute to practice informed research. This course also lays the foundation of sound research concepts as a basis for life-long career learning and expansion of social work knowledge.

**Expected Course Outcomes:**

As demonstrated by written assignments, exams, and class discussion, student will be expected to:

1. Demonstrate an understanding of the different types of data analysis used in quantitative and qualitative research. (4)

2. Utilize basic statistical terms, concepts, and techniques in research and evaluation. (4)

3. Apply research to inform practice decision making and articulate how practice experience informs research and evaluation decisions. (4, 9)

4. Articulate and share research findings in ways that are usable to a variety of clients and constituents. (4)

5. Design and use appropriate research methodology (single subject design) to evaluate clinical practice effectiveness and/or outcomes. (4, 9)

6. Demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and interpret data derived from these methods. (4)

7. Conduct a research study from beginning to end, using quantitative data analysis, reporting of findings, and discussing strengths and limitations as well as implications for social work research and practice. (4, 9)

8. Critically analysze bias in research and program evaluation and evaluate designs, analysis, interpretation using an anti-racist, and anti-oppressive perspectives. (3, 4)

**CSWE Educational Policy**:
The Council on Social Work Education (CSWE) specifies nine core competencies to guide curriculum design in social work education 2022-EPAS.pdf (cswe.org). The numbers following each expected course outcome refer to these competencies. In social work education, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes.

**Temporary Recording Policy:**
If the classes are conducted synchronously via zoom, then the sessions will be recorded. These recordings will be posted onto the course's Canvas site. These recordings are only accessible to members of the class and the instructor. At the end of the semester these recordings will be purged. Students are prohibited from sharing any recordings outside of class participants. Recordings do not take the place of your attendance.

**Learning Activities**
A variety of approaches will be used during this course, which include but are not limited to: lecture, large and small group discussion, audio/visual aids, assigned readings, integration of field and class work in discussions, active class participation, and written assignments.

**Textbook**

The following textbook is required in SW637 Social Work Research. Several chapters of this book will be used in this advanced research course.

**Faulkner, C. A. & Faulkner, S. S. (2025). Research methods for social workers: A practice-based approach. 4th edition. New York, NY: Oxford University Press. ISBN-10: 019777122X, ISBN-13: 978-0197771228**

**The following online books are available at Touro University Library**

Abbott, M. L. (2016). *Using statistics in the social and health sciences with SPSS and excel.* John Wiley & Sons, Incorporated.

Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2013). *Basic statistics for social research*. San Francisco, CA: Jossey-Bass.

Parsons, D. (2017). *Demystifying evaluation: Practical approaches for researchers and users* (1st ed.). Bristol University Press.

**Other Required Readings:**
Instructors will assign additional readings for each session. As each research concept is presented in class lectures, students will be expected to read and review all class materials for learning and class discussion.

**Recommended Journals**

Social Work
Research on Social Work Practice
Journal of Social Work Research and Evaluation
International Network for Advancing Science and Policy
*Affilia*: Feminist Inquiry in Social Work
Social Work Research
Social Service Review
Qualitative Social Work
https://www.inasp.info/publications
https://journals.sagepub.com/home/aff

**Attendance:**
Students are expected to attend all classes and arrive on time. Students are to notify the instructor if they will be absent. Students are expected to be accountable for the entire content of the course. An instructor may ask a student to complete assignments to compensate for content missed. Students are permitted to use one absence for a religious or federal holiday when the university is open. Students missing more than 2 classes may be in jeopardy of receiving a lower grade or may fail the course.

**Course Requirements:**
Cell phones are either turned off or on vibrate to limit distractions. Text messaging is not acceptable during class. Students are expected to complete all assignments required by the instructor. References used in written assignments should be properly cited, using the APA (American Psychological Association) reference style https://libguides.tourolib.org/c.php?g=149110&p=980891#s-lg-box-3062353. Additionally, it is expected that written assignments will be presented in a thoughtful, coherent, logical, and scholarly manner. Assignments turned in late (pass the due date) will have point deduction.

**Criteria for Student Evaluation:**

Criteria used for evaluating students will include performance in the areas of written assignments (including depth and clarity of content, extent of research, scholarly presentation), class participation and attendance.

| DATE | ASSIGNMENTS | POINTS |
|---|---|---|
| Module 9 | Single Subject Design Project | 30 |
| Module 12 | Online Standardized Exam | 30 |
| Module 15/Final Module | Research/Statistical Report | 30 |
| | Attendance and Participation | 10 |

**Graduate Grading Policy:**
A = 93 and above
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76

C- = 70-72
F = 0-69

A is awarded for excellence
B is awarded for good work
C is awarded for marginal work
F is awarded for failing work

**Note:** A grade of Incomplete may be given to students who have not completed a portion of course assignments and have received the instructor's permission. Grades of Incomplete will not be given to students who are doing substandard work in order to give them an opportunity to achieve an acceptable grade. If permission is granted for an Incomplete, a form must be signed and completed by the student and instructor. Incompletes are time limited.

**Student Evaluation of the Course and Its Instruction**

Student feedback concerning the course and its instruction is encouraged throughout the semester. An in-process evaluation will be administered in the middle of the course. A formal evaluation will be completed at the semester's end consistent with the school's policy. A notice will be sent to your Touro e-mail account when the evaluation opens. Your participation is required and your course commitment to the course is not considered complete until you have submitted the evaluation. The Graduate School of Social Work relies on your feedback to make critical curriculum and instruction decisions. Thank you in advance for your participation.

**Academic Integrity Policy**

Touro University is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of ethical, scholarly, and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, and professional conduct in their academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, plagiarizing, and utilizing AI tools without acknowledgment of such, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates. Furthermore, it misrepresents student efforts and mastery of course material both absolutely, and relative to others in their courses.

Touro University views violations of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the university community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro University policy on academic integrity, which is outlined in this document, is designed to guide students as they prepare assignments, take exams, and perform necessary work to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity. It is presented here to educate the faculty on the parameters of and the enforcement of the policy.

The International Center for Academic Integrity (ICAI), of which Touro University is a member, lists six fundamental values: honesty, trust, fairness, respect, responsibility, and courage, to allow institutional scholarship to flourish with integrity. To sustain these values, Touro University's Academic Integrity Policy, requires a student or researcher:

• Properly acknowledge and cite all use of the ideas, results, or words of others, including the use of AI tools and other emerging technologies.
• Properly acknowledge all contributors to a given piece of work.
• Make sure that all work submitted as their own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration.
• Treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.

Adherence to these principles is necessary to ensure that:

• Everyone is given proper credit for their own ideas, words, results, and other scholarly accomplishments.
• All student work is fairly evaluated, and no student has an inappropriate advantage over others.
• The academic and ethical development of all students is fostered.
• The reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each and every degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld. Touro University works with faculty and students to promote an institutional culture of academic integrity, provides effective training that creates a commitment to academic integrity, and establishes clear procedures to deal with allegations of violations of academic integrity and monitoring the adherence thereto.

**Plagiarism**

Plagiarism is defined as the unauthorized use of the writings, ideas and/or computer-generated material of others without appropriate acknowledgement, and the representation of them as one's own original work. It also includes the unauthorized use of computer-generated material via artificial intelligence (AI) and other emerging technologies without appropriate acknowledgement and the representation of them as one's own original work. Plagiarism encompasses acts of inadvertent failure to acknowledge sources, as well as improper attribution due to poor citation.

When using ideas/words from other sources, the student must clearly define the sources using standard methods of citation. Plagiarism can occur even when one does not use the exact words of another author. Paraphrasing written material by changing or rearranging words without the proper attribution is still considered plagiarism (even if it eludes identification by plagiarism detection software). It is therefore critically important that students understand how to cite. If students have any questions about the proper use and citation of material from other sources, they should seek help from their professors.

**Standards of Class Behavior**

The faculty has primary responsibility for managing the class. Students who create a disruption in the class may be directed by the instructor to leave the class for the remainder of the class period. Behaviors defined as disruptive include persistently speaking without being recognized, using a cell phone in the class, eating in the classroom, interfering with the class by entering and leaving the room without authorization, carrying on private conversations, and refusing to follow the directions of the course instructor.

**GSSW Artificial Intelligence (AI) Policy**
Students are responsible and expected to review, be familiar with, and uphold the academic honesty policy in all work submitted, including ethical use of artificial intelligence (AI) as outlined below. Please review the Academic Integrity policy here.

***AI Use Limited to Specific Assignments and/or Limited Use***
In this course, the use of AI is governed by the university's AI Usage Addendum to the Academic Integrity Policy and the specific guidelines outlined below.
AI tools may be used **only** as indicated in each assignment directions. If you are requested to use AI, please use it according to policy. If you are not given instructions to use AI in the direction of the assignments the use of AI is not permitted.

**AI use is prohibited for:**

- Any assignments or activities not specified in the assignment directions
- Exams, quizzes, or take-home tests
- Final projects unless explicitly permitted
- Use of AI-generated text or output to write, complete, or substantially develop any portion of a graded assessment is **not permitted**.

**Requirements:**

- Any AI-generated content must be **clearly acknowledged** with the tool name, date of use, and a brief description of how it was used, per the TUS AI Addendum to the Academic integrity policy.
- Proper in-text citation to acknowledge location of AI assisted content within the body of the written work, proper reference list formatting, and an addendum including the acknowledgement with the tool name, date of use, and a brief description of how it was used must be included, per the TUS AI Addendum to the Academic integrity policy.
- Students are expected to follow APA formatting for all citations and the reference list.

***Data Privacy Reminder***
Only AI tools approved by the university (which are available through the TouroOne Portal) are to be used when working with confidential or personally identifiable information (PII). PII includes, but is not limited to, full names, ID numbers, grades, health data, and any information that could be used to identify someone. Be advised that non-approved software can collect any information from your device without your knowledge or consent, which could result in unintended consequences. Use of non-approved AI platforms is prohibited on TUS machines, and may result in academic, legal, or disciplinary consequences.
Please click here to access the full policy.

**Accommodation:**
Touro University complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protect persons from discrimination on the basis of disability in all its programming. The College is committed to providing reasonable accommodations to students with disabilities who request them and supply appropriate documentation. Policies and procedures ensure that students with a disability will not, on the basis of that disability, be denied full and equal access to our programs or otherwise be subjected to discrimination. The College has a centralized Office of Student Disability Services. ("OSDS"). Graduate School of Social Work students with disabilities seeking reasonable accommodations should do so through the OSDS Coordinator for the Director of Student Advancement, Allison Bobick at 646-777-9373 or Allison.bobick@touro.edu. For further detail, see https://www.touro.edu/departments/student-disability-services/. Students must make instructors aware of

their accommodation on the first class. If a student develops a situation requiring accommodation over the course of the semester, please contact Allison Bobick at 646-777-9373 or Allison.bobick@touro.edu for assistance.

**COURSE OUTLINE**

| **Module 1** | **Introduction to the Course/Single Subject Research Design (Part 1)** |
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- Introductions and Review of syllabus
- Single Subject Research Design

Faulkner, C. A. & Faulkner, S. S. (2025). *Research methods for social workers: A practice-based approach.* Chapter 11, Single-Subject Design

| **Module 2** | **Single Subject Research Design (Part 2)** |
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Almen, N., Lisspers, J., & Ost, L-G. (2020). Stress-recovery management: A pilot study using a single-subject experimental design. *Behavioral Modification, 44*(3), 449-466.

Reddy, P. D., et al. (2014). Enhancing mother infant interactions through video feedback enabled interventions in women with schizophrenia: A single subject research design study. *Indian Journal of Psychological Medicine, 36*(4), 373-377.

| **Module 3** | **Research, Evaluation, Social Work Practice & Service Delivery** |
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| **Module 4** | **Assessment and Evaluation – Introduction, Why, and How?** |
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Parsons, D. (2017). *Demystifying evaluation: Practical approaches for researchers and users*. Chapter 1, Introduction (pp.1-14), Chapter 2, Compilation - Setting the Right Foundations (pp. 15-41)

Popham, W. J. (2012*). Assessment bias: How to banish it.* 2nd edition. Pearson Education Inc. https://iarss.org/wp-content/uploads/2016/05/Popham_Bias_BK04.pdf

| **Module 5** | **Conducting Process and Impact Evaluations** |
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Parsons, D. (2017). *Demystifying evaluation: Practical approaches for researchers and users*. Chapter 4, Conducting Process Evaluation (pp. 63-82), Chapter 6, Conducting Impact Evaluation (pp. 103-132)

| **Module 6** | **Analysis, Reporting, and Communications of Evaluation Results** |
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Parsons, D. (2017). *Demystifying evaluation: Practical approaches for researchers and users.* Chapter 7, Analysis, Reporting, and Communications (pp. 133-155).

Gopal, D. P., Chetty, U., O'Donnell, P., Gajria, C., & Blackadder-Weinstein, J. (2021). Implicit bias in healthcare: clinical practice, research and decision making. *Future healthcare journal*, *8*(1), 40–48. https://doi.org/10.7861/fhj.2020-0233

| **Module 7** | **Qualitative Data Analysis** |
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Carey, M. (2012). *Qualitative research skills for social work: Theory and practice*. United Kingdom: Ashgate Publishing. Chapter 17, Analysis (pp.217-232).

Vaismoradi, M., Jones, J., Turunen, H., & Snelgrove, S. (2016). Theme development in qualitative content analysis and thematic analysis. *Journal of Nursing education and Practice,* 6(5), 100-110.

| **Module 8** | **Introduction to SPSS** |
|---|---|

- Brainstorm of group survey
- Create a coded version of quantitative survey, code book

Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2013). *Basic statistics for social research*. Chapter 1, Using Statistics.

| **Module 9** | **Data Management, Codebook, Coding, and Data Cleaning** |
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- Data entry and coding variables
- Cleaning data
- Data transformation (recoding and computing)

Faulkner, C. A. & Faulkner, S. S. (2025). *Research methods for social workers: A practice-based approach*. Chapter 12, Introduction of Descriptive Statistics

| **Module 10** | **Descriptive Statistics (Part 1)** |
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- Frequency distributions and graphs
- Measures of central tendency (mean, median, and mode)

Abbott, M. L. (2016). *Using statistics in the social and health sciences with SPSS and excel*. John Wiley & Sons, Incorporated, Chapter 2, Descriptive Statistics: Central Tendency (pp.13-54),

Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2013). *Basic statistics for social research*. Chapter 2, Displaying One Distribution.

| **Session 11** | **Descriptive Statistics (Part 2)** |
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- Measures of dispersion (standard deviation, range)

Abbott, M. L. (2016). *Using statistics in the social and health sciences with SPSS and excel*. John Wiley & Sons, Incorporated, Chapter 3, Descriptive Statistics; Variability (pp.55-76).

| **Session 12** | **Online Standardized Exam** |
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| **Module 13** | **Hypothesis Testing and Correlations** |
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Faulkner, C. A. & Faulkner, S. S. (2025). *Research methods for social workers: A practice-based approach*. Chapter 13, Introduction to Inferential Statistics

| **Module 14** | **Crosstab, Chi Square, T-Test** |
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Hanneman, R. A., Kposowa, A. J., & Riddle, M. D. (2013). *Basic statistics for social research*. Chapter 10, Multiple Sample Tests of Proportions: Chi-Squared.

| **Session 15** | **Dissemination of Study Findings/Wrap Up** |
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Faulkner, C. A. & Faulkner, S. S. (2025). *Research methods for social workers: A practice-based approach*. Chapter 14, Integrating Research and Practice

**ASSIGNMENTS:**

1. SINGLE SUBJECT DESIGN PROJECT (30% of the course grade)
Each student will consider an aspect of his/her behavior that he/she would like to change. Students will assess the "problem" and develop an intervention plan to assist in reaching his or her goals. Students will develop single-subject design research projects to evaluate the impact of his or her intervention. Write-ups from the projects should describe the following:

1. The problem
2. The goals/desired outcomes in measurable terms (dependent variable)
3. The intervention (independent variable)
4. The operational definition of each variable
5. Baseline phase
6. Intervention phase
7. Interpretation of the results
8. Overall evaluation and next steps based on the outcomes of the single-subject design.

Further instructions for completing this project will be provided. The write-up should be approximately 6-8 pages (not including cover page, graph, or reference page).

2. STANDARDIZED EXAM (30% of the course grade)
An online standardized exam will be held during the class on session 12. They will be primarily multiple choice, and/or short answer questions. If you keep up with the reading and the review of major course concepts, the exam will be straightforward. A brief list of study topics will be provided prior to the exam. Topics may include – single subject research design, evaluation research, survey research, and key statistical concepts.

3. RESEARCH/STATISTICAL REPORT (30% of the course grade)
Using data collected by the students, students will test a hypothesis about their research question. The final paper will include a description of the sample, the measure used, operational definitions of the variables used in the analysis, and univariate and bivariate analyses. The paper should conclude with a discussion of the limitations of your research methodology. Detailed instructions to complete this final paper will be provided.