The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Social Work Research Methods I

Course Number:
SWK 5083-101

Course Description:
Social Work Research Methods I [SWK 5083] is an introduction to the design and implementation of quantitative and qualitative research methods appropriate to social work practice evaluation and program evaluation. This course, the first in a two-course sequence, introduces graduate students to social science research concepts, tools, and methods and demonstrates their application in social work research and evaluation. It builds an understanding of and appreciation for evidenced-based practice, practice guided by ongoing evaluation with valid tools. Students will understand the importance of evidence-based knowledge both for providing effective services to client systems and for developing the profession of social work. The course develops sensitivity to ethical issues in research and to the conduct of research with populations-at-risk. Key areas of inquiry include: principles of scientific inquiry, quantitative and qualitative approaches, measurement, evidenced-based practice, sampling, survey, research design, and the dissemination of research findings.

Class Dates, Location and Hours:

Dates: October 21-22, November 4-5& 18-19, and December 2-3, 2011
Location: OU Center for Spatial Analysis, 2 Partners Place, 3100 Monitor Ave., Bravo Conference Room 2nd Floor
Hours: Fri. 5:00-9:00 p.m.; Sat. 9:00 a.m.-5:00 p.m.

Campus Map and Parking Information: A map of the OU Research Campus can be found website at: http://thelink.ou.edu/files/2009-03%20URC%20brochure%20K.pdf. 2 Partners Place is # 4 on the map. The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. During this time students can park almost anywhere on campus including the parking garages, permits are not required and meters don’t have to be paid. OUPD will ticket illegal parking such as fire lanes, handicapped areas and yellow curbs.

Site Director:
Cathy Yeaman. Assistant: Jan Plavchak. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:

Course Professor: Dr. Marguerite S. Keesee
Mailing Address: 2 Partners Place
3100 Monitor Ave, Ste 180
Norman, OK 73072
Telephone Number: 405-325-9611 (office)
405-388-5505 (cell)
E-mail Address: mkeesee@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.
Textbook(s) and Instructional Materials:

Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).


4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Teaching/Learning Methods:

Integrated teaching approach that utilizes the following strategies throughout the semester:

- Lectures, exams and formal research papers
- Debate/critical thinking discussions
- Self-discovery activities
- Learning pairs
- Independent study/research
- Data gathering and synthesis
- Project based learning
- Small group work teams
- Case studies, and
- Role Modeling by direct example

Course Objectives:

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

- Demonstrate an understanding of the importance of research and evaluation in the history of the profession of social work and in guiding practice and policy
- Demonstrate an understanding of the fundamental concepts of science, in particular that knowledge and ideas are open to inquiry and questioning
- Demonstrate a working knowledge of social science research concepts and methods, both quantitative and qualitative, with particular attention to the kinds of conclusions that can and cannot be drawn
- Demonstrate an understanding of the major ethical issues in research including cultural competency and carry out research that meets ethical standards
- Apply theory and critically-based reasoning and sound skills in literature review in the formulation of research questions;
• Conduct a review of literature that includes use of electronic data bases
• Evaluate the reliability and validity of measuring instruments and use different types of measuring instruments relevant to social work practice
• Design and implement basic probability and non-probability sampling strategies;
• Demonstrate an understanding of basic group, single case, survey, and qualitative research designs; and, be able to be implement straightforward designs of these types
• Develop questionnaires and carry out structured and semi-structured research interviews
• Identify evidenced-based interventions and integrate these into social work practice
• Integrate research methods into practice and use practice to generate research questions

SOCIAL WORK COMPETENCIES AND PRACTICE BEHAVIORS ASSESSED:
Upon successful completion of the course students will demonstrate novice ability in the following areas:

• EP 2.1.2 – Competency: Apply social work ethical principles to guide professional practice.
  o Associated Behavior:
    ▪ Social workers apply strategies of ethical reasoning to arrive at principled decisions (Assessed in Assignment #1)

• EP 2.1.3 – Competency: Apply critical thinking to inform and communicate professional judgments.
  o Associated Behavior:
    ▪ Social Workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (Assessed in Assignment #4);
    ▪ Social workers analyze models of assessment, prevention, intervention, and evaluation (Assessed in Assignments #4 and 5) ; and
    ▪ Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. (Assessed in Assignment #3).

• EP 2.1.6 – Competency: Engage in research-informed practice and practice-informed research
  o Associated Behavior:
    ▪ Social workers use practice experience to inform scientific inquiry; (Assessed in Assignments #2, 4 and 5); and
    ▪ Social workers use research evidence to inform practice (Assessed in Assignments #4 and 5)

• EP 2.1.10 – Competency: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
  o Associated Behaviors:
    ▪ (b) Assessment: Social workers collect, organize, and interpret client data (Assessed in Assignment #5)
    ▪ (d) Evaluation: Social workers critically analyze, monitor, and evaluate interventions. (Assessed in Assignments #4 and 5)

Course Outline:

A. Key Concepts in Science and Research
   1. Inductive and deductive reasoning
   2. Conceptualization and operationalization
   3. Quantitative and qualitative approaches
   4. Principles of science (knowledge is subject to falsification)

B. Evidenced-based Practice
   1. Guiding concepts
   2. Evidenced-based web sites
   3. Integrating research and practice

C. Ethics and Protection of Human Subjects
   1. Informed consent
   2. Voluntary participation
D. Developing a Research Proposal
1. Research questions
2. Literature Review including electronic resources
3. Sections of a proposal

E. Measurement
1. Reliability and validity
2. Types of Measures (scales, observations, logs)
3. Measurement and social work practice

F. Sampling
1. Underlying concepts
2. Confidence intervals and sampling error
3. Probability samples: types of and advantages of
4. Nonprobability samples: types of and limitations of

G. Survey and Interview
1. Structured surveys and questionnaires
2. Interviews including differing degrees of structure
3. Methods of delivery: mail, in person, online

H. Experimental Designs
1. Randomized designs
2. Quasi-experiments
3. Internal validity and external validity

I. Single Case Designs
1. Types of
2. Integration into practice

Assignments, Grading and Due Dates:

Course Reading Assignments [Subject to Change]

- Session One, October 21-22, 2011
  o Engel & Schutt - Preface and Chapters 1 - 2: Pages xviii -- 70
  o On D2L: Rubin & Babbie - Pages 12 – 15
  o PDF on Course Website - Chapters 4 – 5; 68 – 121
  o *1 - CITI – online course completed (5.6%)

- Session Two, November 4-5, 2011
  o Engel & Schutt - Chapters 3-5; Pages 71 – 169
  o *2 – Reflective Papers 2[November 5, 2011] (10%)
  o Mid-term Exam (30%)
  o #6a ARP Topic (4%)

- Session Three, November 18-19, 2011
  o Engel & Schutt - Chapters 6 - 9: Pages 170 – 343
  o *3 – Online survey assignment (10%)
  o *4 – Quantitative Research Article [November 19, 2011] (15.2%)

- Session Four, December 2-3, 2011
  o Engel & Schutt - Chapters 10 - 13: Pages 344 – 474
  o *5 – Single case study/Presentation [December 3, 2011] (15.2%)
  o #6b ARP Outline and methods assignment (10%)

Grading:
This is a letter-graded course: A, B, C, D, or F. (Tentative) Grading Parameters [Total of 250 Points]
A= 225 - 250 Points
B= 200 - 224 Points  
C= 175 - 199 Points  
D/F=125 Points or Less  

With the following Breakdown of Class Grading [Total of Common Assignments: 55% (minimum)]:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
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</thead>
<tbody>
<tr>
<td>IRB Module</td>
<td>5.6%</td>
</tr>
<tr>
<td>Critique of quantitative journal article</td>
<td>15.2%</td>
</tr>
<tr>
<td>Online survey assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Reflective papers assignment</td>
<td>10%</td>
</tr>
<tr>
<td>You are a single case design assignment</td>
<td>15.2%</td>
</tr>
<tr>
<td>Applied Research Project (ARP) (Topic, outline and methods)</td>
<td>14%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>30%</td>
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**Evaluation**

**ASSIGNMENT #1: IRB Module (5%)**

Instructions: Students complete the CITI training available online at OU. The student turns in the certificate documenting completion of this training. Grade assigned is the average grade earned on the subtests. Students may complete subtests as many times as desired.

**ASSIGNMENT #2: Critique of Quantitative Research Article (15%)**

Instructions: Select a quantitative research article related to social work practice and answer the following questions.

1. Purpose of the study  
   a. Why did the authors do the study? Does the study address an issue that is important for social work practice.  
   b. Did the authors provide reasonable evidence that the study was needed? Briefly describe the evidence. Was the evidence informed by practice?  
   c. Did the authors provide empirical evidence that the study was needed? Briefly describe the empirical evidence.  
   d. Briefly explain why you agree or disagree regarding whether the study was needed?

2. Hypothesis or research question  
   a. What hypothesis or research question is being examined?  
   b. Is the hypothesis or research question grounded in the literature? How so?

3. Methodology/design  
   a. Description of methodology/design  
      i. What type of research method was used? (Experimental, Survey, Longitudinal, etc.)  
      ii. In your opinion, does the research design effectively address the research question? Explain.

**ASSIGNMENT #3: Online Survey Assignment (10%)**

Instructions: Working in a group of about 4 or 5, develop a short questionnaire and administer it online to your fellow classroom members using the Qualtrics online survey tool. Go to oucas.qualtrics.com to register at Qualtrics.

Your questionnaire should contain the following:

A. A title (brief but informative)  
B. A brief informed consent statement with opportunity to check a response to indicate desire to 1) participate in survey or 2) not participate  
C. Here are guidelines on questions.
a. Ten questions minimum (may count multiple questions within a given question format according to number of actual questions: e.g. four questions asked within a matrix format question = 4 questions)
b. At least two questions should be “multiple choice” format questions.
c. At least four questions should be “matrix table” questions. (These should all pertain to a single concept that you are measuring).
d. At least one question should use the “Text/Graphic” format to create an open-ended response question.
e. At least one question format other than those just listed should be included.

Following development of questionnaire:

D. Administer your questionnaire to fellow class members
E. Use Qualtrics “report” feature to create a briefly summarize selected responses to close-ended questions.
F. Also, use the report feature to pull out key themes in the open-ended questions.
G. Working as a group, report your results to the class.

ASSIGNMENT # 4: Reflective Papers Assignment (10%)

Rationale: Scientific inquiry in social work education is predicated on the translation of strong behavioral and social sciences research into practice behaviors, skills, intervention models, programs of service and policy. Likewise the recognition that not all decisions made in the course of social work practice reflect this strong science is also required for the advancement of evidence based practice – often termed practice informed research’.

Instructions: Write two brief (1 page) reflective papers that address the behaviors identified in the ‘Rationale’. Papers are to be single spaced and enumerated as provided below. APA format is expected relative to citations and formatting of the paper. A cover sheet is not required. Please put your name, course number-section number, and date in the upper right header of the paper and title the papers ‘Reflective Paper 1’ and ‘Reflective Paper 2’ respectively.

As used below the term “agency” applies to your practicum agency. If you are not currently in practicum but are working in a social services agency, it applies to the setting in which you work. If you are not in practicum and are not working in an agency, or if the agency in which you work does not work well for this assignment, please see your instructor for ways to modify it so that it can work for you.

Reflective Paper 1

The first paper is on the use of an evidence based practice skill, intervention model or program (termed ‘practice’ in this assignment) that occurs within your agency. Please identify one source of empirical support for this practice and identify one example of its use within your agency. Based on this reading and your observation or involvement in this practice answer the following questions:

1. What is the nature of the practice – describe it in ‘laypersons’ terms?
2. How is this practice used in your practicum setting?
3. What are the strengths of using this practice?
4. What are some shortcomings of using this practice?
5. How can this practice be improved?
6. Is there an effort to evaluate this practice in your agency and, if so, what is the nature of this evaluation?
7. What ‘information gaps’ or areas of uncertainty exist in the use of this practice that can be addressed by additional research and what, in your opinion, would be the best way to obtain the information to reduce the uncertainty or provide the information that you need?

Reflective Paper 2

This second paper is related to the concept of ‘practice wisdom’ or ‘practice informed research’. Please identify a practice within your practicum setting for which there does not appear to be evidence of effectiveness and address the following questions:

1. What is the nature of the practice – describe it in ‘laypersons’ terms?
2. How is this practice used in your practicum setting?
3. How has this practice come to be used within the setting?
4. What are the strengths of using this practice?
5. What are some shortcomings of using this practice?
6. What information would make you feel more confident in the use of this practice?
7. Why, in your opinion, has this practice not been subjected to scientific inquiry?
8. What, in your opinion, would be the best way to conduct a study to provide some evidence as to its effectiveness?

Criteria for Assignment:
- 2 brief reflective papers (1 page each)
- APA style format
- Single-spaced and enumerated as provide below
- Cover sheet NOT required
- Name, course number-section number, and date in upper right header of the paper
- Title papers “Reflective Paper 1” and “Reflective Paper 2” respectively

ASSIGNMENT # 5: The “You are a Single-Case Design” Assignment (15%)
Instructions: Think of some issue/behavior/situation in your own life or in that of someone involved in your life. You might think of something like:
- How relaxed (or stressed out) do you feel?
- How much time you fritter away on Facebook?
- How well are you sleeping?
- Are you spending sufficient time studying (and concentrating while you do so)?
- How many times do you hit the snooze alarm before getting up?
- How much exercise are you getting?
- Are you making time to do things that you enjoy?
- Do your kids (or you) brush your teeth well?
- Do you watch too much TV?
- Do you nag your kids?
- Do you have “quality time” with them?
- How often do you bite your fingernails?
- Is your faithful friend (your dog) getting necessary attention and exercise?
- Clearly the list here goes on and on … and on

Criteria for Assignment:
A. Preparation: Narrow your thinking to something around which you can plan an intervention – something to increase the frequency or intensity of this behavior/issue if it is a positive, or, on the other hand, if it is a negative, something to decrease its frequency or intensity.

Also pick an issue/subject that you feel comfortable about talking about and reporting about to the class.

Your basic tasks will be to:
1. Take several different measurements related to your “issue” across a period of about two weeks, and
2. To implement an intervention that has the potential to affect your selected situation -- this is your single-case design.
3. Create a graph and respond to questions about your measurements and intervention.

B. Measurements: All measurements should measure some aspect of situation or problem.
However, they need not all measure the exact same thing. So, one measurement might assess, for instance, your energy level on a given day. Another might assess how intensely you exercised, or, perhaps, how deeply you slept. (Perhaps you are looking at whether exercise (your intervention) affects sleep.)
You will take four different types of measurements. You will take each one on each day. Here are the specific measurements that you will take:

1. Your first measurement will be either a count of the number of times something happens or a measurement of how long something occurs or a measurement of “how much.” Perhaps you count the number of times your dog is gets up on the furniture during the evening (or the amount of time she spends up there). Or perhaps you chart the duration time that you read with your child. Or how long you exercise. (or the number of hours that you study.) A measure of “how much” might be the number of ounces of coffee you consume.

2. Your second measurement will be to construct a scale with “1” at one end and “10” on the other and with “opposites” anchoring each side. For instance, the scale … “cool as a cucumber” 1---2---3---4---5---6---7---8---9---10 “stressed to the max” … could be used to assess stress level. You would circle the number that best conveyed your stress on, say, a given day.

3. Your third measurement can be either a multi-item scale that you find in the literature or a scale that you develop. It should be at least 4 items long. It should measure a single concept and should use a common response format. For instance, this short scale consists of 5 items all of which have to do with soundness of sleep. Note that the same response format (strongly agree … to … strongly disagree) is used for each item in the scale.

<table>
<thead>
<tr>
<th>Quality of sleep</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I slept like a log.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My sleep was as deep as could be.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>My sleep was super restful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I tossed and turned all night.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I woke up full of energy and ready to take on the day.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

You will need to score your scale. To do so, you will have to assign points to responses. Let’s say that we want a high total score to indicate restful (rather than restless) sleep. So, we will probably want to assign points as follows: strongly agree = 4, agree = 3, disagree = 2 and strongly disagree = 1. Now let’s suppose your responses on last night’s sleep are recorded in scale (see above). Your scores on the 5 items would be (in the order that the items appear):

\[ 2 + 1 + 1 + 4 + 1 = 9. \]

But stop. Wait a minute. Agreeing to the fourth item (tossed and turned) conveys restless sleep. We need to “reverse score” this item. In other words for this item: strongly agree = 1 (not 4), agree = 2 (not 3), disagree = 3 (not 2) and strongly disagree = 4 (not 1). So, your score on this item is not 4, but is 1, and your total scale score is:

\[ 2 + 1 + 1 + 1 + 1 = 6 \]

Now this example used the response format “strongly agree … to … strongly disagree”, but another format might work better for your study: say, “never, occasionally, sometimes, often, always” or, say, “excellent, good, fair, poor”.

4. Your fourth measure is not a measure per se but rather is a client log, a “mini” journal. Basically, for each day you will record perhaps two or three (or more) sentences or observations that get at the unique, particular aspects of each day’s situation. So, say that you are dealing with sleep, you might record for one day:
Just couldn’t get to sleep. Wish I hadn’t had that darn coffee. Phone rang at 2AM.
All I can think about is work, work, work – when will I get a break -- awoke with a big headache.

 Hopefully, you didn’t really sleep as in the above – but the key idea is that your log tries
to get at the important events that affect what’s going on -- and it can also include your
insights and ideas as you go along.

So, that completes your measurements. Remember, you need to carry out each
measurement each day.

C. Intervention: In addition to taking measurements, you will implement an intervention. Some
examples might be: an exercise regimen or no TV after 10 (and perhaps you sleep better), or time
to relax to reduce stress. Or a change in diet. Or quality time with kids. Or time set aside to
contemplate. Or a behavior mod points system to reward a positive behavior.
You will probably want to begin this intervention half-way through your two-week period of
measurements. That way, half of your measurements will come before and half will come after.

Now, it may be that rather than implementing your intervention mid-way through the
measurement period, you might think that it makes more sense to “stagger” your intervention, in
other words to, say: not intervene on day 1, intervene on day 2, not intervene on day 3, intervene
on day 4, not intervene on day 5, and …. so on. For instance, you could: not meditate, meditate,
not meditate, meditate, and … so on.

At the end of the two week measurement/study period you will:

1. Hand in your measurements to the instructor – the logs may be hand-written; the other
measurements should be printed and well organized. Be sure to calculate a multi-item
scale score for each day. Recommendation: having all measurements for a given day
should be made on a single piece of paper is a straightforward way to proceed.

2. Using Excel or a similar program, create a line graph that traces the key dependent
variable in your study (your most important quantitative measurement) across time. Find
a way on the graph to indicate the day(s) on which you implemented your intervention.

3. Write a paragraph summarizing the patterns and trends that your line graph conveys.
Indicate from visual analysis whether you see relationship between your intervention and
trends/patterns on the graph. Do you think your intervention affected the dependent
variable that is graphed?

4. Write a paragraph addressing (from your subjective perspective) the reliability and
validity of some of your quantitative measures. Which were best from your point of
view? Or were all of them flawed? Did you find yourself tempted to fake measurements
to make yourself look good? Do you think the fact that your classmates and professors
will see your measurements affected your ratings on them? What about “reactivity”?
Did the fact of paying so much attention to the behaviors/issues in question have an effect
on either the actual behaviors/issues or on your perceptions of them? If so, were these
effects “good” or “bad’ ones?

5. Write a paragraph about your log. Was it helpful? Did you gain any insights into the
behavior/issue from the log. How could the log be more helpful? Finally, do your
writings and reflections in the log concur with your quantitative measures?

6. Write a brief paragraph (two or three sentences) addressing how your study could be
improved.

7. Reflect in a brief paragraph about whether you think measurements such as those that you
took (perhaps more refined) could be useful to: 1) a client and 2) a social worker working
with a client.

Report to the class about your project. You should summarize your project, highlight what was most
interesting (perhaps unexpected), and discuss whether think any of what you did has relevance for social
work practice.
ASSIGNMENT #6: Applied Research Project (14%)

Instructions: You will work in groups of two to complete the applied research project (ARP) assignments for this course. This assignment represents the first in a series of assignments that will step your through the a research project that will culminate at the end of the spring semester in the Social Work Research Methods II course.

ARP Assignment 6a:
Due at the end of class on November 05, 2011

Your first task for this project is develop a research topic statement which includes a title, thesis statement, research questions and hypothesis to be addressed with 5 (five) annotated references. This assignment is to be turned in at the end of class November 05, 2011. Use the questions provided in the Engel & Schutt text on pages 28 & 69, under the heading “Developing a Research Proposal” to assist you in developing your topic statement. Topic Statement Value: 10 points.

Selecting a Research Topic: Choose a topic that is relevant to the concerns of social work at your agency or one with which you are familiar and that can be addressed using a particular research technique, most likely survey research. All of the components addressed below need to be tightly linked to one another. For this first assignment, you will justify your proposed research, conduct a literature search on your topic and hand in the following:

1. Thesis Statement and Research Question (1-2 pages). Briefly describe the problem. Describe the purpose of your research and conclude with a clearly-stated research question.
2. Significance (1/2 page). This section provides the rationale and justification for the research. For example: Who cares about the answer? Is present opinion divided? How important is it to have an answer to this question? What are the implications for practice/policy of various possible answers?
3. Review of Relevant Literature (2 pages, double-spaced). You’re just beginning your literature review with this assignment. By the end of this semester you should have 10 articles, by the end of the year you should have between 25 to 30 articles supporting your paper.
4. Hypotheses. State the key hypotheses to be tested, indicating independent, dependent, and control variables.
5. A complete bibliography (minimum of five references) in APA style.

ARP Assignment 6b:
Due at the end of class December 03, 2011.

For this phase of the ARP assignment you will select a research methodology to use in your study, describe how it will be implemented and provide copies of the instruments that will be used in your study. Since you already developed a specific research hypothesis and identified the major concepts in your study earlier, the purpose of this phase is to determine how your concepts are to be operationalized, your primary data collection method and your sampling procedures. In addition, you will present your study instrument(s). For the purposes of this class and for use in the second semester, you need to propose a methodology that will incorporate the use of quantitative data. I am not ruling out the use of qualitative methods, but you must have some quantitative data also for use in the second semester of this course series. This assignment is to be turned in at the end of class December 03, 2011. Outline and Methods Value: 25 points.

This stage, therefore, builds on the previous one. When you submit your assignment, include your work for stage 1, as revised to incorporate suggested improvements, adding your work for assignment to it. Therefore in addition to your revised ARP Topic assignment, submit:

1. Conceptualization and Operationalization (1/2 page). Specify key concepts on which your study will focus and how you intend to operationalize them as variables. Discuss issues of reliability and validity of measurement of key variables. Please do not include anything about method here.
2. Research Design (1/2 to 1 page). Describe your research design and data collection method and indicate how it will be implemented or administered in your specific project.

3. Sample (1/2 to 1 page). Specify your sample in terms of how it will be selected (whether random or not); the type of nonprobability or probability sample you are going to use (consecutive, stratified random, etc.); what your sampling frame is, if you have one; the criteria for inclusion/exclusion; and the size of the sample. Justify each of these decisions.

4. Other Methodological Issues (1-2 pages). Indicate any additional concerns you have regarding methodological issues in your study, such as your response rate, sampling bias, respondent bias, dependent variables, and potential administrative problems.

5. Human Subjects Issues (1 page). What level of IRB review is required and why (check BMC IRB Policies and Procedures). Indicate about how much time each respondent will devote to the research; how data will be collected and recorded (with or without identifiers); methods for preserving confidentiality and any limitations to confidentiality; any benefits that will accrue to participants, including payment arrangements; and any pre-existing relationship between you and the respondents, how this relationship might affect the respondents’ ability to participate voluntarily, and how you will handle this dilemma.

6. Study Instruments (minimum of 15 questions). Provide an instrument(s) to be used in your study. Also include instructions to respondents or recorders. Give thought to the physical appearance of the instrument to maximize accuracy and ease in administration. Be sure questions and items are worded in ways to minimize bias and maximize validity and reliability. Be sure to review relevant chapters in Engel and Schutt and your class notes in preparing the instrument.

7. A complete bibliography (minimum of 10 references) in APA style, you are limited to the use of 2 web sites for references.

MID-Term Exam:

An in-class examination (exam one) will be given on November 5, 2011. The exam will include readings from Sessions One and Two [i.e., Chapters 1-5 in Engel & Schutt text; pages 12 – 15 of the Rubin text and the Chapters 4 & 5 from Rubin & Babbie pdf document on the course website]. Mid-Term Examination: 75 Points

NOTICE: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy
Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy.

Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty
Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
- assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement
The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies
Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Copyright
Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Marguerite S. Keesee, Ph.D.

Education

- Doctor of Philosophy, Sociology, University of Oklahoma
- Masters of Arts, Sociology, University of Oklahoma
- Bachelors of Arts, Sociology with minor in Social Work, University of Oklahoma

Current Positions

- Research Associate, Center for Spatial Analysis
- Adjunct Faculty, Geoinformatics Program
- Adjunct Faculty, College of Liberal Studies
- Advanced Programs Faculty since 2009

Frequently Taught Advanced Programs Courses

- Social Problems
- Deviance and Social Control
- Juvenile Delinquency
- Research Methods
- Introductory Statistics and Spatial Analysis

Major Areas of Teaching and Research Interest

- Deviance, Crime and Delinquency
- Spatial Dimensions of Public Safety
- Social problems
- Demography
- Intimate Partner and Family Violence
- High Risk Health Behaviors with focus on HIV/STD
- Alcohol, Drugs and Society
- Health and Educational Disparities and Prevention
- Research Methods and Program Evaluation
- Risk and Crisis prevention, mitigation, response and recovery
- Community-Based Participatory Research

Representative Publications and Presentations

- 1 book, 1 book chapter, 5 journal articles and numerous governmental research/evaluation reports.

Representative Honors and Awards Received

- Awarded a Certificate of Recognition for Quality Service and Continuous Improvement to OMS and DHS.
- Awarded a Certificate of Appreciation for Outstanding Service in Oklahoma’s Block Grant Reform Process.

Major Professional Affiliations

- American Evaluation Association
- American Society of Criminology
- SCAUG