

**NORFOLK STATE UNIVERSITY  
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**

<b>Semester and Year</b>	Fall 2018
<b>Course Number, Title, Credit Hours</b>	SWK 697-01 (79274) Research Methods
<b>Class Meetings:</b>	Monday 9:00am-12:00pm, BMH Room 312
<b>Instructor Name:</b>	Dr. Sharon T Alston, Assistant Professor
<b>Department:</b>	The Ethelyn R. Strong School of Social Work
<b>Office Location:</b>	Brown Memorial Hall, Rm. 335-07
<b>Office Hours:</b>	<b>Monday and Wed</b> 2pm-5:30pm and By Appointment
<b>Telephone Number:</b>	Office: 757-823-2328 /School of Social Work Ph: 757-823-8122
<b>E-mail Address:</b>	stalston@nsu.edu

**I. Course Description, Prerequisites and Co-Requisites**

This course emphasizes the place of research in theory development in social work. It includes understanding of the philosophy of science, research design, logic and data analysis and statistical procedures as related to knowledge building. Practical aspects of conducting research, questionnaire construction, and content analysis are covered. This course also examines the contributions and limitations of both qualitative and quantitative methodologies This is a BLACKBOARD enhanced course.

**Prerequisites and Co-Requisites** Completion of Statistics course

**Course Rationale**

This course will review the foundation and theory underlying statistical methods and basic statistical analysis. The student will gain knowledge of statistical procedures, computer technology, and qualitative and quantitative designs for dissertation research

**II. Course Goals and Intended Learning Outcomes**

This is the first in the series of four doctoral research courses (swk813, swk816, swk819, swk821) required for PhD candidacy. The purpose of this course is to instruct doctoral students in the methods of social work data analysis that build upon and extend the knowledge they acquired in earlier courses. The course will examine:

- Basic concepts in research methodology and data analysis
- Different types of research designs
- Data and sampling
- Literature review and meta-analysis
- Statistical models in reporting research data in written form

**III. Course Materials**

**Rubin, A., & Babbie, E. R. (2014/2017). *Research Methods for Social Work: 9<sup>th</sup> edition*. Boston, MA: Cengage Learning.**

**IV. Primary methods of Instruction**

Class lectures and discussions, Workshops, field visits and audio-visual material.

- V. **COURSE SCHEDULE** (The schedule is subject to change at the discretion of the instructor or depending upon the progress of the class). However, there will not be any major changes to the structure of the course or assignments.

**Course Outlines**

<b>Week</b>	<b>Course Activity</b>
1 Date: August 23,2018	Course Orientation Course description, course objectives, course assignments, Research Design: Quantitative method, Qualitative method, Mixed method. Required reading: Creswell Chapter 1. Assignment: Discussion board
2 Date: August 30, 2018	Literature review Steps in conducting literature review; Use computerized database Required reading: Creswell Chapter 2. Assignment: Discussion board
3 Date: Sept 6, 2018	The use of theory Definition of a theory; Forms of theories Required reading: Creswell Chapter 3. Assignment: Quiz #1
4 Date: Sept 13, 2018	Ethical considerations: Principles, methods of protecting human subjects, and IRB Required reading: Creswell Chapter 4. Assignment: Quiz #2
5 Date: Sept 20, 2018	Purpose statement, the purpose of study Required reading: Creswell Chapter 6. Assignment: Quiz #3
6 Date: Sept 27, 2018	No lecture this week. Required reading: Creswell Chapter 4. Assignment: Midterm Exam
7 Date: October 4, 2018	Unit of analysis, types of variables Required reading: Creswell Chapter 8. Assignment: Discussion board
8 Date: October 11, 2018	Population, sample, and sampling Probability sampling, non-probability sampling Required reading: Creswell Chapter 8. Assignment: Discussion board
9 Date: October 18, 2018	SPSS software introduction, SPSS data entry; Survey design, questionnaires, and types of survey questions Required reading: Creswell Chapter 8.

	Assignment: Discussion board
10 Date: October 25, 2018	Central tendency, frequency table Required reading: Creswell Chapter 8. Assignment: Lab assignment #1
11 Date: Nov. 1, 2018	Dispersion, variance, and standard deviation Required reading: Creswell Chapter 8. Assignment: Lab assignment #2
12 Date: Nov. 8, 2018	Instrument, reverse coding, and Likert-scale Required reading: Creswell Chapter 8. Assignment: Lab assignment #3
13 Date: Nov. 15, 2018	Research questions and hypotheses in quantitative study Several types of quantitative research design: non-experimental design, observational study, quasi-experimental design, single-subject design. Required reading: Creswell Chapter 7 & 8. Assignment: Discussion Board
14 Thanksgiving	No Class.
15 Date: Nov. 29, 2018	(Last Class of Fall Semester 2018) Consolidation of this class Several types of quantitative research design: non-experimental design, observational study, quasi-experimental design, single-subject design (Continued). Required reading: Creswell Chapter 8 Assignment: Final paper due next week
16	No class. Signature Assignment - Final paper due: Thursday, December 6, 2018 (Blackboard)

## VI. Related University-Wide and Course Specific Requirements

**Writing-** Students will be required to submit written assignments according to the APA format and to demonstrate graduate level writing capabilities.

**Information Technology Literacy-** This is a web-enhanced course. Students will utilize Blackboard technology, including Discussion Board, Grade Book, and Blackboard Collaborate Ultra.

**Quantitative Reasoning-** Student will integrate evidence-based research, including application of quantitative and qualitative research findings.

**Scientific Reasoning-** Students will be expected to predict through research logical consequences of observed phenomena and evaluate how clients can best be served.

**Oral Communication-** Students will be required to participate in oral presentations and to hone professional speaking skills

**Critical Thinking-** Students will be required to integrate and to synthesize reading materials and class discussions and to demonstrate critical thinking in application of concepts.

**Professional Growth-** Students are encouraged to attend related conferences, workshops, forums, & seminars.

## **OTHER RELATED COMPETENCIES or REQUIREMENTS**

### **VII. Council on Social Work Education (CSWE) 2015 CORE COMPETENCIES**

#### **Competency 1:**

*Demonstrate Ethical and Professional Behavior.* Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

#### **Competency 2:**

*Engage Diversity and Difference in Practice.* Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which societal structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

#### **Competency 3:**

*Advance Human Rights and Social, Economic, and Environmental Justice.* Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

- engage in practices that advance social, economic, and environmental justice.

#### **Competency 4:**

*Engage in Practice-informed Research and Research-informed Practice.* Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers: • use practice experience and theory to inform scientific inquiry and research; • apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • use and translate research evidence to inform and improve practice, policy, and service delivery.

#### **Competency 5:**

*Engage in Policy Practice.* Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers: • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • assess how social welfare and economic policies impact the delivery of and access to social services; • apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

#### **Competency 6:**

*Engage with Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers: • apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

#### **Competency 7:**

*Assess Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

#### **Competency 8:**

*Intervene with Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals. (CSWE, 2015)

#### **Competency 9:**

*Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**This course will primarily address the following competencies: 1, 4 and 5**

### **VIII. ASSIGNMENTS-Evaluation and Assessment Methods**

#### **Assignment #1. Research Policy Paper (25%)**

Students will select an approved housing policy at the state, federal, local or agency level and in a 5-7 page paper provide an overview of the policy. (Some examples: HOPE VI, Housing First, Choice Neighborhood). **At minimum it should include the following and utilize 5-10 references and must be in APA format:**

- Name or title of the act or policy
- The area or issue it is intended to address
- Purpose of the act or policy
- The population most impacted (negatively and positively) by the of the act or policy

- Its impact on African Americans specifically
- Advantages and disadvantages of the policy
- Gaps in the policy if any
- Recommendations and implications for social work

### **Assignment #2. Final Research Proposal (35 %)**

The Signature Assignment is the Final. It is a 12-15 page research proposal. The Signature Assignment must be typed and follow APA format for references. Assignments should be written using Times New Roman, 12-point font, 1-inch margins, and 2.0 line spacing. Grades will be lowered for poor grammar and spelling. Students are expected to learn the APA citation style, the preferred citation style of the social work profession. Students may also use the online source, [www.apastyle.org](http://www.apastyle.org) that provides instructions on the APA style. Additional instructions will be provided

### **Assignment #3. Attendance of All Workshops (20%)**

There will be four workshops. Dates and topics are listed in the course outline. These Workshops are mandatory and there are no makeup sessions for them

### **Class Participation (20%)**

20% of your grade is class participation. In order for you to participate in the class discussion, you must be present. Please refer to the class participation rubric on black board under the course overview.

#### **X. Criteria for Grading**

	Points
Class Participation (to include Quizzes)	20
Policy Research Paper	25
Final Research Proposal	35
Participation in ALL workshops	20
<b><u>Total</u></b>	<b><u>100%</u></b>

<b>Grading Scale:</b>					
100-94.0 = A	93- 90.0 = A-	89 - 87.0 = B+	86 - 84.0 = B	83- 80.0 = B-	79 - 77.0= C+
76 -74.0= C	73-70.0 = C-	69-67.0= D+	66 -64.0= D	63 -60.0= D-	Below 60.0 = F

\* NOTE: A B-minus (80-83) is a failing grade for graduate students.

#### **XI. Academic Integrity Standards and Classroom Policies**

**1. The NSU Graduate School expects perfect attendance.** While unnecessary absences are discouraged, the instructor recognizes that, on occasion, students may have legitimate reasons for being absent from class. Each student has the responsibility to confer with the instructor regarding all absences or intended absences. Students with military reserve duty or other special needs are responsible for notifying the instructor of their special circumstances. University officials expect students to attend all classes.

***A note about absences:*** In addition to missing an entire class, two late arrivals of more than 15 minutes will equal 1 absence and two early departures of more than 15 minutes will equal one absence. Arriving 45 minutes to one hour or more late or leaving class for 45 minutes to one hour or more is equal to one absence. A student

may not miss more than 3 classes (excused or unexcused). **If you have more than three (3) absences, you cannot pass this course.**

2. ***Class participation/professionalism.*** Students are responsible for a collaborative learning process in which each student serves as a resource for the learning of others. This course is part of the practice course sequence and designed to help students develop, strengthen, and enhance their practice skills as clinical social workers. Practice classes are conducted and taught in an interactive mode. Therefore, it is necessary and required for students to participate verbally in class discussions and to interact with fellow students through role-playing, group discussions, and the analysis of interventions as they relate to individuals. Class participation will be evaluated on the basis of students' engagement in the learning process. This includes attendance and preparation for learning, involvement in class activities, contributions, Blackboard Forum discussions, Blackboard Collaborate Ultra participation, and/or role-playing. Students are asked to review and sign the **Participation/Professionalism Rubric as well as the NSU School of Social Work MSW Professional Classroom Standards document. Both of these documents will also be posted to Blackboard.**
3. ***Professional conduct and civility in the classroom.*** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for others' opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.
4. ***Electronics in Classroom.*** Cell phone use, including calls and texting, is not allowed during class time. Please turn off cell phones and put them away. If you are on-call for your employment, please notify the instructor and place your phone on vibrate. Tablets and computers should only be visible if they are being used to take notes for this class. If you are observed working on tasks unrelated to the course on your computer, you will be asked to put your computer away. If you continue to engage in non-class-related work in class, you will be asked to leave the classroom and marked as absent.
5. ***Classroom confidentiality.*** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted.
6. ***Class assignments are required.*** Students are responsible for completing the assignment according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted **after** the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted to BLACKBOARD Assignment Dropbox. Details of the APA style are in the *Publication Manual of the American Psychological Association*, 6th Edition.
7. ***Academic Integrity.*** All written work should reflect graduate level use of grammar, spelling and organization of material. Students whose work does not meet graduate level writing quality will be required to consult with the NSU Writing Center. In addition, papers are to be free of plagiarism. Plagiarism is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.
8. ***Blackboard.*** Blackboard is the official communication platform for the course. Students are responsible for assessing Blackboard for course material, course-related information and announcements, and email communication. First time Users to Blackboard, please use the following website for navigation instructions: <http://www.nsu.edu/elearning/firsttimeusers.html>



## **XII. University Statements**

### **Americans with Disabilities Act (ADA) Statement**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S.).

**Office of Accessibility Services/International Student Services (O.A.S.I.S.).**

#### **Contact Information:**

Coordinator, Accessibility Services (O.A.S.I.S.)

Location: James Bowser Building, Suite 121

Telephone: 757-823-2014

Fax: 757-823-2640

### **University Assessment Statement**

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from the University assessment activities will not be computed in student grades.

### **RUBRIC FOR WRITTEN SOCIAL WORK ASSIGNMENTS, PAPERS AND PROJECTS**

Trait being evaluated	4	3	2	1	0
Level of response to all questions and relevant ideas	Paper includes thoughtful complete responses to all questions and relevant ideas	Paper covers all questions and relevant ideas	Paper covers most questions and relevant ideas	Paper covers less than 70% of the questions and relevant ideas	Paper covers less than 50% of the questions and relevant ideas

Organization of paper	Demonstrates superior organization, is professionally presented, with headings, a title page and APA style.	Demonstrates good organization and presentation, with headings, a title page and some evidence of APA style.	Demonstrates adequate organization and some use of APA style.	Demonstrates limited organization	Demonstrates no organization .
Key facts	Includes a full list of the key points related to the topic or issue	Includes a good list of the key points related to the topic or issue	Includes an adequate list of the key points related to the topic or issue	Includes a limited list of the key points related to the topic or issue	Includes little or no listing of of the key points related to the topic or issue
Evidence of critical thinking	Includes a thoughtful, complete discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a good discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes an adequate discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to issue or topic	Includes a limited discussion and analysis of the most relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic	Includes very little discussion and analysis of the relevant evidence (e.g. research, practice, policy, and theory) related to the issue or topic
Implications, conclusions and future directions	Includes a full discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes a good discussion of conclusions and future directions (e.g. for policy practice and research) related to the issue or topic	Includes an adequate discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic	Includes a limited discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic includes a	Includes no discussion of conclusions and future directions (e.g. for policy, practice and research) related to the issue or topic
Writing quality	Demonstrates superior writing quality with almost no errors in grammar, spelling, and punctuation. Paragraphs or bullet points and sentences are well developed and clear.	Demonstrates good writing quality with few errors in grammar, spelling, and punctuation. Paragraphs, or bullet points, and sentences are well developed.	Demonstrates adequate writing quality with no more than a few problems with grammar, spelling, and punctuation. Some lack of clarity.	Demonstrates limited writing quality with many problems with grammar, spelling, and punctuation	Demonstrates poor writing quality

Students Name \_\_\_\_\_ Points \_\_\_\_\_ Grade \_\_\_\_\_

**NORFOLK STATE UNIVERSITY**

**THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK**

**RESEARCH METHODS II**

**SPRING, 2018 SWK 698-01**

**CLASS MEETINGS:** Tuesday 6:30 pm – 9:30 pm  
Nursing and General Education Classroom Building Room 207

**INSTRUCTOR NAME:** Sharon T Alston, Ph.D., M.S.W., Assistant Professor

**OFFICE LOCATION:** Brown Building Suite 335 Room 07

**OFFICE TELEPHONE:** 757-823-2838 **DEPARTMENT TELEPHONE:** 757-823-8122

**EMAIL:** stalston@nsu.edu

**OFFICE HOURS:** Monday 12:00 NOON – 4:00 PM  
Wednesday 4:00PM - 6:00 PM  
Other times by Appointment

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**Course Description**

This is an advanced research course, which focuses on research designs and analytical skills for the systematic evaluation of social work practice. It covers the social and ethical context of practice research, as well as a variety of methods for practice evaluation. The course also covers the utilization of quantitative and qualitative methods for data analysis.

**Prerequisite**

SWK 697 Research Methods I and computer literacy and Internet access are expected.

**Credit Hours**

Three (3) semester credit hours

**Course Rationale**

This course is designed to teach students to utilize research knowledge and skills to inform practice, to conduct practice-informed research, and to improve social work practice, policies and social service delivery. Students will learn quantitative and qualitative analytical skills which will enable them to utilize scientific research and available technologies to evaluate practice effectiveness, social programs and policies. It is expected that this course will enable students to evaluate their own practice and utilize research findings to achieve effective outcomes in a variety of practice settings.

## Learning Objectives

### Knowledge Objectives

To teach students analytical skills to evaluate professional social work practice, social policies and programs and to improve practice

Outcomes: Upon completion of this course, students are expected to be able to:

1. Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.
2. Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.
3. Demonstrate an understanding of the use of descriptive and inferential statistics in practice evaluation and evaluative research.

### Value Objective

To educate students in the ethical conduct of scientific research that is compatible with social work purposes, values, and ethics; and that promotes social and economic justice goals, and improves practice, social programs, services, and policies.

Outcomes: Upon completion of this course, students are expected to observe and respect:

1. An individual's worth and dignity when conducting practice and evaluative research
2. An individuals' right to exercise democratic self-determination
3. Obtaining voluntary consent and preserving confidentiality for individuals participating as human subjects in scientific research studies
4. Maintaining scientific objectivity in the design and implementation, and the interpretation and application of findings in practice and evaluative research
5. Systems and interdependent sub-systems when conducting an evaluation
6. Diverse information sources and styles when considering how to conduct an evaluative inquiry

Skill Objectives To teach students qualitative and quantitative analytical skills which will enable them to engage in research informed practice, to conduct practice-informed research, and to evaluate social work practice, social policies and social programs and services.

Outcomes: Upon completion of this course, students are expected to be able:

1. Conduct a practice evaluation, needs assessment, and program evaluation
2. Utilize appropriate research designs to specify and evaluate interventions designed to achieve client goals
3. Evaluate program outcomes and practice effectiveness
4. Conduct practice evaluations at multiple ecological-systems levels (macro, mezzo, and micro)
5. Utilize practice knowledge to inform scientific inquiry
6. Utilize evaluative data to identify relevant program or practice problems and to recommend relevant and feasible changes in a practice or program
7. Identify, access, and make appropriate use of practice-relevant literature to enhance practice
8. Critique the methodology of evaluation research reported in the literature
9. Write clear, concise, and accurate summaries of evaluative research reported in the literature

### **Course Organization**

The basic methods of classroom instruction will be assigned readings from texts, lectures, class discussion, experiential learning and written assignments. Class discussions reinforce the overall perspective that social work practice and program evaluations are essential components of self-critical, accountable, and autonomous social work practice.

The purpose of these assignments is to provide an opportunity for students to demonstrate their knowledge and to practice evaluative research methods and techniques. A proposal of how the student would evaluate a social work program is the major final assignment.

### **Evaluative Criteria (subject to change)**

The course material will be weighted for grading as follows:

<u>Assignments</u>	<u>% Grade</u>
Midterm exam	30
Research Symposium	30
<u>Signature Assignment</u>	<u>40</u>
TOTAL	100%

Students are required to complete all assignments on time. NO LATE Assignments will be accepted. In the event an extension is provided, the paper will receive ½ of the total points earned except in cases where documentation of an emergency is provided. Students are expected to attend class on time. Coming to class more than 30 minutes late will OR leaving class more than one hour before the class is scheduled to end will be considered an absence. Tardiness and absences will negatively affect the grade for group discussion/participation.

**Academic dishonesty will result in an automatic F grade for the course and the student will be subject to dismissal from the graduate program**

**A minimum acceptable grade is B (80).** Grades will be assigned according to the following scale:

100-95	A	94-90	A-	89-85	B+	84-80	B
79-75	B-	74-70	C+	69-65	C	< 64	F

### **Required Text**

Brun, C.F. (2005). *A Practical Guide to Social Service Evaluation (2 ed.)* Chicago, IL: Lyceum Press.

Rubin, A. & Babbie, E. R. (2013). *Research Methods for Social Work (9th ed.)*. Brooks/Cole Empowerment Series. Boston, MA: Cengage Learning.

**Course Outline (this outline is subject to change)**

<b>WEEK</b>	<b>TOPIC</b>	<b>ASSIGNMENTS/READINGS DUE</b>
#1 1/9/18	Overview of course, expectations, & deadlines How is program evaluation defined?	Syllabus Brun, C. F. Purpose of evaluation. In <i>A Practical Guide to Evaluation (2<sup>nd</sup> ed)</i> . Ch. 1.
#2 1/16/18	The role of social work in program evaluation Major Principles of Practice Evaluation	Brun, C. F. Purpose of evaluation. In <i>A Practical Guide to Evaluation (2<sup>nd</sup> ed)</i> . Ch. 1.
#3 1/23/18	Client Problem/Need Assessment Feasibility Study	Brun. <i>op cit</i> Scope of evaluation. Ch. 2
#4 1/30/18	Monitoring and Feedback; Outcome Assessment	Brun. <i>op cit</i> Scope of evaluation. Ch. 2
#5 2/6/18	SCREAM model of choosing decision-making questions Ethical guidelines Value-Driven Evaluation Decisions	Brun <i>op cit</i> . SCREAM Ch. 3 Ethical guidelines for evaluations Ch. 4
#6 2/13/18	Negotiating with stakeholders	Brun <i>op cit</i> . Politics of evaluation Ch. 5.
2/20/18	Developing an evaluation based on logic model	Brun. <i>op cit</i> . Developing a logic model. Ch. 6.
#8 2/27/18	<b>MIDTERM</b>	<b>MIDTERM</b>
#9 3/6/18	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>
#10 3/13-12/18	Developing an evaluation based on logic cont'd Theory driven models through literature reviews	Brun. <i>op cit</i> . Developing a logic model. Ch. 6. cont'd conducting literature reviews Chapt 7
#11 3/20/18	Social Work Month Research Symposium	Social Work Month Research Symposium
#12 3/27/18	Setting up a Data-Driven Evaluation Model Logic models, Objectivity, Relevance, Clarity, Replication	Brun. <i>op cit</i> Research Methods. Ch. 8
#13 4/3/18	Data-Driven Evaluation Decisions <b>DRAFT SIGNATURE ASSIGNMENT DUE (10% OF YOUR FINAL SIGNATURE PAPER)</b>	Brun. <i>op cit</i> Research Methods. Ch. 8 cont'd <b>DRAFT SIGNATURE ASSIGNMENT DUE (10% OF YOUR FINAL SIGNATURE PAPER)</b>

#14 4/10/18	Qualitative/Descriptive Analysis Single Subject design Content Analysis Ethnographic Study	Brun <i>op cit.</i> Qualitative Research Designs. Ch 9 Ch. 8 & 9 in R&B
#15 4/17/18	Quantitative/Descriptive Analysis Data Reduction Techniques Measures of Central Tendency and Dispersion Normal Distributions	Brun <i>op cit.</i> Quantitative research designs: explanatory questions. Ch. 10 Ch. 8, 11, & 13 in R&B
#16 4/24/18	Outcome evaluations Data gathering, Data Processing & analysis	Brun <i>op cit.</i> Mixed-Methods Research Designs: Descriptive evaluations. Ch. 11
#17 4/27/18	Documenting evaluation decisions <b>SIGNATURE ASSIGNMENT DUE</b>	Brun <i>op cit</i> Ongoing evaluation reports. Ch. 12 <b>SIGNATURE ASSIGNMENT DUE</b>
#18 5/4/18	<b>TBD</b>	<b>TBD</b>

## ASSIGNMENTS

### Midterm Exam

This exam will cover class material from week 1-6. The exam format will be True/False, multiple choice and/or short essay questions.

### Research Symposium

As a class you all will plan, organize and execute a research symposium with the goal of educating students of the importance of research and its relationships to practice. You have the autonomy in planning and deciding the order, objective and speakers etc. However, I will be available for consultation and guidance.

### **DRAFT SIGNATURE ASSIGNMENT DUE**

This is **NOT** optional assignment; it constitutes 10% of your final signature paper.

### Signature Assignment

Write a 10-12 page paper showing how you would evaluate a program. Choose one of the models and describe it in detail and explain how you will use it to set up your evaluation (More detail will be forthcoming).



Competency	Practice Behaviors	Assessment of competency
6 Engage in research-informed practice and practice-informed research	<p>1. Use practice experience to inform scientific inquiry. Use research evidence to inform practice</p> <p>2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research finding</p> <p>3. use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	Applying the research process, students will write a 10-page paper explaining, in detail, how you would evaluate a social work program/intervention.
2.1.2 Engage in ethical conduct and decision-making	Make ethical decisions by applying standards of the National Association of Social Workers' (NASW) Code of Ethics	In your description of how you would evaluate a program, include a section showing how you would recruit, treat, and evaluate clients in an ethical way. In your description of how you would carry out your evaluation describe how NASW's Code of Ethics applies to your use of your findings in social work practice.

<p>7 Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>1.collect and organize data, and apply critical thinking to interpret information from clients and constituencies;</p> <p>2.apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;</p> <p>3. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and</p> <p>4.select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>Students will administer a satisfaction survey of the research symposium and analyze data using the Statistical package for the social sciences (SPSS)</p> <p>Students will demonstrate their understanding of human behavior theories by applying the appropriate theoretical framework within their research paper</p> <p>Demonstrated by the inclusion of stakeholders in their recommendations for program improvement section of their research paper</p> <p>Demonstrated by the inclusion of clients' feedback about intervention strategies in their recommendations for program improvement section of their research paper</p>
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**NSU Blackboard**

Students will be able to access datasets and assignments from the Blackboard system.

**Student Responsibility**

Students are expected to be able to keep up with SPSS Lab discussions, SPSS Lab assignments (if any), exams, and all readings.

**I. AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, and you need accommodations in the classroom, please contact the Office of Accessibility Services/International Student Services (O.A.S.I.S).**Location:** Student Service Center-Suite 110, The Assistive Technology Laboratory is in the Lyman Beecher Brooks Library-Suite 1023

## **The O.A.S.I.S. Team:**

Beverly Boone Harris, Director of O.A.S.I.S. /Assistive Technology Lab

Janet L. Timberlake, Administrative Assistant for O.A.S.I.S

Audrey M. Wells, Coordinator of O.A.S.I.S.

Walter N. Murphy, Coordinator of Accessibility Services/Assistive Technology Lab (AT Lab)

Contact Person: Mrs. Janet L. Timberlake, Administrative Assistant for O.A.S.I.S  
Location: Student Services Center, Suite 110  
Telephone: 757-823-8325  
E-mail: [jltimberlake@nsu.edu](mailto:jltimberlake@nsu.edu)

### **II. UNIVERSITY ASSESSMENT STATEMENT**

As part of NSU's commitment to provide the environment and resources needed for success, students may be required to participate in a number of university-wide assessment activities. The activities may include tests, surveys, focus groups and interviews, and portfolio reviews. The primary purpose of the assessment activities is to determine the extent to which the university's programs and services maintain a high level of quality and meet the needs of students. Students will not be identified in the analysis of results. Unless indicated otherwise by the instructor, results from University assessment activities will not be computed in student grades

#### **\*\*\*\*\*Instruction during Inclement Weather and/or University Closing\*\*\*\*\***

To ensure that all classes meet the required number of instructional contact hours, the method of offering continuous instruction in the event of class cancellation or University closure due to inclement weather is to provide course content, assignments and activities *via* Blackboard as the course management system and the virtual classroom.

**NORFOLK STATE UNIVERSITY  
THE ETHELYN R. STRONG SCHOOL OF SOCIAL WORK  
SPRING 2017**

**SWK 773: APPLIED SOCIAL WORK SKILLS WITH GROUPS**

**CLASS MEETINGS:** Monday 9:00 am – 12:00 NOON  
Nursing and General Education Classroom Building Room #206

**INSTRUCTOR NAME:** Sharon T Alston, Ph.D., M.S.W., Assistant Professor

**OFFICE LOCATION:** Brown Building Suite 335 Room 07

**OFFICE TELEPHONE:** 757-823-2838 **DEPARTMENT TELEPHONE:** 757-823-8122

**EMAIL:** [stalston@nsu.edu](mailto:stalston@nsu.edu)

**OFFICE HOURS:** Monday 12:00 NOON – 4:00 PM  
Tuesday 4:00- 6:00 PM  
Other times by Appointment

In addition to posted office hours, students may email to request an appointment outside of office hours.

**DESCRIPTION OF COURSE**

This course builds on the knowledge, values and skills presented in SWK 772, Social Work with Groups. Applied Social Work Skills with Groups is designed to focus on the differential ability to conceptualize, assess and synthesize the application of several theoretical frameworks to clinical social work group practice with special attention to populations at risk. SWK 773 will emphasize clinical group work skills and specialized knowledge of different types of group. The course will utilize lecture, video, presentations, experiential exercises, class discussion and role play and simulation as the methods of learning.

**PREREQUISITES**

SWK 772

**CREDIT HOURS**

Three

**COURSE RATIONALE**

This course is designed to meet the standards of an advanced clinical methods elective as required by the clinical concentration of the MSW curriculum of the School of Social Work.

## **COURSE GOALS AND STUDENT LEARNING OUTCOMES**

Goal: The primary goal of this course is to prepare students to develop and conduct treatment groups using a differential approach with populations at risk.

Learning Outcomes:

Upon completion of this course, students will:

1. Know various theoretical frameworks of clinical group work practice as evidenced by papers, clinical group simulation and presentations with a minimum competency rating of 82. EPAS Core Competency 2.1.2, 2.1.10
2. Assess self awareness of their group leadership styles and know the strengths and weaknesses of their practice leadership functions as measured by the assigned self analysis paper with a minimum competency rating of 82. EPAS Core Competency 2.1.1
3. Describe effective social work group leadership models and skills from contemporary literature, measured by the group leadership paper with a minimum rating of 82. EPAS 2.1.9, 2.1.10
4. Identify common problems that develop in clinical group practice and utilize best practice methods and evidence based research to address these problems to enhance individual and group growth. This is measured by papers, presentations and student performance in group simulation with a minimum competency of 82. EPAS Core Competency 2.1.6. 2.1.10
5. Utilize group leadership functions and skills differentially with a variety of populations across the lifespan as measured in paper, presentation and simulation. PEAS Core Competency 2.1.3, 2.1.4, 2.1.10
6. Differentially implement interventions based on knowledge of model, population and purpose of the group as evidenced in presentations and leadership in group's simulation. 2.1.10
7. Describe impact of multicultural factors on the group process and selectively choose and utilize group work practice interventions that are congruent with the values of the population served as evidence by populations at risk presentation. 2.1.4

## **COURSE MATERIALS: REQUIRED TEXT AND SUPPLEMENTARY RESOURCES**

**Required Text** Grief, G. & Knight, C. (2017). *Group Work with Population at Risk* (4<sup>th</sup> Edition). New York: Oxford University Press.

Furman, R., Bender, K. & Rowan, D. (2014). *An Experiential Approach to Group Work*. (2<sup>nd</sup> Edition). Chicago: Lyceum Books, Inc.

Web Site: [iaswg.org](http://iaswg.org) International Association for Social Work with Groups

### **Supplemental Texts:**

Gazda, G, Ginter, E & Horne, A. (2001) *Group Counseling and group psychotherapy*  
Boston, MA: Allyn and Bacon

Yalom, I. (2003). *The theory and practice of group psychotherapy*, New York: NY: Basic Books.

**PRIMARY METHODS OF INSTRUCTION**

Lectures, Class Discussion, Video Demonstrations, Small Group Exercises and Group Simulation Activities.

**COURSE OUTLINE\*****Week 1 Overview**

Course Requirements and Outcomes  
 Social Work Group Models  
 Review TACIT/Process model  
 Group Dynamics  
 Stages of Group Development

**Week 2 Martin Luther King Jr. Holiday (No Class)****Week 3 Group Leadership/Ethical Issues & Diversity in Group Work Practice**

Ethical Issues in Group Work  
 Research on effective group leadership styles  
 Clinical Group Leadership Skills and functions  
 In class activity on group leadership styles  
 Diversity Impact on Group Process

**Week 4 Narrative Group Work Model & Experiential Practice/ Group Development**

Key components of the theory  
 Group work skills unitized in this model  
 In class activity  
 Social Work Month Activity Preparation  
 Purpose of activity, flyer, logistics, evaluation tool

**2/5 Week 5 Group Psychotherapy &****Cognitive-Behavioral Therapy Groups**

Yalom Model – Overview; Practice Principles, Therapeutic Factors of this model

Yalom Video – Outpatient Group, Interview with Yalom

Inpatient Group

Cognitive restructuring in a group setting

**2/12 Week 6- 15 Group Work with Populations at Risk**

Students will choose a population at risk and design a treatment group listing the differential model and skills required based on the specialized needs of the population.

**2/19 Week 6 Health****2/26 Week 7 Mental Health****2/5- 9 Week 8 Spring Break (No Class)**

3/12	Week 9	Research Day Independent study day
3/19	Week 10	Substance Abuse and Adjusting to Change
3/26	Week 11	Violence, Victims and Perpetrators
4/02	Week 12	LGBT (Lesbian, Gay, Bisexual, Transgender)
4/09	Week 13	School and Workplace
4/16	Week 14	Community and Other Special Populations
4/23	Week 15	Other Special Populations Reviews, Termination, Evaluation <b>Assignment #23 April Due : - Final Paper</b>

*\*This Course Outline schedule is subject to change at the discretion of the instructor and/or depending on the progress of the class.*

### **COURSE REQUIREMENTS**

As a graduate course this class assumes mastery of the university wide undergraduate core competencies. Students are expected to be prepared for the topics of each class and to participate in class discussion and analysis. Students are expected to participate in all classroom group activities.

Request for special considerations must be submitted to the instructor in writing. Students are responsible for initiating such requests. Please read the ADA statement in this syllabus. All students must meet basic course requirements including class attendance.

### **EVALUATION METHODS:**

This course will evaluate and assess student achievement by their work in their presentations, analytical and research papers, performance in the group leadership skills demonstrated in treatment group simulation and classroom participation. All assignments are graded on a one hundred point scale. All papers must be submitted using APA format.

### **Grading**

100 – 94      A 93 – 90      A-89 – 86      B+85 – 82      B 81 – 80      B-

A grade below a B is considered a failing grade for graduate social work students.

1. Extra Credit will not be given in this course.
2. Late assignments will be penalized 50 points.
3. No assignment will be accepted after the last day of class.
4. In accordance with University policy, incompletes are only granted to students in good standing who for compelling reasons are unable to complete one assignment by the end of the semester. A request for an incomplete must be in writing for this course. The group simulation exercise must be completed during class.

**Participation 10%****Assignment #1 15%**

Each student will demonstrate an activity that is appropriate for any stage of group (beginning, middle, end) the activity is 10 minutes. You must provide the name, purpose and goal of the activity. Be sure to state the stage of the group.

**Assignment#2 20%**

To assess your current knowledge and understanding of group work, please prepare a 4-5-page paper on group facilitator's self-assessment (of yourself). The paper should address Yalom's therapeutic factors (Instillation of hope, Universality, Imparting information, Altruism, Corrective recapitulation of primary family group, Development of socializing techniques, and Imitative behavior), and the following points:

1. List and describe the four functions of the group facilitator (Providing, Processing, Catalyzing, & Directing).
2. Discuss which of the four group facilitators' functions are your strongest (at least one). (Describe how this is an area of strength).
3. Discuss which of the four group facilitators' functions are your weakest (at least one). (Discuss what you need to do to strengthen the weakness).
4. Discuss which populations you think you would like to conduct groups with the most.
5. Discuss which populations you think you would least like to conduct groups.
6. Discuss what you like the most about group work.
7. Discuss what you least like about group work.

**ASSIGNMENT #3-4 total 55%****POPULATION AT RISK ASSIGNMENT (Three parts).**

**See separate document for specific details related to each of the Parts (I-III).**

Choose one population at risk as defined by the textbook.

**25% Part I:** The student will be responsible to give a presentation on group work with that specific population (10-15 minutes). The power point presentation should include:

1. Identify major cultural/beliefs we need to understand when working with this population.
2. What are successful and recommended methods (any special considerations) of working with this population in a clinical group setting (Use at least three professional sources for this section).



3. Interview a social work practitioner who has conducted groups with the population at risk that you have selected and present his/her insight on group work with this population.
4. What theoretical framework would you choose to work with this group? Discuss the reasons for this decision.

**Part II:** Following the power point presentation, the student will lead a 10 minute simulated session of group work with the specific population at risk. Please make sure you have a rationale for any group activities utilized in the session.

**30% Part III:** •Students will develop a detailed and realistic proposal for a potential 8-week long group that addresses a problem with the selected group (e.g., in field practicum). Students should also identify 2 leadership styles would be most effective/ineffective and why. The written assignment should be 12-15 typed, double-spaced pages **PLUS 8 templates** for each activity. In-text citations and references must conform to the specification of the American Psychological Association (APA) Style Manual. The final paper collectively is worth 75% of the final grade. A description of this assignment is located under the assignment tab.

## **ACADEMIC INTEGRITY STANDARDS**

**Attendance** Students are expected to attend all classes for the entire class period. Students are expected to notify this instructor if you are unable to attend class. Excessive absences may result in a lower grade and possible failure. Please refer to the University’s catalogue and student handbook for additional information on absences.

**Tardiness** All students are expected to be on time and must notify the instructor if they are going to be late.

**Honor Code.** Academic honesty is required of all students, and is defined by the University to include, but not limited to, unauthorized collaboration or use of information during examinations, plagiarism, “or engaging in any conduct which is intended or reasonably likely to confer an unfair advantage or an unfair benefit respecting and academic matter”(Norfolk State University Catalogue and NSW Student Handbook).

**Class Conduct:** Students are expected to conduct themselves in a manner that sustains a positive learning environment and is respectful to both the instructor and fellow students. Cell phones must be turned off or on silence during the class period.

## **AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT**

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, we ask if you have a disability or think you have a disability, please contact O.A.S.I.S., the Office of Accessibility Services, upon registration at Norfolk State University to confidentially discuss any accommodation needs.

Norfolk State University ensures equal access to instruction through collaboration between students with disabilities, instructors, and O.A.S.I.S. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult [nsu.edu](http://nsu.edu). Should you have a disability, including unseen disabilities such as learning disabilities, psychological health injuries (such as PTSD), or cognitive disabilities (such as brain injuries), that requires reasonable accommodations, please contact:

**Disability Services Department**

**Location:** *Student Service Center, Suite 110*

**Contact Person:** *Audrey M. Wells – Coordinator, O.A.S.I.S. Office of Accessibility Services/International Student Services*

**Telephone:** *757-823-8325 / 757-823-2640 (fax)*

**Email:** [amwells@nsu.edu](mailto:amwells@nsu.edu)

**Web Site:** <https://www.nsu.edu/student-affairs/disability-services/index>

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**References**

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