



**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

**Faculty Information:** Faculty contact information and office hours can be found on the faculty profile page.

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**COURSE DESCRIPTION AND OUTCOMES**

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**Course Description:**

This course examines current research methods related to human services. Students are provided the opportunity to connect theoretical knowledge with practical application in the field, utilizing ethical practices and appropriate research design.

**Course Overview:**

Throughout this course, we will examine current research related to human services and provide you with the opportunity to evaluate theoretical subjects in the field from both a consumer and a creator perspective. We will be exploring research methods related to human services, which include qualitative, quantitative, and mixed-methods research.

**Course Learning Outcomes:**

1. Apply appropriate theories to problems and issues in the human services field.
2. Analyze ethical issues related to conducting and applying research within the human services field.
3. Evaluate the role of research in the human services field.
4. Propose and design a research study to address a problem or issue in human services.

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**PARTICIPATION & ATTENDANCE**

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Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

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## COURSE MATERIALS

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### Required:

Myers, L., Weinbach, R. W., & Yegdis, B. L. (2018). *Research methods for social workers* (8th ed.). UK: Pearson. eISBN-13: 9780134511276

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## COURSE SCHEDULE

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### Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and peer responses posted by Sunday at 11:59 p.m. MT. Late posts may not be awarded points.
- **Opening Exercises:** Take the Opening Exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The Opening Exercises will not affect your final grade.
- **Mastery Exercises:** Students may access and retake Mastery Exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.
- **Live Classroom:** Although participation is not required, Live Classroom sessions are held during [Week 2 and Weeks 5 or 6/Weeks 1, 3, 5, and 7]. There are [two/four] total sessions. (Note that your course may have NO live sessions. If not, remove this section and all Live Classroom sessions from the course schedule.)

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## WEEKLY READING AND ASSIGNMENT DETAILS

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### Module 1

#### Readings

- Chapters 3 & 4 in *Research Methods for Social Workers*
- Colorado State University – Global Campus (n.d.). *Refining your topic*.
- Mobley, J. A., & Davis, P. J. (2013). Doing research to learn (to do) research: DR2LR. *Vistas*, 1–10. Retrieved from [https://www.counseling.org/docs/default-source/vistas/doing-research-to-learn-\(to-do\)-research-dr2lr.pdf?sfvrsn=199ee8b0\\_10](https://www.counseling.org/docs/default-source/vistas/doing-research-to-learn-(to-do)-research-dr2lr.pdf?sfvrsn=199ee8b0_10)
- NASW. (2018). *Evidence-based practice*. Retrieved from <https://www.socialworkers.org/News/Research-Data/Social-Work-Policy-Research/Evidence-Based-Practice>
- Substance Abuse and Mental Health Services Administration. (2018). *Data, outcomes, and quality*. Retrieved from <https://www.samhsa.gov/samhsa-data-outcomes-quality>

#### Opening Exercise (0 points)

#### Discussion (25 points)

#### Live Classroom (0 points)

## Critical Thinking (65 points)

### Option #1 Research in Human Services

You have been contacted by the National Organization of Human Services to develop a research proposal for their 2019 conference. They are asking you to submit the following to them:

1. Area of research interest—write a paragraph describing your research interest(s) as a human service provider. Think ahead to the population that you are interested in working with. Let this be the focus of your research interest.
2. The research question(s) that you have developed to learn more about how to work with your population of interest.
3. 2-3 paragraphs outlining the importance of answering these questions for other human service providers.
4. Who would benefit from attending your conference session?
5. A biography of yourself including the organization that you work for, your educational background, and a statement describing your personal commitment and interest in furthering the field of knowledge in human services—why is this important to you?

Your writing should adhere to CSU-Global Guide to Writing and APA Requirements when including source citations and references.

### Option #2 Developing the Research Question

You are a social scientist who just watched the Nightline Special “One Nation, Overdosed.” You have decided that this is a serious problem that you want to do more research on.

In a 1-2-page paper, cover the following:

1. Find a research article published in the CSU-Global library on the topic covered in the video.
2. A 2-3 paragraph summary of the problem based on the video and the article that you found.
3. A paragraph describing your interest in understanding the problem more.
4. The research question that you would like to answer in the study that you will design, after watching the video.

Your writing should adhere to CSU-Global Guide to Writing and APA Requirements when including source citations and references.

### Mastery Exercise (10 points)

## Module 2

### Readings

- Chapter 1 in *Research Methods for Social Workers*
- Espelage, D. L. (2014). Ecological theory: Preventing youth bullying, aggression, and victimization. *Theory into Practice, 53*(4), 257–264. Retrieved from [https://www.researchgate.net/profile/Dorothy\\_Espelage/publication/271820264\\_Ecological\\_Theory\\_Preventing\\_Youth\\_Bullying\\_Aggression\\_and\\_Victimization/links/56489acf08aef646e6d1ef8e/Ecological-Theory-Preventing-Youth-Bullying-Aggression-and-Victimization.pdf](https://www.researchgate.net/profile/Dorothy_Espelage/publication/271820264_Ecological_Theory_Preventing_Youth_Bullying_Aggression_and_Victimization/links/56489acf08aef646e6d1ef8e/Ecological-Theory-Preventing-Youth-Bullying-Aggression-and-Victimization.pdf)

- Fiske, A., & O'Riley, A. A. (2016). Toward an understanding of late life suicidal behavior: the role of lifespan developmental theory. *Aging & Mental Health, 20*(2), 123–130.
- Montano, D. E., & Kasprzyk, D. (2015). Theory of reasoned action, theory of planned behavior, and the integrated behavioral model. *Health Behavior: Theory, Research and Practice, 95–124*. Retrieved from [https://www.researchgate.net/profile/Danuta\\_Kasprzyk/publication/288927435\\_Health\\_Behavior\\_and\\_Health\\_Education\\_Theory\\_Research\\_and\\_Practice/links/56eabb1008ae95fa33c851df.pdf](https://www.researchgate.net/profile/Danuta_Kasprzyk/publication/288927435_Health_Behavior_and_Health_Education_Theory_Research_and_Practice/links/56eabb1008ae95fa33c851df.pdf)
- Thompson, C. J. (2017). *How to use a theory to frame your research study*. Retrieved from <https://nursingeducationexpert.com/theory-frame-research/>
- USC. (2018). *Organizing your social sciences research paper: Theoretical framework*. Retrieved from <https://libguides.usc.edu/writingguide/theoreticalframework>

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Live Classroom (0 points)**

**Mastery Exercise (10 points)**

**Module 3**

**Readings**

- Chapters 5, 9, & 10 in *Research Methods for Social Workers*
- Sanders, C., Welfare, L. E., & Culver, S. (2017). Career counseling in middle schools: A study of school counselor self-efficacy. *Professional Counselor, 7*(3), 238-250.
- Tembo, C., Burns, S., & Kalembo, F. (2017). The association between levels of alcohol consumption and mental health problems and academic performance among young university students. *PLoS One, 12*(6), 1–13.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Live Classroom (0 points)**

**Critical Thinking (120 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

**Option #1: Quantitative Research – Proposal**

Watch the three mental health providers talk about their experiences working with individuals who have been victims of trauma. You are a researcher who has been hired by the National Organization that these and many other trauma counselors work for to learn more about trauma work.

Complete the Research Proposal template to propose a research study based on what you have learned from these three interviews. Answer the following questions:

- a. What is/are the research question(s) being examined the study?
- b. Who is the target population?
- c. What theory could be applied to this study and why?
- d. What measurement tools will you use to answer the questions proposed (research specific tools that you could use)?
- e. Describe the research design you will use?
- f. List three different ways that this research benefit other human service providers?

Your writing should adhere to CSU-Global Guide to Writing and APA Requirements when including source citations and references.

### **Option #2: Quantitative Research – Fact Sheet**

Locate an online report or poll that uses a quantitative study within Human Services and/or the social sciences. Examples of topics could be the impact of poverty on youth education, experiences of homeless women, or veterans' access to mental health services. Pick a topic within the field that interests you.

You will prepare a fact sheet that focuses on the article you select. Answer the following questions:

- a. What is/are the research question(s) being asked in the study?
- b. Who is the target population?
- c. What theory is being used to guide this study, if any?
- d. What measurement tools are being used; what specifics are given regarding the methodology?
- e. What did the results show or not show?
- f. How is this applicable to something within the Human Services field?

Your fact sheet should contain 1-2 pages of content. In addition, you must create your own image (chart or graph) that aligns with a portion of the content. The fact sheet does not require APA in-text citations, but a reference list should be included that provides all the citation information for the article. The reference sheet (not included in the page count) must adhere to the CSU-Global Guide to Writing and APA Requirements.

If you are not familiar with developing a fact sheet, please review the following information: Human Services Council Fact Sheet.

### **Mastery Exercise (10 points)**

## **Module 4**

### **Readings**

- Chapters 6, 8, & 11 in *Research Methods for Social Workers*
- Crowe, A., & Averett, P. (2015). Attitudes of mental health professionals toward mental illness: A deeper understanding. *Journal of Mental Health Counseling, 37*(1), 47-62.
- Keenan, E. K., Limone, C., & Sandoval, S. L. (2017). A “Just sense of well-being”: Social work’s unifying purpose in action. *Social Work, 62*(1), 19–28.
- Research Methodology. (2018). *Qualitative research*. Retrieved from <http://research-methodology.net/research-methods/qualitative-research/>

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Live Classroom (0 points)**

### **Critical Thinking (120 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **Option #1: Qualitative Research-Proposal**

Watch the interview between Dr. Smith and Tenay about her Mezza system. Dr. Smith has come to you, a student in the department of social work, to design a study to learn more about how Tenay's experiences are similar to other young women who have emigrated from Liberia.

Complete the Research Proposal template to propose a qualitative research study to understand this phenomenon more. Answer the following questions:

- a. What is/are the research question(s) being examined the study?
- b. What theory is guiding your research?
- c. Who is the target population?
- d. Describe the qualitative research design you will use?
- e. How can this research benefit other human service providers?

Your writing should adhere to CSU-Global Guide to Writing and APA Requirements when including source citations and references.

#### **Option #2: Qualitative Research: Infographic**

You have been asked to present at a national conference on the work of your Human Services research organization. Select a Human Services research organization to act as a guide this assignment, either in your own region or nationwide. Examples of types of organizations could be the *Homelessness Research Institute* (national) or *Research and Training Center on Community* (Minneapolis, MN).

Review the organization's website and any press releases related to recent research projects. Select one qualitative research project that is of interest to you.

Create an infographic that you will share with conference attendees that addresses the following elements:

- What is the organization and what is their mission? Why does this organization conduct research?
- What was the purpose of this particular study? What question was being asked/explored?
- Who was the target population that was sampled? How many participants were involved in this study?

- What qualitative methods did the researchers utilize? How were the responses compiled and analyzed?
- What were the major results? How does this information further the knowledge in the field?

The infographic does not require APA in-text citations, but a reference list should be included that provides citation information for the organization and the study. The reference sheet must conform to the CSU-Global Guide to Writing and APA Requirements.

If you are not familiar with creating an infographic, there are free programs available online. Please review the tutorials for these programs: Infogr.am and Piktochart.

### **Mastery Exercise (10 points)**

## **Module 5**

### **Readings**

- Chapters 7 & 13 in *Research Methods for Social Workers*
- Glass, S., Gajwani, R., & Turner-Halliday, F. (2016). Does quantitative research in child maltreatment tell the whole story? The need for mixed-methods approaches to explore the effects of maltreatment in infancy. *The Scientific World Journal*, 72(1), 184–195.
- Smith, D. B., & Day, N. E. (2015). Family development credential training impact on self-efficacy beliefs on human service workers. *Journal of Health and Human Services Administration*, 38(3), 317–349.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

### **Live Classroom (0 points)**

### **Mastery Exercise (10 points)**

## **Module 6**

### **Readings**

- Chapter 2 in *Research Methods for Social Workers*
- American Counseling Association. (2014). Code of ethics – Section G: Research and Publication, 15-17. Retrieved from <https://www.counseling.org/resources/aca-code-of-ethics.pdf>
- Hiriscau, I. E., Stingelin-giles, N., Stadler, C., Schmeck, K., & Reiter-theil, S. (2014). A right to confidentiality or a duty to disclose? Ethical guidance for conducting prevention research with children and adolescents. *European Child & Adolescent Psychiatry*, 23(6), 409–16.
- Hokke, S., Naomi, J. H., Quin, N., Bennetts, S. K., Win, H. Y., Nicholson, J. M., & Crawford, S. B. (2018). Ethical issues in using the internet to engage participants in family and child research: A scoping review. *PLoS One*, 13(9), 1–30.

### **Opening Exercise (0 points)**

### **Discussion (25 points)**

## Live Classroom (0 points)

### Critical Thinking (65 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### Option #1: Traditional Informed Consent

Developing a research study requires creating an informed consent document that all participants in the study must sign. Use any research study you've located thus far in the course that uses adults as participants. Use that study to create an accompanying informed consent document. Utilize one of the following templates to include all required information that is pertinent to study participants. Be sure that article information is listed, using correct APA formatting, somewhere on your document.

Informed Consent Template- Rochester

Informed Consent Template- Ohio

#### Option #2: Analysis of Research Violation

Locate an incident (reported by a news channel, newspaper, journal article, press release, etc.) in which an ethical breach occurred.

- Summarize the article identifying the specific ethical violation(s) that occurred.
- Reference the code(s) of ethics that applies.
- Describe what you think were the reasons that this ethical violation occurred.
- How could/should this violation have been avoided?
- If you were conducting the research what would you do differently?

Your paper must support your claims with at least two appropriate sources beyond the textbook and be formatted according to CSU-Global Guide to Writing and APA Requirements.

### Mastery Exercise (10 points)

## Module 7

### Readings

- Augsberger, A., Yeung, A., Dougher, M., & Hahm, H. C. (2015). Factors influencing the underutilization of mental health services among Asian American women with a history of depression and suicide. *BMC Health Services Research, 15*(1), 1–9.
- Dearing, T. C., McRoy, R., & Mulrean, T. (2018). Research in social, economic and environmental equity (RISE3). *Generations, 42*(2), 83–86.
- Goodman, J. R., Theis, R., & Shenkman, E. (2017). Communicating with underserved audiences. *International Journal of Pharmaceutical and Healthcare Marketing, 11*(2), 133–150.
- Sell, R. L. (2017). Challenges and solutions to collecting sexual orientation and gender identity data. *American Journal of Public Health, 107*(8), 1212–1214.

### Opening Exercise (0 points)



**Discussion (25 points)**

**Live Classroom (0 points)**

**Mastery Exercise (10 points)**

### **PORTFOLIO PROJECT REMINDER**

Be sure to review the Portfolio Project Description and Portfolio Project Rubric in the Module 8 folder for details.

## **Module 8**

### **Readings**

- Chapter 14 in *Research Methods for Social Workers*
- Goldsmith, S. (2014). *Big data gives a boost to health and human services*. Retrieved from <http://www.govtech.com/data/Big-Data-Gives-a-Boost-to-Health-and-Human-Services.html>
- Human Services Research Institute. (2015). *History*. Retrieved from <https://www.hsri.org/about>
- Wilberforce, M., Batten, E., Challis, D., Davies, L., Kelly, M. P., & Roberts, C. (2018). The patient experience in community mental health services for older people: A concept mapping approach to support the development of a new quality measure. *BMC Health Services Research, 18*(1), 1–11.

**Opening Exercise (0 points)**

**Discussion (25 points)**

**Live Classroom (0 points)**

**Mastery Exercise (10 points)**

**Portfolio Project (350 points)**

### **Option #1: Research Proposal**

Throughout this course, you have studied the importance of various Human Services theories, types of research methodologies, ethics related to conducting research, and how theories and research studies impact the Human Services field as a whole. As a student within a Human Services degree program, create a research proposal that you would submit to the Institutional Review Board as a prospective research study. In the proposal, please address the following:

- a. What is your topic and why does it interest you? What is your research question(s) for this study?
- b. What theoretical framework(s) as a guide in your research? If so, which one, and why is it important within the Human Services field?
- c. Who is your target participant group and how would you obtain access to this group?
- d. Would your study utilize quantitative, qualitative, or mixed methods? What specific approach would you use for data gathering (interview, established survey/measurement tool, meta-

- analysis, etc.) and why is this structure appropriate for this study? What would a possible drawback be to using this methodology?
- e. Identify the tools you would use in your study. Provide rationale for the use of this tool. If you are creating an interview for the study, include the interview questions and the rationale for each question.
  - f. Would you use a traditional format of data collection or would you use an online format? Provide rationale for this format.
  - g. What protections are you putting into place to protect your participants? What type of informed consent would you use?
  - h. How would your research results potentially impact current knowledge in the field and Human Services policies and/or services?

Your paper should be 6-8 pages in length, organized with headings and subheadings, include APA in text citations and a reference list and conform with CSU-Global Guide to Writing and APA Requirements.

### **Option #2: Literature Review of Research on Topic of Interest**

Throughout this course, you have studied the importance of various Human Services theories, types of research methodologies, ethics related to conducting research, and how theories and research studies impact the Human Services field as a whole. For this project, you are asked to identify a topic of interest related to the human services field. You can select a client demographic population of interest, a theory of practice, an intervention, or a problem commonly treated.

- a. Identify the research question that you have related to the topic of interest.
- b. Locate at minimum of 8 peer-reviewed research articles published in the last 5 years.
- c. For each article, provide the following: research question(s), participants, research methodology and data gathering technique, analysis of findings, critique of the research, and implications for the human service profession.
- d. Provide an overall summary for the research you reviewed. How does it answer your research question? In what ways does it not answer your research question? What new questions are you left with after reviewing the literature?
- e. Next steps. As a Human Service researcher what would you want to do with this new knowledge obtained?

Your paper should be 6-8 pages in length, organized with headings and subheadings, include APA in text citations and a reference list and conform with CSU-Global Guide to Writing and APA Requirements.

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**COURSE POLICIES**

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**Course Grading**

| <b>Grading Scale</b> |               |
|----------------------|---------------|
| A                    | 95.0 – 100    |
| A-                   | 90.0 – 94.9   |
| B+                   | 86.7 – 89.9   |
| B                    | 83.3 – 86.6   |
| B-                   | 80.0 – 83.2   |
| C+                   | 75.0 – 79.9   |
| C                    | 70.0 – 74.9   |
| D                    | 60.0 – 69.9   |
| F                    | 59.9 or below |

20% Discussion Participation  
0% Opening Exercises  
0% Live Classroom  
8% Mastery Exercises  
37% Critical Thinking Assignments  
35% Final Portfolio Project

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## IN-CLASSROOM POLICIES

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For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

### **Academic Integrity**

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /repurposing your own work (see CSU-Global Guide to Writing & APA for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and internet resources.

### **Citing Sources with APA Style**

All students are expected to follow the CSU-Global Guide to Writing & APA when citing in APA (based on the most recent APA style manual) for all assignments. A link to this guide should also be provided within most assignment descriptions in your course.

### **Disability Services Statement**

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email [ada@CSUGlobal.edu](mailto:ada@CSUGlobal.edu) for additional information to coordinate reasonable accommodations for students with documented disabilities.

### **Netiquette**

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.