Memorandum

To: Daryl Whitford, Registrar
From: Max L. Checketts, Vice President for Academics
Date: February 22, 2010
Subject: Curriculum Proposals

The following proposals were approved by the Academic Council:

- 09-47 SOCW 485 (John Reeves)
- 09-48 SOCW 487 (John Reeves)
- 09-49 SOCW 470 (John Reeves)
- 09-50 SOCW 467 (John Reeves)
- 09-51 SOCW 464 (John Reeves)

MLC:ill
Cc: John Bailey, Dean, College of Human Development
Chad Compton, Associate Academic Vice President for Instruction
Jonn Reeves, Department Chair, Social Work
Doug Bates, Chair, Curriculum Committee
# BYU Hawai'i Curriculum Proposal

## SECTION 3

### Approvals

<table>
<thead>
<tr>
<th>Name of Proposal:</th>
<th>Social Work Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted by:</td>
<td>John Reeves</td>
</tr>
<tr>
<td>Signature:</td>
<td>John Reeves</td>
</tr>
<tr>
<td>Date:</td>
<td>October 27, 2009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Date</th>
<th>Recommendation/Signature</th>
</tr>
</thead>
</table>
| 1. Approved by faculty in the department.  
  *(signed by Department Chair)*                                              | 10/26/09 | Signature: John Reeves |
|                                                                           |      | Type name: John Reeves    |
| 2. Approved by College or School  
  *(signed by all affected Deans)*                                          |      | Signature: John Bailey    |
|                                                                           |      | Type name: John Bailey    |
| 3. Reviewed by LAS when the proposal is for a new course (course outline  
  attached), new program, or when additional resources are requested.     |      | Signature: Douglas Bates  |
|                                                                           |      | Type name: Douglas Bates  |
| 4. Approved by General Education and Honors Committee (when appropriate)  
  *(signed by the GEH Committee Chair)*                                     |      | Signature: Beth Haynes    |
|                                                                           |      | Type name: Beth Haynes    |
| 5. Approved by CC  
  *(signed by CC chair)*                                                     |      | Signature: Douglas Bates  |
|                                                                           |      | Type name: Douglas Bates  |
| 6. Approved by APC  
  *(signed by Academic Vice President)*                                      |      | Signature: Max Checketts  |
|                                                                           |      | Type name: Max Checketts  |
| 7. For new programs—Approved by the President’s Council  
  *(signed by the President)*                                                |      | Signature: Steven Wheelwright |
|                                                                           |      | Type name: Steven Wheelwright |
BYU Hawai‘i Curriculum Proposal

SECTION 2

Catalog Updates (ONLY one course per sheet)

Note: New courses should be given course numbers that have not been used for three years. This rule also applies to the renumbering of courses.

Requested Effective Date (mm/dd/yy) or Semester: First Term 2010

NATURE OF THE CHANGE: Put an X before the appropriate selections below.

☐ New Course
   (attach course outline)
☐ New Course Number
   (specify old number below)
☐ Grading to/from P/np
☐ New Course Title
☐ Credit Hours
☐ Prerequisite
☐ New Course Description
☐ Class Fees
☐ Other - specify

DEPARTMENT: Social Work

COURSE NUMBER: Social Work 485

For a new course number only:

1. Old number: SOCW 486
2. Are the old and new courses equivalent for retakes and graduation requirements? Yes ☐ No ☐

CREDIT HOURS: 3 (Lecture: 3 + Lab: ) 0

FULL COURSE TITLE: Social Research Methods

ABBREVIATED TITLE (maximum of 16 characters): SOC Res Meth

COURSE DESCRIPTION (maximum of 25 words):
Students learn fundamentals of social research, including designs, ethics, proposals, sampling, analysis, and presentation of findings. Student will learn to use SPSS.

SEMESTER(S) OFFERED: ☒ Fall ☐ Winter ☒ Spring
☐ Summer ☐ First

YEARS OFFERED: ☒ Every Year ☐ Even Years

CLASS SIZE: ☒ Optimum 22 ☐ Minimum 12 ☐ Maximum 30

Effects on current and other majors and minors prerequisites and total credit hours:

Splitting SOCW 486, 4 credits into two 3 credit hour courses, one of which is SOCW 485 and the other is SOCW 487.

☐ IMPORTANT!!!
Please attach printouts of affected Online Catalog pages (www.byuh.edu/catalog) clearly indicating where changes described above should be made.
SOCW 485: Social Research Methods
Brigham Young University Hawaii: Course Syllabus

Class Times:

Classroom: MPC (SWJ) 101
Instructor: Kenneth E. Galea'i, Ph.D.
Office: MPC 201. Phone: 293-3591. Email: galeaik@byuh.edu
Office Hours: T/R 1-2pm or by appointment

Mission Statement
Brigham Young University Hawaii Social Work Department supports the overall mission of the University and The Church of Jesus Christ of Latter-day Saints by preparing culturally competent, effective, and ethical social work professionals committed to providing services to the poor and oppressed and promoting social justice; provides opportunities for students to take leadership roles in supporting and promoting the social work profession in Asia and the Pacific; and facilitates peace within individuals, families, communities, and nations.

I. Course Description/Purpose
This is one of two social research courses you will take en route to completing a bachelor's degree in social work. This course supports students choosing to advance their knowledge through the examination and application of social research methods. Emphasis is placed on developing students' capacity to differentiate between various research designs and methods at the micro, mezzo, and macro levels of social work practice.

Program Objectives: By the end of the semester, the students will be able to:
1. Apply critical thinking skills within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.

Research 1

6. Apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own practice interventions.
10. Use communication skills differentially across client populations, colleagues, and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Understand the profession of SW in Asia and the Pacific within the global context.

Curriculum Content
4.0 Values and Ethics
4.1 Diversity
4.2 Populations-at-Risk and Social and Economic Justice
4.4 Social Welfare Policy and Services
4.5 Social Work Practice
4.6 Research

Generalist Practice Definition:
The Social Work program's conceptualization of generalist practice is based upon culturally sensitive knowledge, skills, values, and ethics embedded within the Social Work profession. Our approach recognizes the environment's influence on the client system's quality of life, and the entry-level practitioner takes this into consideration when assessing client motivation, capacity, and opportunity for change. Emphasis is placed on systems/ecological perspectives using multiple interventions at the micro, mezzo, and macro levels. Finally, our definition recognizes the importance of conducting evidence-based practice to ensure the efficiency and effectiveness of services.

II. Course Goal
This course aims to provide a foundation for understanding research methodology within a social work context. Through this class you will learn the fundamentals of social research, including research designs, research ethics, research proposals, sampling, analysis of research data, and presentation of research findings to name a few. During the semester you will cover the textbook and complete a literature review. In some cases (with the instructor's and IRB permission), students will develop a proposal and actually begin "doing" research in connection with course requirements for SOCW 487, Applied Social Statistics. Also, students will learn to use SPSS (a computer software package), a tool which greatly facilitates the research process.

III. Textbooks


5. Additional readings may be assigned as the instructor sees fit.

IV. Course Objectives

Upon successful completion of this course students should:

1. Demonstrate an understanding of the basic principles of social science research methods and their application in micro, mezzo, and macro social work practice.

2. Demonstrate the ability to utilize research to analyze the impact of social policies on client systems, workers, and agencies; particularly within varied cultural settings.

3. Demonstrate an ability to evaluate research studies and apply findings to practice, and, with supervision, design and conduct research related to assessing the efficacy of social work interventions and theories.

4. Develop a comprehensive literature review for the development of a qualitative or quantitative research project (to be completed in the SOCW 487 course).

5. Demonstrate the ability to apply critical thinking skills within the context of professional social work practice.

6. Understand how SPSS for Windows is used to facilitate the research process, and demonstrate mastery of basic SPSS functions.

V. Teaching Methods & Strategies

1. Teaching methods and strategies utilized in this course may include, but not limited to, lectures, discussions, videos, lab exercises, and use of technological tools as appropriate.

VI. Course Requirements

1. Exams: There will be three exams for this course. Two of the exams will cover assigned readings only. The third exam will be a comprehensive final that will cover lectures, videos, and other in-class activities. The first two "reading exams" will be closed book and will be held during the 7th and 11th weeks of the course, respectively. The reading exams will be composed of multiple choice and true-false questions and will be given in the testing center. The comprehensive exam will be composed of short-answer and essay questions and will be held during finals week.

2. Review of Literature: To develop hands-on experience in conducting social work research, students will complete a literature review in preparation for a research project they will complete during the winter semester while taking the Applied Social Statistics course. Research topics will be selected by students, but must be approved by the instructor. Students are encouraged to select research topics that are relevant to the mission of the social work profession. Ideally, students will seek to collaborate with a local agency or organization (present or future practicum site, ideally) for their projects. These agencies/organizations may provide students with access to data in return for research services. During this course students will conduct the literature review. Then, during the statistics course next semester, students will use the literature review as a guide in developing a research project. The instructor will be available in the lab to assist students with their literature review papers. Other consultation will be provided as needed.

Late papers: Late papers may be accepted if an emergency arises and prior arrangements are made with the instructor; however, I WILL GRADE ALL LATE PAPERS WITH A 20% PENALTY. DO NOT PROCRASTINATE!

3. Participation: Class attendance (including the lab hour) is required. Many of the lab sessions will have corresponding assignments that can not be "made-up." Participation is also an important part of the learning process and students will be assigned points based upon attendance and participation.

VII. Grading:

First "reading" exam: 100 points
Second "reading" exam: 100 points
Lab assignments: 50 points
Comprehensive Final exam: 100 points
Literature Review: 100 points
Attendance and Participation: 50 points
Total: 500 points
Letter grades
90% - 100% = A (A, A+)
80% - 89% = B (B+, B, B-)
65% - 79% = C (C+, C, C-)
60% - 64% = D
below 60% = F

VIII. Preventing Sexual Harassment
Title IX of the education amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including Federal loans and grants. Title IX also covers student-to-student sexual harassment. If you encounter unlawful sexual harassment or gender-based discrimination, please contact the Human Resource Services at 780-8876 (24 hours).

IX. Students With Disabilities
Brigham Young University Hawai‘i is committed to providing a working and learning environment which reasonably accommodates a qualified person with disabilities. If you have a disability that may impair your ability to complete this course successfully, please contact the students with Special Needs Coordinator, Leland Asama at 298-3599 or 298-3518. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through the established grievance policy and procedures. You should contact the Human Resource Services at 780-8876.

X. Tentative Course Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review Syllabus, Lab Assignment 1 (available on Blackboard, or via e-mail if necessary.)</td>
</tr>
<tr>
<td></td>
<td>Chapters 1 &amp; 2, Research in the Human Services, and The Logic of Social Research. Multiple ways of knowing: one or multiple realities, positivism vs. constructivism. Appendix A, Conducting Literature Reviews.</td>
</tr>
<tr>
<td></td>
<td>Chapter 3, Ethical Issues in Social Research.</td>
</tr>
<tr>
<td></td>
<td>Chapter 4 (cause in problem formulation) and 5 (The process of measurement): Selecting a topic for literature review. Measurement validity: whose reality are you measuring?</td>
</tr>
<tr>
<td></td>
<td>Chapter 6 Sampling.</td>
</tr>
<tr>
<td></td>
<td>Chapter 7 Survey Research. Survey lab exercise.</td>
</tr>
<tr>
<td></td>
<td>Review for 1st Reading Exam</td>
</tr>
</tbody>
</table>

Chapter 8 Analysis of Available Data
Take 1st Reading Exam in the Testing Center (any time). No Class on the 12th or 13th.

Chapter 9 Field Research and Qualitative Methods. Research using Existing Data. Turn in 1st draft of literature review by the 20th.

Chapter 16 Analysis of Qualitative Data
Content Analysis. Content analysis lab exercises.

Review for 2nd Reading Exam. Self-study lab assignment.

Chapter 11. Single System Designs
Take 2nd Reading Exam in the Testing Center (any time). No Class on the 9th or 16th.

Chapter 12. Evaluation Research
Chapter 13. Scaling

Chapter 15. Data Analysis II: Descriptive and Inferential Statistics
Review for Final Exam
Final Exam

* This schedule is subject to minor changes of dates as related to test chapters.

Note: Final exams are to be offered on the specific day and time as determined by the official university exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Late, repeat, or make-up exams are not granted for short-term illness or personal reasons, and other non-emergency reasons are not considered justification for early or late final exams.

Exceptions to this policy are as follows and should be submitted in writing to the Dean of the college or school as soon as possible:

- An activity sponsored by BYU-H which takes an individual or a team away from the campus at the time an examination is scheduled;
- Emergency situations that are beyond the student's control.