



FHS 420 – Research in Human Services
Family and Human Services, College of Education
University of Oregon

Winter 2019 | CRN 23010, 3 Credits | HEDCO 220 | Tues & Thurs, 10:00 – 11:50 a.m.

General Course Information

Instructors:	Amanda Griffin, PhD	GTF:	Akhila Nekkanti
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Office Hours:	Tues & Thurs, 8:30 - 10:00am (and by appointment in the PSI Suit 105)	Office Hours:	Monday, 2-3pm (or by appointment), HEDCO
Office:	354 HEDCO	Mailbox:	HEDCO, 2 rd floor GTF office

Course Overview

The purpose of this course is to provide a comprehensive introduction to research methods commonly used in human services, prevention science, and social work. Although many of the topics covered in this course are important to all disciplines and are briefly covered in other courses, general scientific methods are covered here with an emphasis on understanding human behavior. The core objective of this course is to:

- Increase understanding about social science research processes and methods
- Prepare students to be competent consumers of social science research
- Increase awareness regarding social science research ethics
- Increase understanding about different types of research designs
- Introduce students to statistical methods of data analysis
- Increase professional writing competency

Through successful completion of this course, students will learn to:

- Recognize and formulate a scientific question
- Read, summarize, and critically evaluate research reports in terms of measurement, sampling, and methodological design
- Understand how to access and compare evidence-based practices
- Understand the strengths and weaknesses of quantitative and qualitative research
- Use library resources to locate previous research
- Write with greater clarity and precision, as well as apply feedback to improve writing
- Engage in scientific writing by preparing your own research project

Required Text

Monette, D., Sullivan, T., & DeJong, C. (2013). Applied social research: A tool for the human services. Nelson Education

Weekly Schedule of Class Topics and Assignments

Week	Date	Topic	Ch #	Assignment Due
1	8-Jan (Tues)	Introduction Evidence Based Practice		
1	10-Jan (Thurs)	Why Study Research? Theory and Hypotheses	Ch 1, 2	
2	15-Jan (Tues)	Library References Tutorial <i>Guest Lecture by Katherine Donaldson</i> Methods of Inquiry Factors Influencing Research Process	Ch 4	
2	17-Jan (Thurs)	Formulating research question Hypotheses	Ch 7	
3	22-Jan (Tues)	Conceptualization of Research Question	Ch 7	Assignment 1 Due
3	24-Jan (Thurs)	Measurement	Ch 5	
4	29-Jan (Tues)	Measurement Instruments	Ch 13	In-class quiz 1
4	31-Jan (Thurs)	Measurement Instruments- II APA Format	Ch 13	
5	5-Feb (Tues)	Sampling	Ch 6	Assignment 2 Due
5	7-Feb (Thurs)	Experimental Design	Ch 10	
6	12-Feb (Tues)	Analysis of Available Data	Ch 8	
6	14-Feb (Thurs)	Qualitative Research Methods <i>Guest Lecture by Sondra Stegenga</i>	Ch 9	
7	19-Feb (Tues)	Single-case Evaluation Designs	Ch 11	In-class quiz 2
7	21-Feb (Thurs)	Program Evaluation	Ch 12	Assignment 3 Optional

8	26-Feb (Tues)	Culturally Competent Research <i>Guest Lecture by Akhila Nekkanti</i>		
8	28-Feb (Thurs)	Ethical Issues in Research <i>Guest Lecture by Caitlin Alcorn</i>	Ch 3	
9	5-Mar (Tues)	Quantitative Methods & Analyses	Ch 15	Assignment 4
9	7-Mar (Thurs)	Qualitative Data Analyses	Ch 13	In-class quiz 3
10	12-Mar (Tues)	Refining Your Paper		
10	14-Mar (Thurs)	No class		
Assignment 5 Final Report Due March 20th				

Grading Components and Criteria

Writing Assignment 1 (20 points): This assignment involves choosing a research topic, generating questions and forming a research question.

Writing Assignment 2 (100 points): Review two research articles related to a selected topic, identifying the research strategies used by the authors, critiquing whether these strategies were appropriate, and developing ideas for your own proposed project.

Writing Assignment 3 (120 points): A revision of assignments 1 and 2. **If you received 93% or better, a revision is NOT necessary.**

Writing Assignment 4 (80 points): Propose a project that answers the research question identified previously. Identify the sample, measures, and analytic strategy you will use. Identify the strengths and weaknesses of such a project.

Writing Assignment 5 (80 points): A revision of assignment 4. **If you received 93% or better, a revision is NOT necessary.**

Note: All electronic submissions should be entitled "LASTNAME_Assignment#"

In-class quizzes (150): There will be three exams throughout the semester. Exams will be composed of true/false and multiple-choice questions covering material presented during lecture, assigned reading, and videos. Exams will be worth 50 points each for a total of 150 points. You will need a #2 pencil and your student ID for the exam.

Class Attendance and Participation (40 pts): Student are expected to come to class, will be prepared to discuss the readings for that week, and participate in the class discussion. The course will be conducted as a seminar, which means that it will be discussion oriented rather than didactic. The goal is for ALL students to engage in lively discussion and present their own thoughts, reactions, questions and objections to class material.

(a) *Small Group Exercises:* There will be a series of in-class small group exercises (4-6 students) designed to integrate lecture and book readings. Students are expected to work cooperatively and collaboratively with group members.

Summary Point Scores

Assignments	Points
Research Interests Assignment	20
Research Question Article Critique	100
Resubmission	120
Project Proposal Assignment	80
Project Proposal Resubmission	80
In-class quizzes (50 points each)	150
Class attendance and participation	40
Total	590

Grade Percentage Cutoffs (grade rounding 0.5 applied):

A+ = 98 - 100%	A = 93 - 97%	A- = 90 - 92%
B+ = 88 - 89%	B = 83 - 87%	B- = 80 - 82%
C+ = 78 - 79%	C = 73 - 77%	C- = 70 - 72%
D+ = 68 - 69%	D = 63 - 67%	D- = 60 - 62%
	F = Below 60	

Student Engagement Inventory (3 credit course = 120 hours)

Educational Activity	Hours Student Engaged	Explanatory comments
Course Attendance	40	4 hours/week
Assigned Readings	20	~2 hours/week
Assignment 1	1	
Assignment 2	9	
Assignment 3	15	Optional
Assignment 4	20	
Assignment 5	10	Optional
Quiz Preparation	15	3 quizzes, 5 hours prep for each
TOTAL	130	

General Guidelines

- *Proofread* your writing! This may include using a computer spell-check, but many errors (e.g., words out of order) cannot be identified by these programs. There is no substitute for careful reading. Write clearly and concisely. Avoid ambiguity. Make sure your reader will understand you. Explain your concepts and reasoning. Do not expect the reader to know everything about your topic.
- Arrange your text in a straightforward and orderly manner. Make it easy to follow and as short as possible without losing comprehensiveness. Use standard English: avoid jargon and unnecessary abbreviations.
- Make sure you are not *plagiarizing* someone else's work. Refer to the original source whenever you use someone else's words, ideas, data, theory, etc. Plagiarism is the act of passing off someone else's work as your own. It sounds like simple dishonesty, and it often is. Anyone who buys, borrows, or steals a paper to turn in as his or her own work is plagiarizing. Anyone who copies word-for-word (or who copies, changing a word here and there) without enclosing the copied passage in quotation marks and identifying the author is plagiarizing.
- Use APA style. Type, double-spaced, with 12pt font and margins of 1". Citations and the reference page must be in the standard format.

E-Mail Etiquette

To ensure that I receive your e-mail and am able to respond in a timely fashion, you should include the course title and section (i.e., **FHS 420**) in the subject line of your e-mail and sign your e-mail with your full name and use your UO account. E-mail with an instructor is a professional communication. Please be clear and courteous, and use the writing style you would use in an informal paper.

Classroom Attendance

The nature of the course topic, that is, the integration of dynamic and complex concepts and theories, requires that you attend class and participate in classroom discussions to enhance your learning, critical thinking, and problem solving skills. There will be small in-class assignments throughout the course. Therefore, attendance and participation are required.

Attendance is mandatory. You will receive credit for coming to class and actively participating.

Media use in the classroom. Students will not be permitted to use laptops or cell phones in the classroom, unless medical reasons require it. Some research studies suggest that students are less distracted, process information more deeply, and retain more information by taking notes by hand. Students who are interested in these findings might benefit from reading the following articles:

- Mueller, P. A., & Oppenheimer, D. M. (2014). [The pen is mightier than the keyboard: Advantages of longhand over laptop note taking.](#) *Psychological Science*, 26, 1159-1168.
- Yamamoto K. (2007). [Banning laptops in the classroom: Is it worth the hassle?](#) *Journal of Legal Education*, 57, 477-520.

Attendance and Absence Guidelines

You are expected to attend class. Missing more than one class (defined as being more than 10 minutes late or leaving more than 5 minutes early) may result in a lower grade for the class. If you miss class, it is your responsibility to obtain class notes, and handouts or other distributed materials from a peer. Under some circumstances, make-up activities may be negotiated in advance with the instructor. Documented medical and athletic absences may be made up. However, if you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor's discretion. Contact me prior to class by email in case of illness or emergencies that preclude completing assignments as scheduled or attending class sessions. If no prior arrangements have been made before class time, the absence will be unexcused. On a case-by-case basis, the instructor will determine whether the emergency qualifies as an excused absence.

Expectations for Professional in Training

Please see the sections on ethics, conduct, and related issues. You are expected to participate actively. Inattention, disruption, lateness, or other unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade. You must reference your sources in essay responses and use quotation marks for direct quotes. Plagiarism and disallowed collaboration are serious academic offenses and will be managed accordingly. You may not collaborate unless **explicitly** required or permitted to do so. Sharing information from this class with other class members is permitted only when this does not violate standards of academic honesty. No recording is permitted without prior approval from the instructor. You may not repost the instructor's materials (PowerPoints, worksheets, etc.) without permission from the instructor. Posting, selling or otherwise sharing class or exam notes will be treated as academic dishonesty.

Additional Course Requirements

Please save or print a copy of this syllabus. Readings will be posted on the online course learning platform. If you are having trouble accessing or using the online class learning platform from off-campus, try using a different browser. If you are having trouble downloading PDFs, try using a PC (not Mac).

You are responsible for keeping copies of all of your work until after you are satisfied with your final grade. This may mean making an electronic backup of all assignments completed on the computer (or e-mailing yourself a copy that can be retrieved if your computer crashes), keeping graded work until after the class is over, or keeping a copy of any e-mail you send and receive related to the course.

Ethics and Academic Standards

This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's privacy and trust. However, please keep in mind the legal limits to privacy, and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please review the mandatory reporting and the Title IX policies in this syllabus. **Participation in this class does not confer confidentiality.**

Diversity, Equity and Inclusion

It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

- respect the dignity and essential worth of all individuals regardless of national origin or citizenship status.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
- practice personal and academic integrity and expect it from others.
- promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other's comments.

Resources for diverse students can be found here: <http://dos.uoregon.edu/community>.

Resources for undocumented and DACAmented students may be found at:

<https://blogs.uoregon.edu/dreamers/>.

Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions,

emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: <http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

Reporting Title IX Experiences

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at

<http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>. The instructor of this class is a "Student-Directed Reporter." This means that instructors will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). Instructors are required to report all other forms of prohibited discrimination or harassment to the university administration.

Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity (Krista Chronister, 346-2415, kmg@uoregon.edu). For winter, spring and summer terms you can contact the Interim Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu). Outside the College, you can contact:

- UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
- Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
- Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (<https://policies.uoregon.edu/grievance-procedures>) and/or consult with the College Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu).

In Case of Inclement Weather

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page at <https://www.uoregon.edu/>. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Course Incomplete Policy

Students are expected to be familiar with university policy regarding grades of "incomplete" and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>