

HUS 3610 CURRICULUM CHANGE

Department of Human Services.

List of documents:

1. HUS3610 class hour change proposal
2. Chancellor's University Reports
3. Curriculum Modification Proposal Form (*Currently pending Dean Archer's and Chair Dr. Cho's signature*). I will send it as soon as I receive it.
4. Academic-Report-Quick-Reference-Guide
5. HUS 3610 SAMPLE Syllabus (ORIGINAL VERSION- with proposed changes)
6. SUMMARY of changes in HUS 3610 syllabus v_10-27-22

Quick Reference Guide to Preparing Chancellor's University Reports

While much work goes into the preparation of curriculum proposals, it is ultimately the Chancellor's Reports that are the official documentation posted to designate the adoption of curricular changes. They can be viewed for all CUNY campuses by logging into the CUNY portal. Chancellor's Reports are used to update the catalog, degree requirements in DegreeWorks, and course information in CUNYfirst. There is a uniform format required and because of their importance they should be prepared carefully and be free of errors. This guide is organized into major and minor curriculum changes. The format is to provide the blank template followed by examples of illustrative completed templates.

Major Curricular Changes

1. **New or Experimental Courses**
2. **Any change to a program that affects program outcomes – this includes significant changes to one or more courses that affects instructional objectives, credits or hours; changes in entrance requirement for matriculation of admission to a degree program**

Minor Modification

3. **Any change to a course that does not affect instructional objectives such as Course Name, Course Description, Course Number, Change in Prerequisites/Co-requisites. Any change to a program that does not affect program outcomes. Course withdrawals.**

2.3. Chancellor's Report Template for Modification of Existing Courses (also used for minor changes)

Please fill out one chart for each course. Remove any row that is not being changed with the exception of the Prerequisite, Corequisite, Pre/Corequisite rows: if any ONE of these is modified, then leave all three.

Section AV: Changes in Existing Courses: HUS 3610 Research Methods for Human Services

AV.1. Department Name: Human Services

Existing Course Number and Course Title

From:		To:	
Course Number:		Course Number:	
Course Title:		Course Title:	
Description:		Description:	
Class Hours :	1 HOUR 40 MINUTES	Class Hours:	<u>1 Session of 2 hours and 30 minutes</u>
Lab Hours :	1 HOUR 40 MINUTES	Lab Hours:	<u>No lab hours</u>
Credits:		Credits:	
Prerequisite:		Prerequisite:	
Corequisites:		Corequisites:	
Pre- or corequisites:		Pre- or corequisites:	

Rationale: Course syllabus does not require students to work with data in a computer lab on all 15 sessions of class.

New York City College of Technology, CUNY

CURRICULUM MODIFICATION PROPOSAL FORM

This form is used for all curriculum modification proposals. See the [Proposal Classification Chart](#) for information about what types of modifications are major or minor. Completed proposals should be emailed to the Curriculum Committee chair.

Title of Proposal	Change in class hours for HUS 3610
Date	June 20, 2022
Major or Minor	Major
Proposer's Name	Dr. Smita Ekka Dewan
Department	Human Services
Date of Departmental Meeting in which proposal was approved	5/12/2022
Department Chair Name	Dr. Soyeon Cho
Department Chair Signature and Date	PENDING
Academic Dean Name	Dr. Maureen Archer-Festa
Academic Dean Signature and Date	PENDING
Brief Description of Proposal (Describe the modifications contained within this proposal in a succinct summary. More detailed content will be provided in the proposal body.)	HUS 3610 is a 3-credit course. It consists of one session of lecture (1 hour 40 minutes) and one session of lab (1 hour 40 minutes) (total instructional hours= 3 hours 20 minutes). We are proposing to reduce the instruction hours to 2 hours and 30 minutes.
Brief Rationale for Proposal (Provide a concise summary of why this proposed change is important to the department. More detailed content will be provided in the proposal body).	This course has been assigned a lab session for the use of a statistical software for data analysis. However, currently only 2 class sessions in the entire semester require the use of the software and the computer. In all the other sessions, instructors as well as students are struggling to utilize the extra time effectively.
Proposal History (Please provide history of this proposal: is this a resubmission? An updated version? This may most easily be expressed as a list).	This is an updated version of the proposal. Recommendations of the curriculum change committee members have been incorporated.

Please include all appropriate documentation as indicated in the Curriculum Modification Checklist.

For each new course, please also complete the New Course Proposal and submit in this document.

Please submit this document as a single .doc or .rtf format. If some documents are unable to be converted to .doc, then please provide all documents archived into a single .zip file.

ALL PROPOSAL CHECK LIST

Completed CURRICULUM MODIFICATION FORM including:	
• Brief description of proposal	x
• Rationale for proposal	x
• Date of department meeting approving the modification	x
• Chair's Signature	
• Dean's Signature	
Evidence of consultation with affected departments List of the programs that use this course as required or elective, and courses that use this as a prerequisite.	NA
Documentation of Advisory Commission views (if applicable).	NA
Completed Chancellor's Report Form .	X

EXISTING PROGRAM MODIFICATION PROPOSALS

Documentation indicating core curriculum requirements have been met for new programs/options or program changes.	N/A
Detailed rationale for each modification (this includes minor modifications)	N/A

I. Section AV: Changes to Existing Courses

A. Please include all fields, but only fill in the ones that are changing. Old information on the left should have a strikethrough line (see below), and new information on the right should be underlined

On the **Home** tab, in the **Font** group, click **Strikethrough**.



Changes to be offered in the XXXX department

CUNYFirst Course ID	HUS 3610		
Course Number and Title	HUS 3610 Research Methods in Human Services		
FROM:			
Department(s)		Department	
Course Number		Course	
Course Title		Course Title	
Prerequisite		Prerequisite	
Corequisite		Corequisite	
Pre- or corequisite		Pre- or	
Hours	4 hours	Hours	<u>2 hours and 30 minutes</u>
Credits		Credits	
Description		Description	
Requirement		Requiremen	
Liberal Arts	[] Yes [] No	Liberal Arts	[] Yes [] No
Course Attribute (e.g. Writing Intensive, Honors, etc)		Course Attribute (e.g. Writing Intensive, Honors, etc)	

Course Applicability	<input type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> Speech <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Advanced Liberal Arts	Course Applicability	<input type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> Speech <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Advanced Liberal Arts
Effective Term	Spring 2023		Spring 2023

Rationale:

B. EXAMPLE - Changes in Existing Course(s) - Strike through the current information on the left being changed and underline the proposed new information on the right. Only fill in rows where there is a change (if there is a change in pre or co-requisites, please include complete information on all three relevant lines: prerequisite, corequisite, and pre- or corequisite).

Changes to be offered in the Career & Technology Teacher Education department

CUNYFirst Course ID	038441		
Course Number and Title	EDU 2353 Laboratory Organization and Management of Instruction		
FROM:		TO:	
Department(s)		Department	
Course Number	EDU 2353	Course	<u>EDU 2354</u>
Course Title		Course Title	
Prerequisite		Prerequisite	
Corequisite		Corequisite	
Pre- or corequisite		Pre- or	
Hours		Hours	
Credits	3	Credits	<u>2</u>
Description		Description	
Requirement		Requirement	

Liberal Arts	[] Yes [] No	Liberal Arts	[] Yes [] No
Course Attribute (e.g. Writing Intensive, Honors, etc)		Course Attribute (e.g. Writing Intensive, Honors, etc)	
Course Applicability	<input type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> Speech <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Advanced Liberal Arts	Course Applicability	<input type="checkbox"/> Major <input type="checkbox"/> Gen Ed Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Gen Ed - Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> Gen Ed - College Option <input type="checkbox"/> Speech <input type="checkbox"/> Interdisciplinary <input type="checkbox"/> Advanced Liberal Arts
Effective Term	Spring 2015		

Rationale: Computer lab work is required only for 2 sessions in the entire course. We are seeking to reduce the class instruction hours from two sessions of 1 hour and 40 minutes (1 hour and 40 minutes of lecture; 1 hour and 40 minutes of lab) to one session of 2 hours and 30 minutes to align with the 3 credits assigned for the HUS3610 course.

Note: This is the original syllabus which includes the lab sessions. We are proposing to remove the lab sessions. All our proposed changes are in track changes.

**NEW YORK CITY COLLEGE OF TECHNOLOGY
CITY UNIVERSITY OF NEW YORK
HUMAN SERVICES DEPARTMENT
(718) 260-5135**

HUS 3610 Research Methods in Human Services
Fall 2022-Spring 2023

Course number-section:
Email:

Instructor:
Office:

Prerequisites: HUS 2305, MAT 1272 Credits: 3 (2 hours and 30 minutes)

Course description: An introduction to the vocabulary of social research, the logic of social inquiry and the analysis and use of research methods for human services practice. The application of social research methods to problem-solving in the human services, and the application of research findings to social welfare policy and human services practice

Required textbook (print or e-book)

DeCarlo, M. (2018). *Scientific inquiry in social work*. Retrieved from
<https://scientificinquiryinsocialwork.pressbooks.com>

Required supplies, software, and resources

- SPSS – available in the computer labs assigned to for this course and in the computers in the Human Services student lab N423. Available via CUNY virtual desktop.
- Microsoft office – available in all college computers
- Reliable computer and highspeed Internet access - available throughout the college
- Flash/thumb drive or online storage
- APA Style handbook – print or digital
- CityTech Library Research Guide for Human Services
<http://libguides.citytech.cuny.edu/humanservices>

Format: Lectures, discussions, library research, small group exercises, readings, videos, , in class activities, field assignments, web-based assignments, original research study

Attendance: Attendance is recorded for Financial Aid and Registrar purposes.

Participation: Student participation for in-class and online activities is expected regularly and represents a significant part of student's final grade. In-class participation will be based on student's knowledge of the readings, contribution to class discussion and participation in-class

activities. To ensure a learning environment that supports quality student participation, unapproved technology/cell during class is not permitted.

Final grade distribution: 70 (C) or better must be achieved to pass this course

CITI Certificate (Not graded, but You must complete to remain enrolled in the course)	
Assignment 1: RESEARCH PROPOSAL & PRESENTATION	30%
Part 1: Introduction, problem statement, and hypothesis (5%) Part 2: Literature Review (7.5%) Part 3: Research Methodology (7.5%) Part 4: Complete Research Proposal (5%) Presentation: 5%	
Assignment 2: Observation Report	10%
Assignment 3: Critical Analysis of a Research Article	10%
Class Participation (Discussion Board Posts)	10%
In-class activities	10%
Final	30%

A	93 and above
A-	90 – 92.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	70 – 76.9
D	60 – 69.9
F	59 and below

CUNY Accessibility Policy: City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143 or <http://www.citytech.cuny.edu/accessibility/>. (Students who are pregnant qualify)

HUS3610 Course policies

1. **CITI Human Subjects Protection Course** –Complete all required and supplemental modules. Refer to Assignment #1. **Students who do not submit verification of completion by the second class meeting you must withdraw from the course.** This is a CUNY policy for students, faculty, and staff who might be involved in research with human subjects.
2. **CUNY Policy on Academic Integrity** – Read and comply with this policy. <http://www.citytech.cuny.edu/files/aboutus/pubinfo/rights/integrity.pdf>
3. **Productivity** - Complete all the required and supplemental work as assigned. Always prepare to participate in class. All assignments must be submitted to the professor as instructed by your professor, either electronically in Blackboard or in person.
4. **Electronic devices** – Unapproved technology/cell during class or when using other campus facilities such as labs, learning centers, and libraries.
5. **Class presentations** –Present your work as scheduled. Show support for your classmates by listening attentively to your classmates' presentations and asking questions.
6. **Original research** – Design an original study. Each part of the research project must be completed on or before its due date. Assignments submitted up to one week and late submissions will receive one full grade deduction. **Project is due session 13. No extensions.**
7. **Writing** – Follow the rules for academic writing. Carefully proofread for appropriate and accurate spelling, grammar, and APA formatting. Help is available at the Learning Center.
8. **APA editorial style** is required. Warning! Electronic citation tools, including EasyBib, might generate citations that are not properly formatted. It is your responsibility to ensure that all your work is formatted in its correct APA style. You do not have to memorize the rules but you should refer to the most current APA Style Handbook to confirm that headings, margins, spacing, title page, reference list and reference page, tables and figures, and in-text citations are in their correct APA formatting.
9. **Final examination** – All students are required to take the final exam on the date set by the professor. Students whose exam is proctored by the Center for Student Accessibility must submit the appropriate documentation to the professor three weeks prior to exam date and must complete the examination on the date/time the final exam is scheduled for the class
10. Incomplete grade may be issued to a student who has completed 75% of the course requirements (all assignments, research project, class presentations, participation, and demeanor) with a C or better. Always check with your professor for additional requirements for your course section.
11. **Mid-semester evaluation criteria** – Satisfactory compliance with all course requirements and policies. Satisfactory completion of assignments 1 – 2.

HUS3610 Course Objectives: Knowledge; Skills; Values; General Education and Measurable Outcomes

KNOWLEDGE

STANDARDS		MEASURABLE OUTCOMES
<p>Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.</p> <p>Standard 14: The curriculum shall provide knowledge and skills in information management.</p>	Describe the process of social research	Library Assignment
<p>Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.</p> <p>Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.</p> <p>Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.</p>	Explain the function of social research in human service practice, program development, and social policy.	Final Exam
<p>Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.</p> <p>Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.</p> <p>Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.</p>	Compare and contrast methods of social research: survey, evaluation, unobtrusive, participatory research, experiments, and field research	Presentation Class discussion Project paper

SKILLS

STANDARDS	SKILLS	MEASURABLE OUTCOMES
Standard 14: The curriculum shall provide knowledge and skills in information management.	Become a competent consumer of social science research	Class discussion Presentation Assignment
Standard 13: The curriculum shall address the scope of conditions that promote or inhibit human functioning.	The student will be able to discuss and integrate both policy and practice implications in the social science.	Presentation Exam
Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Standard 14: The curriculum shall provide knowledge and skills in information management. Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes.	Interpretation of current research findings to implement in diversity settings.	Class discussion

VALUES

STANDARDS	VALUES	MEASURABLE OUTCOMES
Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.	Demonstrate understanding of ethical issues related to human subject research	Class discussion CITI certificate
Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills. Standard 19: The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice.	Demonstrate behavior that is respectful and supportive of the teaching/learning environment	Exam Class discussion

GENERAL EDUCATION

STANDARDS	GENERAL EDUCATION	MEASURABLE OUTCOMES
Standard 17: Learning experiences shall be provided for the student to develop his or her interpersonal skills.	Oral Communication: Speak effectively on a topic related to the curriculum.	Presentation
Standard 14: The curriculum shall provide knowledge and skills in information management.	Written Communication: Write effectively which includes proper essay format and grammar error free submissions.	Project paper Exams
Standard 15: The curriculum shall provide knowledge and skill development in systematic analysis of service needs; planning appropriate strategies, services, and implementation; and evaluation of outcomes. Standard 16: The curriculum shall provide knowledge and skills in direct service delivery and appropriate interventions.	Social Problem Evaluation: Identify the health needs of individuals through the research process.	Exam Project paper Class discussion
Standard 12: The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal.	World Culture & Global Issues: Understand the diversity of clients in a societal context.	Class discussion Project Paper Exam

HUS3610 Readings, Lectures, Lab, Due dates

Unless otherwise noted, all readings are from DeCarlo, M. (2018).

SESSION		Tasks/Assignments	Learning/ Submission Method	Grading Category
Session 1	Introduction, Theory, Overview of Research Process			
	1.1	Course overview, requirements, policies, grading methods Introduction to social science inquiry Basics of social research What is empirical Research? Theories, paradigms, deductive and inductive theory construction Read: Chapter 1, 6	In-person class	
	1.2	In-class activities Review of APA style CITI course enrollment	In-person class Blackboard	
	1.3	DUE: Discussion Board Post #1	Blackboard	Participation
Session 2	Research Ethics and Research Process			
	2.1	Main steps for conducting research IRB and ethics How to design a Research Project Working on a research question Read: Chapter 2, 5	In-person class	
	2.2	In-class activities Review of IRB application form. Identify your research topic	In-person class Blackboard	
	2.3	DUE: CITI certificate	Blackboard	
	2.4	DUE: Discussion Board Post #2	Blackboard	Participation
Session 3	Research Design			
	3.1	Purpose of research Unit of Analysis How to design a research project Elements of a research proposal Read: Chapter 7, 2, 4	In-person class	
	3.2	In-class activities Research proposal outline Literature Search Worksheet 1	Blackboard	

	3.3	DUE: Discussion Board Post #3	Blackboard	Participation
Session 4	Conceptualization and Operationalization in Research			
	4.1	Attributes and variables Levels of measurement Hypothesis and research questions Association vs. causality Reliability and Validity Chapter 8, 9	In-person class	
	4.2	In-class activities Operationalization worksheet Literature Search Worksheet 2	In-person class Blackboard	
	4.4	DUE: Discussion Board Post # 4	Blackboard	Participation
Session 5	Sampling			
	5.1	Quantitative Research Design Sampling Chapter 10	In-person class	
	5.2	In-class activities Sampling worksheet	Blackboard	
	5.3	DUE: Research Proposal Part 1	Blackboard	Assignment 1 (P-1)
Session 6	Types of Research- Part 1			
	6.1	Survey Experiments Chapter 11, 12	In-person class	
		In-class activities Survey Development Worksheet	In-person class Blackboard	
	6.2	DUE: Research Proposal Part 2	Blackboard	Assignment 1 (P- 2)
	6.3	DUE: Discussion Board Post # 5	Blackboard	Participation
Session 7	Types of Research- Part 2			
	7.1	Qualitative Research Design Research questions for qualitative research answer Relationship between theory and research in qualitative research Sampling in qualitative research Interviews, Focus Groups, observation	In-person class	

		Strengths and weaknesses of qualitative field research Ethics in qualitative research Read: Chapter 13		
	7.2	In-class activities Focus Group Interviews	In-person class Blackboard	
	7.3	DUE: Research Proposals Part 3	Blackboard	Assignment 1 (Part 3)
Session 8	Types of Research- Part 3			
	8.1	Unobtrusive Evaluation Research Mixed Research Methods Read: Chapters 14 and 15	In-person class	
	8.2	In-class activities Evaluation Research article review worksheet	Blackboard	
	8.3	DUE: Observation Report	Blackboard	Assignment 2
Session 9	Reading and Writing Research Paper			
	9.1	Critical reading of a peer-reviewed journal article Organization of journal paper Process of research Journal vs Books Basic considerations Read: Chapter 3, 16	In-person class	Participation
	9.2	In-class activities Reviewing journal paper exercise worksheet	In-person class Blackboard	
	9.3	DUE: Discussion Board Post #6	Blackboard	Participation
Session 10	Analysis of Data Part 1			
	10.1	Quantitative Data Analysis Descriptive analysis Inferential statistics- Part 1	In-person class	
	10.2	Data analysis worksheet In-class activities (Computer lab)	In-person class Blackboard	
	10.3	DUE: Critical analysis of a research article	Blackboard	Assignment 3
Session 11	Analysis of Data Part 2			
	11.1	Inferential statistics part 2	In-person class	

		Qualitative Data Analysis		
	11.2	Data Analysis worksheet In-class activities (Computer lab)	In-person class Blackboard	
	11.3	DUE: Research Proposal Part 4 (Complete Research Proposal)	Blackboard	Assignment 1(Part 4)
Session 12	Research Proposal and presentation			
	12.1	Final Research Proposal Course Wrap-up Course review for Final Exam. In-class activities Proposal Review exercise worksheet	In-person class Blackboard	
		DUE: Discussion Board #7		Participation
Session 13		PRESENTATIONS	In-person class	Assignment 1 Presentation
Session 13		PRESENTATIONS	In-person class	Assignment 1 Presentation
Session 15		FINAL EXAM	In-person class	Final Exam

COURSE ASSIGNMENTS

Students are expected to complete **FOUR assignments** throughout the semester.

Assignment A (Due Session 2): CITI Certificate Human Subjects Protection Course

CUNY requires that faculty, staff, and students involved in human subject research take and pass a CITI course on Protecting of Human Subjects in Research. Students in HUS3610 must complete **15 modules** (required and supplemental) of the **CITI HSR Course for Undergraduate Students**.

Students must **submit the COMPLETION REPORT showing 15 completed modules and score for each module by the 2nd class session. Students enrolled HUS3610 must achieve 80% or better on each module.** Students who fail to submit the CITI Completion Report – Coursework Transcript to the professor by 2nd class session might not be able to complete the research requirements for this course.

To register, go to <https://www.citiprogram.org/> and enter the information requested. Select City University of New York (CUNY) when asked to select your institution. Choose the HSR for Undergraduate Students course. You may proceed at your own pace, but you must complete all 15 modules (7 required and 8 supplemental) to get full credit for the course. If you have

problems registering, click on “How do I register” on the CITI homepage. If you have difficulties, click on the Help button and follow instructions.

Required Modules:

Students in Research

The Federal Regulations, Assessing Risk, Informed Consent

Privacy and Confidentiality, History and Ethical Principles

Defining Research with Human Subjects

Supplemental Modules:

Records-Based Research

Avoiding Group Harms, U.S. Research Perspectives, Avoiding Group Harms, International Research Perspectives, Research with Prisoners

Research with Children

Research in Public Elementary and Secondary Schools, International Research

Internet-Based Research

(any additional modules added by CITI certificate program)

Assignment 1: Research Proposal

This assignment consists of total of four parts (part 1 to part 4). Each part of the assignment builds up to make one assignment. Therefore, students are expected to complete all parts of the assignment. **Remember that successfully completing the assignment refers to completing all four parts of the assignment on time.**

PART 1: Introduction, Problem Statement and Hypothesis

Write an introduction and problem statement. Based on the problem statement, formulate 3 research questions which examine relationship research variables related to your topic. Explain why research on this topic is important to the human services profession. Additional details are available on Blackboard.

PART 2: Literature Review

1. Use the concepts in your hypothesis to search for full-text peer-reviewed articles, books, newspaper articles, and government reports published within the past five years. Ask a librarian for assistance in selecting appropriate databases.
2. Narrow down your search results to only include sources that are **relevant** to your proposed research. Save the link and APA citation for each source. Warning! Electronic citation programs might not generate citations in their correct APA format. Refer to the APA Handbook (6th edition) for correct citation format.
3. Select five recently published peer-reviewed articles, to write a literature review for your proposed research. Refer to the professor’s instructions and course materials on writing literature reviews. Refer to APA Editorial Style for appropriate and correct in-text citation and document formatting, to course policies for writing requirements, and to CUNY Policy on

Academic Integrity for information on what constitutes plagiarism. Do not attempt to submit abstracts. Read and summarize the research that is published in your sources.

4. Prepare an APA formatted reference page. Careful! Only the sources cited in the literature review should appear in the reference page. Attach the reference page to the back of your literature review.

Additional details are available on Blackboard

PART 3: Research Methods

1. **Type of research:** Describe the type of research study you plan to conduct (Descriptive, exploratory or explanatory). Explain why you selected this type of research.
2. **Study design:** Describe the research design. Explain why you selected this research design.
3. **Sampling:**
 - Describe the research participants (sample) and the type of research sample (probability or non-probability).
 - Describe the sampling method (note that this must align with the sample type) you will use to select your participants.
 - Explain why you selected your participants and your sampling method as opposed to choosing other participants and sampling methods. Discuss the representativeness of the sample.
4. **Data Collection:**
 - Describe your research instrument (The survey and scales you will use to collect data)
 - Describe your data collection plans (when, where, who, how) and what you will do to protect your participants.
 - Attach a copy of your research instrument with instructions and the consent form to your report.

PART 4 (Due Session 12): Complete Research Proposal

Revise part 1 to part 3 and write a complete research proposal. Your paper must include the following in APA style.

1. Introduction
2. Problem Statement
3. Research Questions and Hypotheses
4. Relevance to human service profession
5. Literature review
6. Research Methods
7. References

See additional guidelines in Blackboard.

PRESENTATION

Reporting the research proposal

The purpose of your presentation is to report your research to your colleagues.

Refer to your written work to prepare a powerpoint presentation of your research. You are expected to display and use your outline for the presentation. Do not read your presentation. Submit a copy of your outline to the professor.

Assignment 2: Observation Report

Identify a social phenomenon or human behavior that you are interested in observing. This phenomenon must be within the scope of the human service profession.

Note that natural occurring observations are needed for this assignment. Do not get in contact with a person face-to-face without keeping the at least 6 feet social distancing. There is no need for you to make conversations with people. The purpose of this assignment is to “observe” people’s behaviors in natural settings. You can observe from your window. Since you will be observing in public places, you do NOT need to obtain permission from those individuals you will observe. You should be as “natural” as possible. You do not want to draw attention to yourself. Remember that people tend to behave differently if they know they are being observed. They might also perceive you as an intruder. Do not use cell phone. Follow the guidelines for protection of human subjects that you learned in CITI. The observation should last between 45 minutes to one hour.

1. Prepare for the field:

- Select a setting (park, your house, or anywhere that can ensure your safety)
- If you decide to go out to a park or any public space for an observation, make sure you wear a mask, and keep at least 6 feet social distancing from people.
- Review the guidelines for protection of human subjects before completing the observation.

2. Conduct and record the observation:

- Date and Time: Record date, time, and duration of the observation
- Describe the setting:
 - Describe the setting and your reasons for choosing it for your observation
 - Discuss any problems you experienced in gaining access to the site
- Record your observations:
 - Observe and record. Take scant notes while you observe.
 - Expand on your notes as soon as possible after the observation.
 - Be explicit and clear in your description of the behaviors and interactions you observed.

3. Identity inferences and reflect

- Read your field observation report.
- Underline any inferences (what you think really happened and what you think you heard).
- Reflect on your personal thoughts and feelings about one of the inferences you

underlined.

4. Evaluation: Summarize what you learned from this type of research study. Reflect on the process of research and not the results of the observation.

Assignment 3: Critical Analysis of a Research Article

HUS3610 Skill Building: Evaluating research articles for the literature review and APA citation style.

Instructions: Read the peer-reviewed research article assigned by the professor. Use information from the article to answer the following questions. Include the page number(s) and paragraph(s) in the article where you found the information. DO NOT include any information from the abstract. Read the entire article before answering these questions.

1. Identify the following:
 - a. What is the **purpose** of the study?
 - b. What is the **hypothesis**?
 - c. What is the research question?
 - d. List the independent and dependent variables.
2. Provide a summary of the prior research, theory, expert opinion, or statistics are cited in the **literature review section** of the article?
3. Who participated (**sample**) in the study and how were they selected? Which sampling method was used?
4. What procedures were followed to obtain consent and protect participants?
5. What **research instrument(s)** were used to collect data?
6. What **results** are reported by the researchers?
7. What **biases** and **limitations** are reported?
8. What **recommendations** for **practice, programs, policy, and future research** are provided?
9. *In your opinion, how does this study contribute to the knowledge base of human services practice.*

Include a reference page with the citation of the article in APA format.

In-Class Activities

During in-class activities, you will be introduced to different research-related activities such as literature review, developing research questions, developing research surveys, interviewing strategies, and strategies for data collection.

Classes for sessions where data analyses are included will take place in a computer room. The professor will provide additional instructions and guidance.

In-class activities will account for 10% of the course grade.

Use CUNY Virtual Desktop site

(<http://www2.cuny.edu/about/administration/offices/cis/virtual-desktop/>) to use SPSS.

A. SPSS – During session 10 and 11, you will be introduced to the SPSS, the statistical program. Your instructor will show you how to create dataset and run analyses on SPSS. From this two sessions, you should be able to analyze the data.

GSS survey instrument will be used as a model for coding variables.

Students will learn the following skills:

- Naming and defining variables
- Coding variables
- Labeling variables
- Creating, editing, saving, and opening a data file
- Creating, editing, saving, and opening a variable file
- Creating, editing, saving, and opening an SPSS output file

Academic Integrity: Instructors use online technology, within Blackboard, and other sources that automatically identify plagiarism. It is advised that students do their own work and earn the grade, rather than the consequences of plagiarism: Possibly failing assignment/course; Being reported to the College/Department; Evaluated for ethical readiness for the HUS Field/Practicum experience.

ACADEMIC INTEGRITY STANDARDS

CUNY Policy on Academic Integrity

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension and expulsion.

NEW YORK CITY COLLEGE OF TECHNOLOGY POLICY ON ACADEMIC INTEGRITY

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and

appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Definitions and Examples of Academic Dishonesty

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list.

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take-home assignment or examination.
- Using notes during a closed-book examination.
- Taking an examination for another student or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (all or in part).’
- Submitting someone else’s work as your own. Unauthorized use during an examination of electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Using information that is not common knowledge without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives students an unfair advantage in his/her academic work over another student. The following are some examples of obtaining unfair advantage, but by no means is it an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents. The following are some examples of falsification, but by no means is it an exhaustive list:

- Forging signatures of authorization.
- Falsifying information on an official academic record.
- Falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

HUS 3610 Research Methods

Bibliography

- Bailey, Krieger, Agénor, Graves, Linos, & Bassett. (2017). Structural racism and health inequities in the USA: Evidence and interventions. *The Lancet*, 389(10077), 1453-1463
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- Beidas, R. S., Aarons, G., Barg, F., Evans, A., Hadley, T., Hoagwood, K., & Mandell, D. S. (2013). Policy to implementation: evidence-based practice in community mental health -- study protocol. *Implementation Science*, 8(1), 1-9. doi:10.1186/1748-5908-8-38
- Browne, D., Kumar, A., Puente-Duran, S., Georgiades, K., Leckie, G., & Jenkins, J. (2017). Emotional problems among recent immigrants and parenting status: Findings from a national longitudinal study of immigrants in Canada. *PLoS ONE*, 12(4), E0175023.
- Cooper, A., Seibert, G., May, R., Fitzgerald, M., & Fincham, F. (2017). School burnout and intimate partner violence: The role of self-control. *Personality and Individual Differences*, 112, 18.
- Fenelon, Chinn, & Anderson. (2017). A comprehensive analysis of the mortality experience of hispanic subgroups in the United States: Variation by age, country of origin, and nativity. *SSM - Population Health*, 3, 245-254.
- Gustafson, D., & Iluebbey, V. (2013). "Traditional discipline" or domestic violence: Participator action research with a Sudanese refugee community. *Journal Of Cultural Diversity*, 20(2), 51-56.
- Nery-Hurwit, Kincl, Driver, & Heller. (2017). Stakeholder evaluation of an online program to promote physical activity and workplace safety for individuals with disability. *Evaluation and Program Planning*, 63, 39-44.
- Reid, J., Kagan, S., Hilton, M., & Potter, H. (2015). *Why classroom diversity matters in early education*. NY: National Center for Children and Families, Teachers College, Columbia University.
- Steinberg, M., & Lacoë, J. (2017). What do we know about school discipline reform? Assessing the alternatives to suspensions and expulsions. *Education Next*, 17(1), 44.
- US. Bureau of Census. (Current). *Statistical Abstract of the United States*. Washington DC: U.S.

Government Printing Office.

Links to YouTube videos and other resources*

Medical Experiments of the Holocaust and Nazi Medicine <http://remember.org/educate/medexp>

The Tuskegee Syphilis Experiment: A Tragedy of Race and Medicine
<https://www.youtube.com/watch?v=WUExxTIFaLE>

Tuskegee Syphilis Experiment Documentary <https://www.youtube.com/watch?v=FFWiLKA-91s>

La Operacion – Mass sterilization and testing of birth control pill in Puerto Rican women UTube
<https://www.youtube.com/watch?v=bmEX5asOgMQ>

Mass Sterilization in India <https://www.youtube.com/watch?v=fHrH0y2IDek>

*If the link does not work, type the title of the resource on your browser and press enter.

SUMMARY OF PROPOSED CHANGES

Prerequisites: HUS 2305, MAT 1272 Credits: 3 (2 hours and 30 minutes)

Format: Lectures, discussions, library research, small group exercises, readings, videos, , field assignments, web-based assignments, original research study

Final grade distribution: 70 (C) or better must be achieved to pass this course

CITI Certificate (Not graded, but You must complete to remain enrolled in the course)	
Assignment 1: RESEARCH PROPOSAL & PRESENTATION	30%
Part 1: Introduction, problem statement, and hypothesis (5%) Part 2: Literature Review (7.5%) Part 3: Research Methodology (7.5%) Part 4: Complete Research Proposal (5%) Presentation: 5%	
Assignment 2: Observation Report	10%
Assignment 3: Critical Analysis of a Research Article	10%
Class Participation (Discussion Board Posts)	10%
Classroom activities	10%

HUS3610 Readings, Lectures, Lab, Due dates

Unless otherwise noted, all readings are from DeCarlo, M. (2018).

SESSION		Tasks/Assignments	Learning/ Submission Method	Grading Category
Session 1	Introduction, Theory, Overview of Research Process			
	1.1	Course overview, requirements, policies, grading methods Introduction to social science inquiry Basics of social research What is empirical Research? Theories, paradigms, deductive and inductive theory construction Read: Chapter 1, 6	In-person class	
	1.2	<u>In- class activity</u> Review of APA style CITI course enrollment	In-person class Blackboard	Computer lab is not required for this content.
	1.3	DUE: Discussion Board Post #1	Blackboard	Participation
Session 2	Research Ethics and Research Process			
	2.1	Main steps for conducting research IRB and ethics How to design a Research Project Working on a research question Read: Chapter 2, 5	In-person class	
	2.2	<u>In- class activity</u> Review of IRB application form. Identify your research topic	In-person class Blackboard	Computer lab is not required for this content.
	2.3	DUE: CITI certificate	Blackboard	
	2.4	DUE: Discussion Board Post #2	Blackboard	Participation
Session 3	Research Design			
	3.1	Purpose of research Unit of Analysis How to design a research project Elements of a research proposal Read: Chapter 7, 2, 4	In-person class	

	3.2	<u>In- class activity</u> Research proposal outline Literature Search Worksheet 1	Blackboard	Computer lab is not required for this content.
	3.3	DUE: Discussion Board Post #3	Blackboard	Participation
Session 4	Conceptualization and Operationalization in Research			
	4.1	Attributes and variables Levels of measurement Hypothesis and research questions Association vs. causality Reliability and Validity Chapter 8, 9	In-person class	
	4.2	<u>In- class activity</u> Operationalization worksheet Literature Search Worksheet 2	In-person class Blackboard	Computer lab is not required for this content.
	4.4	DUE: Discussion Board Post # 4	Blackboard	Participation
Session 5	Sampling			
	5.1	Quantitative Research Design Sampling Chapter 10	In-person class	
	5.2	<u>In- class activity</u> Sampling worksheet	Blackboard	Computer lab is not required for this content.
	5.3	DUE: Research Proposal Part 1	Blackboard	Assignment 1 (P-1)
Session 6	Types of Research- Part 1			
	6.1	Survey Experiments Chapter 11, 12	In-person class	
		<u>In- class activity</u> Survey Development Worksheet	In-person class Blackboard	Computer lab is not required for this content.
	6.2	DUE: Research Proposal Part 2	Blackboard	Assignment 1 (P- 2)
	6.3	DUE: Discussion Board Post # 5	Blackboard	Participation
Session 7	Types of Research- Part 2			

	7.1	Qualitative Research Design Research questions for qualitative research Relationship between theory and research in qualitative research Sampling in qualitative research Interviews, Focus Groups, observation Strengths and weaknesses of qualitative field research Ethics in qualitative research Read: Chapter 13	In-person class	
	7.2	<u>In-class activity</u> Focus Group Interviews	In-person class Blackboard	Computer lab is not required for this content.
	7.3	DUE: Research Proposals Part 3	Blackboard	Assignment 1 (Part 3)
Session 8	Types of Research- Part 3			
	8.1	Unobtrusive Evaluation Research Mixed Research Methods Read: Chapters 14 and 15	In-person class	
	8.2	<u>In-class activity</u> Evaluation Research article review worksheet	Blackboard	Computer lab is not required for this content.
	8.3	DUE: Observation Report	Blackboard	Assignment 2
Session 9	Reading and Writing Research Paper			
	9.1	Critical reading of a peer-reviewed journal article Organization of journal paper Process of research Journal vs Books Basic considerations Read: Chapter 3, 16	In-person class	Participation
	9.2	<u>In-class activity</u> Reviewing journal paper exercise worksheet	In-person class Blackboard	Computer lab is not required for this content.
	9.3	DUE: Discussion Board Post #6	Blackboard	Participation
Session 10	Analysis of Data Part 1			

	10.1	Quantitative Data Analysis Descriptive analysis Inferential statistics- Part 1	In-person class	
	10.2	Data analysis worksheet	In-person class Blackboard	COMPUTER LAB NEEDED
	10.3	DUE: Critical analysis of a research article	Blackboard	Assignment 3
Session 11	Analysis of Data Part 2			
	11.1	Inferential statistics part 2 Qualitative Data Analysis	In-person class	
	11.2	Data Analysis worksheet	In-person class Blackboard	COMPUTER LAB NEEDED
	11.3	DUE: Research Proposal Part 4 (Complete Research Proposal)	Blackboard	Assignment 1(Part 4)
Session 12	Research Proposal and presentation			
	12.1	Final Research Proposal Course Wrap-up Course review for Final Exam. <u>In-class activity</u> Proposal Review exercise worksheet	In-person class Blackboard	Computer lab is not required for this content.
		DUE: Discussion Board #7		Participation
Session 13		PRESENTATIONS	In-person class	Assignment 1 Presentation
Session 13		PRESENTATIONS	In-person class	Assignment 1 Presentation
Session 15		FINAL EXAM	In-person class	Final Exam

In-Class Activities

During in-class activities, you will be introduced to different research-related activities such as literature review, developing research questions, developing research surveys, interviewing strategies, and strategies for data collection.

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