**SOCW 5322: RESEARCH AND EVALUATION METHODS I**

**Section 001**

**Spring, 2015**

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| **INSTRUCTOR INFORMATION:**  |

H. Leona Peterson, LMSW

**Telephone Number:** 866-272-3181

This is the number of the School of Social Work. I will be able to respond to emails much more quickly.

**Email:** heather.peterson@mavs.uta.edu

As a general rule, emails received Monday through Friday (not including holidays) will be returned within 24 hours. Emails received Saturdays, Sundays and holidays will be returned by the next business day.

**Office Hours:** By appointment. Contact me by email or see me prior to or after class.

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| **CLASS INFORMATION:** |

**Class Title and Section**: SOCW 5322: Research Methods Section 001

**Time and Place of Class Meetings:** Room SW A 115 on Tuesdays from 7:00-9:50 pm.

**Description of Course Content:** This course is designed to provide students with an understanding of and ability to use the evidence-informed practice process to identify, analyze, and apply evidence-informed interventions.  Students will be able to comprehend both quantitative and qualitative research and to synthesize strengths and weaknesses of the social work literature.  Students will be able to synthesize and evaluate research in terms of its content, quality, and applicability to clients.  Students will understand scientific and ethical approaches to building knowledge to apply to and evaluate the impact of interventions on clients or clients’ presenting problems.

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| **CLASS DESCRIPTION AND LEARNING OUTCOMES:**  |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

This course is designed to provide students with an understanding of and ability to use the evidence-informed practice process to identify, analyze and apply evidence-informed interventions.  Students will be able to comprehend both quantitative and qualitative research and to synthesize strengths and weaknesses of the social work literature.  Students will be able to synthesize and evaluate research in terms of its content, quality, and applicability to clients.  Students will understand scientific and ethical approaches to building knowledge to apply to and evaluate the impact of interventions on clients or clients’ presenting problems.

**B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

**Section 2.1.3****Apply critical thinking to inform and communicate professional judgments.**

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (Relevant assignments: Article Critiques, Research Proposal Paper)

(b) Analyze models of assessment, prevention, intervention, and evaluation. (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

**Section 2.1.6****Engage in research-informed practice and practice-informed research.** Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:

(a) Use practice experience to inform scientific inquiry and (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

(b) Use research evidence to inform practice. (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

**C. Student Learning Outcomes**

1.   Identify elements of an evidence-based practice model, the research process and social work research methods with application to the process of evidence-based practice and evaluation of social work practice and programs.

2.   Use and critically examine existing literature with emphasis on issues regarding cultural diversity, gender, sexual orientation, and sensitive topics (i.e., social and economic justice, oppression, and populations at risk).

3.   Apply relevant social, cultural, economic and other diversity factors in the selection of topics, the methods employed, the nature of analysis, and the conclusions drawn in the research endeavor.

4.   Apply scientific methods to issues of concern for social workers, including how to formulate meaningful research questions, select appropriate research designs, develop and employ basic methods of data collection and conduct quantitative and qualitative analysis.

5.   Use empirical studies as a knowledge base to support professional interventions and decisions for the enhancement of client well-being.

6.   Interpret statistical concepts and present results as they apply to social work.

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| **REQUIRED TEXTBOOKS:** |

**Required Textbook:**

Maschi, T., & Youdin, R. (2012). *Social worker as researcher: Integrating research with advocacy*. Upper Saddle River, NJ: Pearson Education.

Trochim, W.M. (2006). *The Research Methods Knowledge Base* (2nd ed.). This is a free online textbook. Retrieve from http://www.socialresearchmethods.net/kb/

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| **ASSIGNMENTS AND ATTENDANCE:** |

**1) Human Subjects Training (20 points). Due 1/29 @ 6:59 pm.**

This training is offered by the University of Texas at Arlington’s Institutional Review Board. It is required of all faculty and students who conduct research at the university. It will assist you in understanding research ethics and in preparing for the Ethics Quiz later in the semester. Complete the training at <http://www.uta.edu/ra/oric/training> and then upload the certificate in the space provided in Blackboard under Course Materials, Module 2.

**2) Plagiarism Tutorial (15 points). Due 2/5 @ 6:59 pm.**

This tutorial is designed to make you aware of what constitutes plagiarism. This will assist you in avoiding plagiarism in your papers for this class and others.

1. Complete the tutorial available at <http://library.uta.edu/plagiarism/index.html>.
2. Then, complete the quiz at the end of the tutorial.
3. The tutorial provides you with an option to email you certificate to your professor. Opt to have the system email the certificate to me at heather.peterson@mavs.uta.edu.

**3) Ethics Quiz (50 points). Due 2/19 @ 6:59 pm.**

The quiz is designed to test your knowledge of the material presented in your reading assignments and lecture on research ethics. To access quiz feedback: Go to your grades. Scroll down to quiz of interest and click on the grade you received. Click on the number of your calculated grade. Quiz should come up on screen showing all of your answers, the right answers, and the feedback for each answer.  **(Learning Outcomes 1, 3, 4)**

**4) Three in-class activities on class topics (10 points each).**

These activities provide important application exercises related to the content of the class. These activities are done in class, within groups, for your benefit. Materials for these activities will be available in Blackboard. Descriptions and instructions for each are below and in the respective Modules. (**Learning Outcomes 1, 2, 4, and 5**).

1. Survey Critique (Module 3). **Due 2/5 in class**.

To reinforce concepts in Module 3, open the included file "Survey.pdf." Read and review it, noting what works and doesn't. Consider the following questions:

a. How would you react as a youth (approx. ages 8-17) taking this survey?

b. How would you react as an adult leading 4-H taking this survey?

c. What flaws do you see in the design? (e.g. how the questions were asked, the scales used, length and order of questions)

You will receive information from me on my thoughts and perceptions of this survey after you have completed the activity.

2. Internal and External Validity Critique (Module 5). **Due 2/19 in class.**

To reinforce concepts in this module, open the included file "AguirreMitschkeSWE.pdf." Read and review it. As you do, write down what you think are the threats to internal and external validity in the study. I **strongly encourage** you to do this activity ***before*** taking the Quantitative Quiz. You will receive information later from me on what I identify as the threats after you have completed the activity.

3. Credibility of Qualitative Research (Module 7). **Due 4/16 in class.**

To reinforce concepts in this module, open the included file "Dillon.pdf." Read and review it. As you do, write down what you think are the ways Dillon achieved Patton's (assigned reading provided in this Module) identified strategies for credible qualitative research. These include rigorous techniques (4 types of triangulation: method, sources, theory, and analysts), credibility of the researcher, and commitment to the qualitative paradigm. You will receive information from me on what I identify as ways she achieved Patton's recommendations after you have completed the activity.

**5) Article Critique Quizzes (50 points each). #1 is due 4/2 @ 6:59 pm. #2 is due 4/9 @ 6:59 pm.**

The instructor will assign a quantitative and a qualitative empirical article that address the same topic. Through Blackboard, you will answer a series of questions about these articles. Activities 2 and 3 above prepare you for the two quizzes, respectively. *In each of these quizzes, read questions carefully.* You will receive an email notifying you of when quizzes are graded so that you can access quiz feedback on your answers. To access quiz feedback: Go to your grades. Scroll down to quiz of interest and click on the grade you received. Click on the number of your calculated grade. Quiz should come up on screen showing all of your answers, the right answers, and the feedback for each answer.  **(Learning Outcomes 1-4)**

**6) Research Proposal (105 points). Part I due 3/5 @ 6:59 pm. Part II due 5/7 @ 6:59 pm.**

Students will develop a research question or hypothesis and propose a mixed methods (i.e. qualitative and quantitative) research study to answer the research question. This proposal will be submitted in two parts, outlined below. The first part of the proposal is to follow APA style.Text citations and reference lists must be in correct APA (6th ed.) format. There are useful websites for assistance with APA in the rubrics provided for the papers. ONLY use these websites; the professor does not approve of other websites nor of computer programs that automatically construct citations for you. These usually have errors. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated from any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline. If you are not sure when to cite something, visit the website on the rubric about when to cite. Assignments should be carefully proofed for spelling and grammar. You will receive an email notifying you when the respective papers are graded so that you can access feedback on your papers. To access paper feedback, go to “Grades;” click on “score received for assignment;” click on “attachment” next to the category called “Attached Files;” download document the document and you will see feedback with the rubric when you open the document.

**Please see the instructions for writing the research proposal at the end of the syllabus. It is also recommended that you check the rubrics before turning in your paper to ensure you have adequately covered all areas that will be graded.** **(Learning Outcomes 1-4)**

7) Optional Final Exam (30 points). Due the week of 5/7.

An optional final exam is available in Blackboard for up to 30 bonus points toward your final grade. This gives you a second opportunity to demonstrate mastery of the course content. The exam will be timed.

8) Optional visit social work writing resources office. (5 points). Due the week of 5/7.

Part 1 of your research proposal is due the week of 3/5. Part 2 of the research proposal is due the week of 5/7. If you set up an appointment with Dr. Kilgore **after receiving feedback on part 1 and at least 1 week before part 2 is due** (between *March 26th and April 30th*) and have Dr. Kilgore sign the form at the end of this syllabus verifying you attended your appointment, **I will add 5 points to your final grade on the research proposal**. Please schedule an appointment, rather than walking-in during his office hours. Take a copy of your **graded** part 1 assignment **with my feedback** to your appointment so you can address writing issues in your paper. **In order to receive the extra credit, you MUST submit part 1 of your research proposal on time (cannot be turned in late)!**

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I have elected to take attendance but will not factor attendance into the grade. Students who attend classes tend to have higher grades and a better overall understanding of the content.

**Please be on time for class and turn off cell phones.**

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| **GRADING AND GRADING POLICIES:** |

**Assignment due dates:** All assignments (except the three in-class activities) are due by the beginning of class on the day of class (6:59 pm on Thursday) during the week they are due.

**Grading**:

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| **Assignment** | **Point Value** |
| Plagiarism tutorial  | 15 |
| Human subjects training  | 20 |
| Ethics quiz | 50 |
| 3 In class activities (10 pts. each) | 30 |
| Article quizzes (2 @ 50 pts. each) | 100 |
| Research Proposal Part 1 | 50 |
| Research Proposal Part 2  | 55 |
|  OPTIONAL Final Exam: Extra credit | 30 |
|  OPTIONAL Visit Writing Resources: Extra credit | 5 |
| **TOTAL POINTS POSSIBLE (excludes extra credit)** | **320** |

The following # of points corresponds to the adjacent letter grade:

A = 288-320 = Unusually good and outstanding performance; excellent

B = 255-287 = Very good performance; exceeds the acceptable standard

C = 222-254 = Adequate performance; meets the acceptable standard

D = 189-221 = Barely adequate performance

F = 188 and below = Unacceptable performance

**Suggestions for Earning a Good Grade:**

1) COME TO CLASS!

2) Do the weekly readings.

3) Turn in all assignments on time!

4) Talk to the professor about any issues you are facing!

5) Follow the syllabus/rubric guidelines for assignments.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see “Student Support Services,” below.

**Make-up Quizzes and Exams**: There will be no opportunities to make up any in-class assignments or the optional final exam.

**Late Assignments**: Assignments late for ***any*** reason will be docked ½ of a grade for each day it is late. For example, a 100 point paper will be docked 5 points each day it is late and a 150 point paper will be docked 7.5 points per day. Assignments will ***not*** be accepted after 5 days of being late (the Tuesday after it was due).

**When to Expect Grades:** In most cases, I will return graded assignments within 2 weeks of the due date.

**Incomplete:** There will be no “incomplete” grades assigned.

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| **LIBRARY AND WRITING RESOURCES:**  |

**Writing Center and Social Work Writing Resources Office:** Both the University and the School of Social Work offer writing resources.

School of Social Work Writing Resources

Office of Advising & Student Success: A-319C

Dr. Kilgore, director of the writing resources office, is available by email at: kilgorec@uta.edu. His office hours are as follows:

Fall 2014 Walk-In and Virtual Office Hours:

**Monday**: 9am-12:30pm, 1:30-5:30pm

**Tuesday:** 10am-Noon, 1-7pm

**Wednesday:** 9am-12:30pm, 1:30-4pm

**Thursday:** 10-Noon, 1-5pm

**Friday** by Appointment/Email

University Writing Center

The Writing Center, 411 Central Library, offers individual 40 minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket%40exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f" \t "_blank) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Social Work Librarian:** John Dillard is the School of Social Work’s librarian. He is an excellent resource for social work researchers. His contact number and email address are: 817-272-7518 and dillard@uta.edu

**Opportunity for Extra Credit**: Part 1 of your research proposal is due the week of 3/5. Part 2 of the research proposal is due the week of 5/7. If you set up an appointment with Dr. Kilgore **after receiving feedback on part 1 and at least 1 week before part 2 is due** (between *March 26th and April 30th*) and have Dr. Kilgore sign the form at the end of this syllabus verifying you attended your appointment, **I will add 5 points to your final grade on the research proposal**. Please schedule an appointment, rather than walking-in during office hours. Take a copy of your finished part 1 assignment with my feedback to your appointment so you can address issues in your paper. **In order to receive the extra credit, you MUST submit part 1 of your research proposal on time (cannot be turned in late)!**

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| **COURSE SCHEDULE:** |

| **Week/Date** | **Course Topics** | **Assignments Due** | **Outcomes (EPAS)** |
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| **Class 1****Week of 1/22** | **Course Introduction and Ethics in Social Work Research*** The What and the Why of Social Work Research
* Institutional Review Boards
* Ethical Controversies in Research

*Take home:****Readings****: 1) Maschi & Youdin ch. 2 & 3**2) Trochim “Ethics in research” (under “Foundations” section****Assignments****:* *1) IRB assignment due next week* |  | *2.1.1 e: engage in career-long learning**2.1.2 b: ethical decision making**2.1.3 a: distinguish and appraise research-based knowledge* *2.1.10 d, g, & m: engage, assess, intervene & evaluate w/ clients* |
| **Class 2****Week of 1/29** | **Evidence Based Practice & Plagiarism*** Cultural Competency in Research
* The Utility of Research in Applied Settings
* Steps in Evidence Based Practice
* Topics in Plagiarism

*Take home:****Readings****: 1) Maschi & Youdin ch. 4**2) Trochim “Variables”” section**3) Trochim “Hypotheses” section* *4) Trochim “Types of Data” section**5) Trochim “ Conceptualizing” section****Assignments****:* *1) Plagiarism tutorial due next week.**2) First in class activity next week (cannot be made up!)* | **Human Subjects IRB completion certificate due (20 points)** | 2.1.2 b: make ethical decisions2.1.2 c: tolerate ambiguity in resolving ethical conflicts2.1.4 a: recognize oppressive cultural structures2.1.4 b: self-awareness to eliminate personal bias |
| **Class 3****Week of 2/5** | **Problem Formulation & Types of Designs*** Selecting Topics of Research
* Variables
* Hypotheses vs. Research Questions
* Conceptualization
* Operationalization
* Quantitative versus Qualitative Data

*Take home:****Readings****: 1) Trochim “Introduction to Design” section**2) Trochim “Types of Designs” section**3) Trochim “Sampling Terminology” section**3) Mashchi and Youdin ch. 6****Assignments****:* *Begin thinking about research questions for your research proposal* | **Plagiarism tutorial due (15 points)****In class activity 1 (10 points)** | 2.1.1 e: engage in career-long learning2.1.2: Apply social work ethical principles2.1.3 a: distinguish & appraise research-based knowledge2.1.3.b analyze models of evaluation2.1.6. a: use experience to research2.1.6 b: use research to inform practice |
| **Class 4****Week of 2/12** | **Validity, Reliability, & Sampling*** Existing Scales
* Surveys
* Measures of Reliability and Validity
* Introduction to Sampling Techniques
* Sampling Bias
* Social Justice in Sampling

*Take home:****Readings****: 1) Maschi & Youdin ch. 5**2) Trochim “Key Elements” section under “Write up”.**3) Malone, S. (2003). Ethics at home: Informed consent in your own backyard. International Journal of Qualitative Studies in Education, 16(6), 797-815.****Assignments****: 1) Ethics quiz due next week!2) Second in class activity next week (cannot be made up!).**3) Begin thinking about research designs to answer your research questions* |  | 2.1.3 a: distinguish, & integrate & appraise research-based knowledge & practice wisdom2.1.6.b: use research to inform practice2.1.10 m: critically analyze, monitor, and evaluate interventions |
| **Class 5****Week of 2/19** | **Writing a Research Proposal: Sources of Information & Literature Reviews*** Finding Appropriate Sources of Academic Knowledge and EBP
* Explore the Importance of the Problem
* Organizing Existing Literature for a Literature Review

*Take home:****Readings****: 1) I will assign several articles for our review in the next class. I will make these available online before 2/20. Including:**Patton, M. (1990). Enhancing the quality and credibility of qualitative analysis in qualitative evaluation and research methods. London: Sage.* *2) Trochim “Key Elements” section**3) Maschi & Youdin pp. 267-279****Assignments****: 1) Third in class activity next week (cannot be made up*!)*2) Begin finding sources for your research proposal* | **Ethics quiz due (50 points)****In class activity 2 (10 points)** | 2.1.1 e: engage in career-long learning2.1.9 a: continually discover & appraise changing scientific and technological developments to provide relevant services2.1.10 m: critically analyze, monitor, and evaluate interventions |
| **Class 6****Week of 2/26** | **Reviewing Research Articles In Class Activity** I will email you parts of research articles that are good examples. We will discuss them in class. Be prepared!!!* Identifying Components of Studies
* Identifying the Research Questions

*Take home:****Readings****: Whatever is necessary to complete your research proposal draft!**1) Trochim “Philosophy of Research” section**2) Trochim “Deduction and Induction” section****Assignments****: Research proposal draft is due next week!* | **In class activity 3 (10 points)** | 2.1.1 e: engage in career-long learning2.1.10 m: Critically analyze, monitor, and evaluate interventions |
| **Class 7****Week of 3/5** | **Philosophy & Theory in Research** * Theory
* Theoretical Paradigms
* Induction versus deduction

**Class Activity: Discuss part one of the research proposal***Take home:****Readings****: 1) Trochim “Survey Research” sections, including “Types of Questions- Question placement”**2) I will upload a research article. We will discuss the methodology of the article in class.* | **Research Proposal Part 1 due (50 points)** | 2.1.3 a: distinguish and appraise multiple sources of knowledge, including research-based knowledge2.1.10 a: substantively and affectively prepare for action with individuals, families, groups, organizations, and communities |
| **Class 8****Week of 3/12** | **SPRING BREAK VACATION ~~ NO CLASS!** |  |  |
| **Class 9****Week of 3/19** | **An Overview of the Methodology Section*** Designs: Focus on Survey Research
* Participants and Sampling
* Data Collection

*Take home:****Readings****: 1) Maschi and Youdin ch. 7**2) Trochim “Design” section**3) Trochim “Analysis” section* |  | 2.1.3 a: distinguish and appraise multiple sources of knowledge, 2.1.3 b: analyze models of assessment, prevention, intervention, & evaluation |
| **Class 10****Week of 3/26** | **Quantitative Design*** Approaches to Inquiry
* Anatomy of a Study
* Prominent Scaling Techniques

*Take home:****Readings****: 1) Maschi & Youdin ch. 10**2) Trochim “Qualitative Measures” section**3) Trochim “Qualitative Data” section***Assignments**: 1) Quantitative Article Critique due next week! **ARTICLE FOR CRITIQUE**:Feigelman, B., & Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part I. *Illness, Crisis, & Loss, 19,* 57-71. Available in Blackboard. Use questions asked in Internal and External Validity activity to guide you. |  | 2.1.3c: demonstrate effective communication in working with clients and colleagues2.1.6 b: use research evidence to inform practice2.1.10 d: Collect, organize, & interpret client data2.1.10 m: critically analyze & evaluate interventions |
| **Class 11****Week of 4/2** | **Qualitative Design*** Approaches to Inquiry
* Cycle of Research
* Types of Qualitative Data
* Types of Qualitative Design

*Take home:****Readings****: 1) Maschi & Youdin ch. 9**2) Trochim “Introduction to Evaluation” and “Evaluation Research” under “Foundations” section****Assignments****: Qualitative Article Critique due next week!***ARTICLE FOR CRITIQUE:** *Feigelman, B., & Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part II. Illness, Crisis, & Loss, 19, 165-185. Available in blackboard.* | **Quantitative Article Critique due (50 points)** | 2.1.6 b: use research evidence to inform practice2.1.10 d: collect, organize, and interpret client data2.1.10 m: critically analyze, monitor, and evaluating interventions |
| **Class 12****Week of 4/9** | **Single Subject Designs & Evaluation Research*** Types of Designs
* Elements of Single Subjects Designs
* Cycle of Evaluation Research

*Take home:****Readings****: 1) Maschi & Youdin ch. 8**2) Trochim “Types of Designs” section* | **Qualitative Article Critique due (50 points)** | 2.1.6 b: use research evidence to inform practice2.1.10 m: critically analyze, monitor, & evaluate interventions |
| **Class 13****Week of 4/16** | **Experimental, Non Experimental, and Quasi Experimental Designs*** Causation
* Assignment vs. Sampling
* Social Justice in Assignment and Sampling

*Take home:****Readings****: 1) Maschi & Youdin ch. 12**2) Trochim “Formatting” section under subheading “Write Up”* |  | 2.1.5 b: advocate for human rights & economic justice2.1.5 c: engage in practices that advance social & economic justice2.1.6 b: Use research evidence to inform practice |
| **Class 14****Week of 4/23** | **Evaluating Manuscripts****Additional Sections of a Proposal*** Cover page
* Abstract
* Importance
* References!!!

**In-Class Activity: Complete activities in chapters 7,8, & 9 of Writing With Style book** *Take home:****Readings****: 1) Trochim “Analysis” section: Read all sub-headed sections under “Analysis”.* |  | 2.1.1 e: engage in career-long learning2.1.3 a: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge2.1.3.c: demonstrate effective written communication in working with colleagues  |
| **Class 15****Week of 4/30** | **Data Analysis*** Secondary Data Analysis
* Content Analysis
* Qualitative Analysis: Coding & Memoing
* Quantitative Analysis: Levels of Measurement & Coding

*Take home:****Readings****: Study for optional final.* *Whatever is necessary to complete the research proposal!****Assignments****: 1) If desired, study for optional final exam!*2) Part II research proposal due next week!!!3) Extra credit assignment is due. |  | 2.1.6 b: use research evidence to inform practice2.1.10 m: critically analyze, monitor, and evaluate interventions |
| **Class 16****Week of 5/7** | **Course Wrap-Up*** Debriefing: What have we learned?

 How can we apply it? | **Part II Research Proposal due (55 points)** **OPTIONAL Writing Center Form due (5 bonus points)** |  |
| **FINAL EXAM WEEK****Week of 5/14** | **This is a timed exam. Grade feedback will be available immediately.** | **OPTIONAL Final Exam due (30 bonus points)** |  |

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.*

*-Leona Peterson*

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| **PLEASE NOTE THE FOLLOWING UNIVERSITY POLICIES:** |

### Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.*

**Expectations for Out-of-Class Study**: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**Grade Grievance Policy**: See BSW/MSW Program Manual.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

**HOW TO WRITE THE RESEARCH PROPOSAL: PART 1**

***1st Portion of Proposal: Literature Review and Purpose Statement (50 pts).***

In this paper, you should:

1. Select a topic of interest to you. You could start with a particular population, setting or presenting issue and then identify an issue of interest to be researched related to that. As you read the related literature on the topic, a research question should emerge for you. One area where research questions often emerge is in the Discussion section of journal articles where researchers will identify future research needed. If you are unsure of a topic, please email the instructor for suggestions.
2. Use the following headings (more may be added but these are the minimum):
* Current Knowledge of the Problem
* Problem or Purpose Statement
* Ethical Issues
* Relevance to Social Work Practice
1. Summarize existing knowledge on the topic; your 10 journal articles apply to this portion of the paper.
2. Present a purpose statement following the guidelines for properly stated problem statements given in the relevant powerpoint available in the “Course materials” area.
3. Discuss possible Ethical Issues that might arise when conducting research on this topic: What are the possible ethical issues [based on the code of ethics and the IRB regulations discussed in book and powerpoints] you think you might encounter with your study? Is the population you chose considered vulnerable by IRB regulation? Will the study be anonymous or confidential? Is assent required? Is informed consent required? Might mandatory reporting come into play with keeping confidentiality? (Be sure to cite the NASW code of ethics and, if applicable, article by Malone available in respective Module on ethics in “Course materials”.).
4. Identify what the proposed study would contribute to the current understanding of the issue
5. Explain why the proposed study is important to the field of social work
6. To a certain extent, length varies related to the topic you choose and your personal writing style. A good strategy is to ensure you cover the items listed in both rubrics provided in Blackboard. Typical papers in past semesters have ranged from 10-15 pages.
7. You should reference at least 10 journal articles (make sure you have at least two quantitative and two qualitative studies). Websites, magazines, and newspapers do not count as journal articles. I will discuss in class recommended websites with APA formatting tips and how to limit searches for references in a literature review.

**HOW TO WRITE THE RESEARCH PROPOSAL: PART 2**

***2nd Portion of Proposal (Research Design) (55 pts.)***

This portion of the research proposal will be completed **using the template in blackboard** designed to guide you in mapping out a mixed methods (quantitative and qualitative) study on your topic**.** You will provide the answers to these questions in Blackboard through a quiz. If you, instead of using the quiz in Blackboard, submit a paper, it ***will not be graded***. The quiz will be in the “Course Materials” area of Blackboard in the Module for the week it is due. Questions that will be covered include:

* 1. What will be your sampling plan? (Probability or non-probability? Which strategy?)
	2. How will you find participants? (Is there a sampling frame readily available?)
	3. How will you gather quantitative and qualitative data? Please give sufficient detail so I know what your study would entail. (Quantitative Hints: Will you conduct a survey? Use secondary data? Evaluate an intervention?; Qualitative Hints: Will you use phenomenology with interviews? Ethnography with participant observation? Historical Research with content analysis?)
	4. How will you demonstrate trustworthiness of your research design?
		1. Quantitative: Assessment of Internal and External Validity: Discuss **EACH threat** and why you think it is or isn't present in your study.
		2. Qualitative: Describe the credibility of your study focusing on Patton's three major things that a researcher can do to enhance the credibility from the chapter “Enhancing Credibility of Qualitative Research” available in the respective module folder in “Course materials”. These include rigorous methods (be sure to discuss four types of triangulation), demonstrating credibility of the researcher (discuss your own credibility), and demonstrating understanding of and commitment to the qualitative method chosen (discuss why you think there should be a qualitative study of your topic).

Note: You **will not** be conducting a research study! You will **only** be telling me how you would do so using **both quantitative and qualitative methods**.

**RUBRIC: 1st portion of proposal**

|  |  |  |
| --- | --- | --- |
| **ITEM** | **Points Possible** | **Points Earned** |
| Follows APA Rules (Websites are provided for each bullet for assistance): * Margins, page numbers, and font (1 point): <http://owl.english.purdue.edu/owl/resource/560/01/>
* Cover Page, running head (1 point): <http://owl.english.purdue.edu/owl/resource/560/01/>
* Formatting of Headings (1 point): <https://owl.english.purdue.edu/owl/resource/560/16/>
* Citations (in-text and reference page) (3 points):
* When to cite: <http://library.uta.edu/plagiarism/>
* In-text:
* <https://owl.english.purdue.edu/owl/resource/560/02/>
* <http://owl.english.purdue.edu/owl/resource/560/03/>
* Reference page (print resources):
* <https://owl.english.purdue.edu/owl/resource/560/05/>
* <https://owl.english.purdue.edu/owl/resource/560/06/>
* <https://owl.english.purdue.edu/owl/resource/560/07/>
* <https://owl.english.purdue.edu/owl/resource/560/08/>
* <https://owl.english.purdue.edu/owl/resource/560/09/>
* Reference page (electronic and other non-print resources):
* <http://owl.english.purdue.edu/owl/resource/560/10/>
* <https://owl.english.purdue.edu/owl/resource/560/11/>
* Properly formatted quotations where applicable: <http://owl.english.purdue.edu/owl/resource/560/02/>
 | 6 |  |
| Uses the following headings in correct APA heading format: Current Knowledge of the Problem Problem or Purpose Statement Ethical Issues Relevance to Social Work Practice | 1 |  |
| Grammar, Usage, and Writing Style:* Uses paragraphs with thesis sentences; appropriate paragraph length;
* Is concise & clear; uses terms correctly; good word choice
* Does not overuse quotations
* Uses correct sentence structure, grammar, spelling, & punctuation
* Introduces acronyms correctly
 | 2 |  |
| Current Knowledge of the Problem: Was existing knowledge on the topic extensively discussed based on the literature (10 required journal articles and other sources)? | 10 |  |
| Problem Statement (2 points per bullet below): * Was it stated in simplest form?
* Were variables being investigated identified?
* Was the relationship between variables of investigation indicated?
 | 6 |  |
| Ethics (2 points per bullet below): * Were possible ethical issues that might arise when conducting research on this topic discussed?
* Were both the IRB regulations and NASW code of ethics discussed in relation to these issues?
* Is the population you chose considered vulnerable by IRB regulation?
* Will the study be anonymous or confidential?
* Is assent required? Is informed consent required?
* Might mandatory reporting come into play with keeping confidentiality?
 | 14 |  |
| Relevance to Social Work Practice (2 points per bullet below): * Did student identify what the proposed study would contribute to the current understanding of the issue?
* Was an explanation provided of why the proposed study is important to the field of social work?
* Did this explanation include a description of a social worker’s typical role with clients experiencing this issue?
 | 6 |  |
| Uses At Least 10 Journal ArticlesGo to these websites for help in finding journal articles suitable for your paper.* <http://www.uta.edu/faculty/frierson/findingPeerReviewed/>
* <http://ask.uta.edu/a.php?qid=62976>
* <http://ask.uta.edu/a.php?qid=37751>
* <http://libraries.uta.edu/video/instruction/pr/intro.htm>
 | 5 |  |
| **Total** | **50** |  |

**Rubric: 2nd portion of proposal**

**To be completed through a quiz in Blackboard**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ITEM** | **QUANTITATIVE** | **QUALITATIVE** | **Points Possible** | **Points Earned** |
| **Type of Study**  | Is study descriptive, exploratory, explanatory, or an evaluation? Explain why you think this. | 3 |  |
| **Sample Size**  | How many people do you hope to participate in the quantitative portion? | How many people do you hope to participate in the qualitative portion of your study? | 2 |  |
| **Accessible Population**  | From where will you draw your sample? | From where will you draw your sample? | 2 |  |
| **Sampling Plan**  | Will you use probability or nonprobability sampling? Which of the sampling strategies will you use (e.g. simple random, etc.)? | Will you use probability or nonprobability sampling? Which of the sampling strategies will you use (e.g. simple random, systematic random, purposive, etc.)? | 4 |  |
| **Data Collection**  | How will you collect your data (e.g. surveys, secondary data, treatment with a pre- and post-test, etc.)? | How will you collect your data (e.g. interviews, participant observation, immersion, etc.)? | 10 |  |
| **Design**  | What type of design are you using? (e.g. experimental, quasi-experimental, etc.)?  | What is your selected qualitative approach? (e.g. phenomenology, grounded theory, etc.)? | 6 |  |
| **Trustworthiness of the Design**  | Discuss **each** of the threats to **internal and external** validity. Why does or does not each exist in your design? Please use numbers or bullets. | Discuss **each** of the **three** aspects of **credibility** discussed in class powerpoints and the qualitative class activity put forth by Patton in the “Enhancing Credibility…” article you read. | 28 |  |
| **Total** | **55** |  |

**Social Work Writing Resources Office Attendance Form**

**PRINT THIS FORM AND BRING TO YOUR APPOINTMENT. DR. KILGORE MUST SIGN THIS FORM.**

**Turn this form before or during our last class meeting.**

To receive extra credit, you must schedule an appointment with Dr. Kilgore after you have received feedback on your research proposal part 1 and at least 1 week before part 2 of the research proposal is due (March 26th and April 23rd).

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appointment day and time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I have attended an appointment with Dr. Kilgore on the above stated day and time. We covered the following topics during our appointment:

1)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You may add additional topics on the back of this printed page if necessary.

Student’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr. Kilgore’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_