

**SOCW 6324-003**  
**Research and Evaluation Methods in Social Work II**  
**Spring 2016**

**Instructor:** Courtney Cronley, Ph.D.

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**Class Location:** SWCA 115

**Class Day and Hours:** Mon. 4 PM – 6:50 PM

**Office Hours:** Thurs. 2:00 PM – 3:30 PM, and by appointment

**I. Description of Course Content:**

Council on Social Work Education (CSWE) Educational and Policy Accreditation and Standards (EPAS) Policy 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

- use practice experience to inform scientific inquiry, and
- use research evidence to inform practice (2008, p. 5).

University of Texas at Arlington Catalogue Description of Course Content:

Advanced course in the application of research principles and techniques. Topics include regression and statistical control, analysis of variance, questionnaire construction, evaluation research, and computerized tabulation and analysis of data. Mini-projects require the student to apply these techniques in the context of social work practice. Required of all students.

Expanded Description of Course Content:

Building on previous courses, particularly Research I, in this course an evidence informed approach to social work practice and the delivery of human service program is emphasized. In this course quantitative and qualitative research methods and commonly used statistical procedures and approaches are applied to the evaluation of social work practice interventions and the evaluation of human service programs.

In this course these research skills and knowledge are presented from the perspective of promoting diversity and social and economic justice in the evaluation of social work intervention and the delivery of human service programs.

Student Learning Outcomes:

1. Demonstrate an understanding of the role of research in the evaluation of social work practice and the delivery of human service programs.
2. Display an understanding of ethical, political and managerial implications of conducting evaluation research in human service organizations.
3. Articulate a rationale for how evaluation results can be used to improve human services,

- advance the interest of stakeholders and inform social work practice.
4. Utilize empirical studies as a knowledge base to support professional interventions, programs, and decisions in human service agencies.
  5. Develop goals and objectives for practice and program evaluation inclusive of diversity and social and economic justice.
  6. Design a valid social work practice and program evaluation with an understanding of issues in evaluation related to cultural diversity, gender, sensitive topics, sexual orientation, and ethical concerns.
  7. Determine and use relevant statistical procedures to analyze evaluation data in order to determine effectiveness.
  8. Present evaluation results to various audiences in a professional manner.

Note: The course instructor reserves the option to modify the course syllabus throughout the course offering by adding guest speakers, audio visual media, instructional technology, or supplemental materials and/or modifying assignments or making substitutions so long as course objectives are met and the overall grading criteria are maintained.

EPAS Practice Competencies taught, practiced, and assessed in this course:

<b>Practice Competency</b>	<b>Taught/Practiced</b>	<b>Assessed</b>
EP 2.1.1 – Identify as a professional social worker and conduct oneself accordingly	Readings, PowerPoints, and discussion board dialogues; engagement with SSRD client and community partner	Discussion boards and SSRD and Program Evaluation reports
EP 2.1.2 – Apply social work ethical principles to guide professional practice	Readings, PowerPoints, and discussion board dialogues	Human subjects certification; discussion boards, quizzes, and SSRD and Program Evaluation reports
EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments	Readings, PowerPoints, and discussion board dialogues	Discussion boards, SSRD and Program Evaluation reports
EP 2.1.4 – Engage diversity and difference in practice	Readings, PowerPoints, and discussion board dialogues	Quizzes, discussion boards, and SSRD and Program Evaluation reports
EP 2.1.6 – Engage in research-informed practice and practice-informed research	Readings, PowerPoints, and discussion board dialogues; engagement with SSRD client and community partner	Discussion boards, quizzes, and SSRD and Program Evaluation reports

EP 2.1.9 – Respond to contexts that shape practice	Readings, PowerPoints, and discussion board dialogues; engagement with SSRD client and community partner	Discussion boards, quizzes, and SSRD and Program Evaluation reports
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Prerequisite: SOCW 5322

## **II. Course Materials:**

### Required Texts:

- Bloom, M., Fischer, J., & Orme, J.G. (2009). *Evaluating practice: Guidelines for the accountable professional* (6<sup>th</sup> ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Royse, D., Thyer, B.A., & Padgett, D. K. (2016). *Program evaluation: An introduction to an evidence-based approach* (6<sup>th</sup> Ed.). Boston, MA: Cengage Learning.

### Supplemental Texts:

- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington DC: Author.
- Rubin, A., & Babbie, E. (2008). *Research methods for social work* (6<sup>th</sup> Ed.). Belmont, CA: Thomson Brooks/Cole. (This is the textbook used in Research I.)
- Szuchman, L.T. & Tomlison, B. (2007). *Writing with Style: APA Style for Social Work* (3<sup>rd</sup> Edition). Belmont, CA: Brooks/Cole.
- York, R.O. (2009). *Evaluating human services: A practical approach for the human service professional*. Boston, MA: Pearson.

Required Computer Software: Microsoft Word 2007 or later, Microsoft Excel 2010 or later (earlier versions may be appropriate, but use at your own risk), and/or SPSS Statistics 22 (earlier versions may be appropriate)

### Note on Computer Software:

We will use Excel and/or SPSS for statistical analysis in this class. Although the use of the software will be demonstrated on many occasions in class modules, this is not a technology course. The focus of this class will be on the implementation, understanding, and interpretation of statistical findings used in practice and program evaluation research, not on instruction on how to use the SPSS and Excel software. Those students who are totally unfamiliar with SPSS and EXCEL software may also want to consider:

1. The Office of Information Technology at UTA offers an Introduction to SPSS course free to UTA students. For more information about these courses and other technology services:  
<http://www.uta.edu/oit/cs/training/classes/statistics.php>
2. There are excellent, free online SPSS and EXCEL tutorials available via YouTube:  
<http://www.youtube.com/watch?v=eTHvIEzS7qQ> (SPSS)  
<http://www.youtube.com/watch?v=8L1OVkw2ZQ8> (Excel)

### SPSS Access:

The SPSS Software is available at many different computer sites.

Architecture Building Rooms 319 and 324  
ELB Lab Room 256 of Engineering Building  
Fine Arts Building Rooms 404/411/411A/412/412A  
Business Building Rooms 338/340  
Ransom Hall \*\*open 24 hours\*\*  
University Hall Room B004

For more information about these labs go to: <http://www.uta.edu/oit/cs/computerlabs/index.php>

#### Additional Reading Materials:

All readings other than textbook chapters, e.g., journal articles, will be available on the course Blackboard site under the assigned learning module for that/(those) reading(s).

#### Learning Modules:

Weeks are organized by learning modules. Students will be responsible for accessing each week's learning modules, which will generally contain a PowerPoint that corresponds with the week's topics and reading assignments (per the syllabus). There may also be additional materials for review in the learning module. The PowerPoints will contain all of the tasks for this week's learning module, e.g., discussion board prompt, assignments, quiz, etc.

### **III. Course Requirements**

In general, the student is expected to:

1. Read assigned texts and be prepared to discuss the content.
2. Participate in all course exercises, both in and out of class.
3. Complete all written and data analysis assignments.

Specific assignments are:

1. **Weekly Reading Quizzes:** A ten-question quiz will be administered online each week. The quiz will cover information for that week's readings (textbooks and journal articles) and PowerPoint materials. New quizzes will open every Monday at 6:50 PM CT and should be completed by the following Monday at 4 PM CT. Students will have 60 minutes to complete the quizzes. Students can complete the weekly quiz at any time during the week, but once he or she has opened the quiz, it must be completed within the designated 60 minutes. Quizzes cannot be re-accessed. (Student Learning Outcomes 1-8)
2. **Written Assignments:** Students will be required to complete two written assignments during the semester. For the first assignment, students will be asked to complete a single-system evaluation project (SSRD). This is an independent written assignment. The second assignment will require students, in a group, to conduct a program evaluation and prepare a written report of the evaluation and the results. The instructor will assign students to groups by the instructor during the first week of the semester. (Student Learning Outcomes 1-7)
3. **Class Presentations:** As part of the group program evaluation, groups will prepare a visual presentation of their final report. At a minimum, please use PowerPoint for these presentations, but alternative software/formats, e.g., Presi, Youtube, etc, are also allowed. Groups are encouraged to incorporate video and other multi-media components into these presentations. (Student Learning Outcomes 8)

4. **Data Analysis Exercises:** Students will be asked to complete three data analysis exercises. Instructions for each exercises will be contained, in detail, on the assignment sheet, which will be available under the designated Learning Module for that week. Students may work in pairs for the second and third data analysis assignments. (Student Learning Outcomes 7)

**\*\*** All papers submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association*. Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar and APA style will be considered in grading. **\*\***

#### **IV. Grading:**

##### Grading Criteria:

1. Completion of assignments in a timely and appropriate manner.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Participation in discussion boards and group project.

##### Grade Itemization:

Single Subject Research Design Paper	30%
Group Program Evaluation Paper	25%
Group Program Evaluation Presentation	5%
Data Analysis Exercises (5% each)	15%
Data Collection	
Descriptive Statistics	
Bivariate Statistics	
Weekly Quizzes	20%
Human Subjects Certification	2.5%
Class Participation	2.5%

##### Grading Scale:

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
Fail = 59 or lower

To avoid receiving a failing grade due to absences, it is the student's responsibility to withdraw from or drop the class according to University guidelines and time frames. An incomplete grade for the semester will only be considered in the event of a documented medical emergency. **Students are expected to keep a copy of all assignments submitted.**

#### **V. Course Outline/Topics and Readings:**

##### **Session 1: Jan. 25**

**Topic:** Introduction

**Readings:**

- Course Syllabus on Blackboard
- Faul, A.C., McMurtry, S.L., Hudson, W.W. (2001). Can empirical practice techniques improve social work outcomes? *Research on Social Work Practice*, 11(3), 277-299.

**Session 2: Feb. 1**

**Topic:**

- What is Evaluation Research?
- Ethical and Cultural Issues in Practice and Program Evaluation

**Readings:**

- Royse et al., Ch. 1: Introduction
- Royse et al. Ch. 2: Ethical Issues in Program Evaluation
- Allen-Meares, P. (2008). Cultural competence: An ethical requirement. *Journal of Ethnic and Cultural Diversity in Social Work*, 16, 3/4, 83-92.
- Schweigert, F.J. (2007). The priority of justice: A framework approach to ethics in program evaluation. *Evaluation and Program Planning*, 30, 394-399.

**Due by 4 PM on Feb. 1:**

- Quiz 1 – Program Evaluation and Evaluation Research Ethics (It covers readings from Sessions 1 and 2.)

**Session 3: Feb. 8**

**Topic:**

Single System Research Designs

**Readings:**

- Royse et al. Ch. 6: Single System Research Designs
- Bloom et al. Ch. 1: Integrating Evaluation and Practice
- Bloom et al. Ch. 11: Basic Principles of Single-System Designs
- Bloom et al. Ch. 12: Baselineing
- Bloom et al. Ch. 20: Visual Analysis of Single-System Design Data
- Larwin, K.H. & Larwin, D.A. (2008). Decreasing excessive media usage while increasing physical activity: A single-subject research study. *Behavior Modification*, 32(6), 938-956.

**Due by 4 PM on Feb. 8:**

- Quiz 2 – Single System Research Designs (It covers readings from Session 3.)
- UTA Human Subjects Certification (HSC) training module at: <http://www.uta.edu/ra/oric/training/>

**Session 4: Feb. 15**

**Topics:**

Conceptualization and Measurement

**Readings:**

- Royse et al. Ch. 11: Measurement Tools and Strategies
- Royse et al. Ch. 12: Illustrations of Instruments
- Bloom et al. Ch. 2: Basic Principles of Conceptualization and Measurement
- Bloom et al. Ch. 3: Specifying Problems and Goals: Targets of Intervention

- Hoe, M. & Brekke, J. (2009). Testing the cross-ethnic construct validity of the Brief Symptom Inventory. *Research on Social Work Practice, 19*(1), 93-103
- Nugent, W.R. (2004). A validity study of two forms of the Self-Esteem Rating Scale. *Research on Social Work Practice, 14*, 287 - 294.

**Due by 4 PM on Feb. 15:**

- Quiz 3 – Conceptualization and Measurement
- SSRD Paper Topic
- Initial Meeting with Community Partner

**Session 5: Feb. 22**

**Topics:**

Needs Assessments

Introduction to Data Analysis

**Readings:**

- Royse Ch. 3: Needs Assessment
- Bloom et al. Ch. 19: Basic Principles of Analysis (pp. 424-437)
- Berberet, H. (2006). Putting the pieces together for queer youth: A model of integrated assessment of need and program planning. *Child Welfare, 85*, 361-384.
- Nolin, J., Wilburn, S. T., Wilburn, K. T., & Weaver, D. (2006). Health and social service needs of older adults: Implementing a community-based needs assessment. *Evaluation and Program Planning, 29*(3), 217-226.

**Due by 4 PM on Feb. 22:**

- Quiz 4 – Needs Assessments and Introduction to Data Analysis
- Group Program Evaluation Topic
- Optional rough draft of SSRD

**Session 6: Feb. 29**

**Topics:**

- Formative and Process Evaluations
- Client Satisfaction Surveys

**Readings:**

- Royse et al. Ch. 5: Formative and Process Evaluations
- Royse et al. Ch. 7: Client Satisfaction Studies
- Mareschal, P.M., McKee, W.L., Jackson, S.E., & Hanson, K.L. (2007). Technology-based approaches to preventing youth violence: A formative evaluation of program development and implementation in four communities. *Youth Violence and Juvenile Justice, 5*, 168-187.
- Abram, F.Y., & Linhorst, D. (2008). A process evaluation of collaborative planning for children of prisoners. *Administration in Social Work, 32*(1), 39-54.
- Garland, A.F., Haine, R.A., & Boxmeyer, C.L. (2007). Determinates of youth and parent satisfaction in usual care psychotherapy. *Evaluation and Program Planning, 30*, 45-54.

**Due by 4 PM on Feb. 29:**

- Quiz 5 – Formative and Process Evaluations and Client Satisfaction Surveys
- Data Analysis 1 – Data Collection and Entry

**Session 7: Mar. 7**

**Topics:**

Group Research Designs

Cost Effectiveness

Cost Analysis

**Readings:**

- Royse et al. Ch. 9: Group Research Designs
- Royse et al. Ch. 10: Cost Effectiveness and Cost Analysis
- Jani, J.S., Ortiz, L., & Aranda, M.P. (2009). Latino Outcome Studies in Social Work: A Review of the Literature. *Research on Social Work Practice*, 19(2), 179-194.
- Carney, M.M., & Buttell, F.P. (2006). An evaluation of a court-mandated batterer intervention program: investigating differential program effect for African American and White women. *Research on Social Work Practice*, 16(6), 571-581.
- Foster, E.M., Porter, M.M., Ayers, T.S., Kaplan, D.L., Sandler, I. (2007). Estimating the costs of preventive interventions. *Evaluation Review*, 31(3), 261-286.
- Wolff, N., Helminiak, T.W., Morse, G.A., Calsyn, R.J., Klinkenber, W.D., & Tursty, M.L. (1997). Cost-effectiveness evaluation of three approaches to case management for homeless mentally ill clients. *American Journal of Psychiatry*, 154, 341-348.

**Due by 4 PM on Mar. 7**

- Quiz 6 – Group Research Designs, Cost Effectiveness and Cost Analysis

**Session 8: Mar. 21**

**Topics:**

Data Analysis for Program Evaluation Using SPSS

Descriptive Univariate Statistics

**Readings:** No assigned readings

**Due by 4 PM on Mar. 21:**

- Quiz 7 – Descriptive Univariate Data Analysis
- SSRD Final Paper

**Session 9: Mar. 28**

**Topic:** Sampling

**Readings:**

- Royse et al. Ch. 8: Sampling
- O'Connell, A.A. (2000). Sampling for evaluation: Issues and strategies for community-based HIV prevention programs. *Evaluation and the Health Professions*, 23(2), 212-234.
- Peterson, J.A., Reisinger, H.S., Schwartz, R.P., Mitchell, S.G., Kelly, S.M., Brown, B.S., & Agar, M.H. (2000). Targeted sampling in drug abuse research: A review and case study. *Field Methods*, 20, 2, 155-170.

**Due by 4 PM on Mar. 28:**

- Quiz 8 - Sampling
- Data Analysis 2 – Descriptive Statistics

**Session 10: Apr. 4**

**Topics:**

Data Analysis for Program Evaluation and SPSS II

- Bivariate statistics

- T-tests
- Chi-square

**Due by 4 PM on Apr. 4:**

- Quiz 9 – Bivariate Statistics
- Data collected for program evaluation

**Session 11: Apr.11**

**Topics:**

Qualitative and Mixed Method Approaches to Program Evaluation

**Readings:**

- Royse et al. Ch. 4: Qualitative and Mixed Methods in Evaluation
- Hanson, W.E., Creswell, J.W., Plano Clark, V.L., Petska, K.S., Creswell, J.D. (2005). Mixed methods research designs in counseling psychology. *Journal of Counseling Psychology*, 52(2), 224-235.
- Slayton, J. & Llosa, L. (2005). The use of qualitative methods in large-scale evaluation: Improving the quality of the evaluation and the meaningfulness of the findings. *Teachers College Record*, 107(12), 2543-2565.

**Due by 4 PM on Apr. 11:**

- Quiz 10 - Qualitative and Mixed Method Approaches to Program Evaluation
- Data Analysis 3 – Bivariate Statistics

**Session 12: Apr. 18**

**Topics:**

Politics of Program Evaluation

Disseminating Findings

**Readings:**

- Royse et al. Ch. 13: Pragmatic Issues
- Royse et al. Ch. 14: Writing Evaluation Proposals, Reports, and Journal Articles
- Clayson, Z.C., Castañeda, X., Sanchez, E., & Brindis, C. (2002). Unequal power—changing landscapes: Negotiations between evaluation stakeholders in Latino communities. *American Journal of Evaluation*, 23, 33-44.
- Royse, D., & Dignan, M. (2008). The Appalachia Community Cancer Network: Issues and challenges in evaluation. *Research on Social Work Practice*, 18(5), 507-513.

**Due by 4 PM on Apr. 18:**

- Quiz 11 – Politics of Program Evaluation and Disseminating Findings

**Session 13: Apr. 25**

**Topics:** Group work on program evaluation

**Readings:**

- Chupp, M. G., & Joseph, M. L. (2010). Getting the most out of service learning: Maximizing student, university, and community impact. *Journal of Community Practice*, 18(2-3), 190-212.

- Marullo, S., Moayed, R., & Cooke, D. (2009). C. Wright Mills's friendly critique of service learning and an innovative response: Cross-institutional collaborations for community-based research. *Teaching Sociology*, 37, 61-75.

#### **Session 14: May 2**

**Topics: Class Presentations on Program Evaluations**

**Readings:** No assigned readings

**Due by 4 PM on May 2**

- **Class Presentations**

**Final Program Evaluation paper due by May 6 at 11:59 PM CT**

#### **VI. Make-up Assignment Policies:**

No make-up quizzes, either before or after the scheduled date, will be given without a documented excuse. Students who do not complete the quiz by the specified date and time, with no explanation, will receive a zero (0) for that exam. Exceptions will be made in extraordinary circumstances and with proper documentation.

Late written assignments will be reduced by five points for each day that they are late. Exceptions will be made in extraordinary circumstances and with proper documentation.

#### **VII. Additional Class and University Policies:**

##### Electronic and other 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>.

Please send questions and concerns to me via email. I will make every effort to reply within 24 hours. All course materials and announcements will be available on the course site at Blackboard. In addition, all changes in the syllabus and course schedule will be announced in class and through email. **Students are responsible for checking their UTA issued email and the Blackboard site regularly.**

##### 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.

Attendance Policy:

For every two classes that students miss, without an excused absence, students will lose a fourth of their class participation points. Thus, after two classes, a student loses a fourth of his or her participation points, after four classes, a student loses half of his or her participation points, after six unexcused absences, a student loses three-fourths of his or her participation points, and after eight unexcused absences, a student loses all of his or her class participation points.

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.

**Text citations and reference lists must be in correct APA (6<sup>th</sup> ed.) style. All sentences should be a product of the student’s own words. Ideas, information, and concepts that originated with 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 material and provides grounds for academic discipline. Assignments should be carefully proofed for spelling and grammar. Students are encouraged to purchase the APA Style Guide (6<sup>th</sup> Edition) as well as to visit the Online Writing Lab (OWL) hosted by Purdue University for specific APA guidelines (<https://owl.english.purdue.edu/owl/resource/560/01/>).**

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

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/> to register and make appointments. For hours, information about the writing workshops we offer, scheduling a

Dr. Courtney Cronley

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/).

The SSW Writing Resources Coordinator, Dr. Christopher, is also available to assist with all aspects of the written assignments including outlining, thesis development, structure, grammar, and APA style. He is available by appointment at [chriskilgore@uta.edu](mailto:chriskilgore@uta.edu). His office is in the SSW Complex Building A Room 319-C.

Librarian to Contact:

John Dillard is the social work librarian. His email is [dillard@uta.edu](mailto:dillard@uta.edu).

Grade Grievance Policy:

Information may be found in the Graduate Catalog.