



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Fall 2015

**Course Title:** Social Work Research Methods

**Course Prefix/Number/Section:** SOCW 3305-003/004

**Instructor Name:** Heather Peterson, LMSW

**Faculty Position:** Graduate Teaching Assistant

**Faculty Profile:** N/A

**Office Number:** N/A

**Phone Number:** N/A

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

**Office Hours:** N/A

**Day and Time of Class (if applicable):** Online

**Location:** Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

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

This course is designed to provide students with the fundamental skills to understand, use, and conduct research to advance the knowledge base of the social work profession and assess the effectiveness of social work interventions in generalist social work practice. The course addresses elements of the research process, quantitative and qualitative methods, research ethics, and approaches to data analysis. Particular attention will be given to the role of research with populations-at-risk, social and economic justice, and cultural diversity. Prerequisite: SOCW 2311; SOCW 3325 OR SOCI 3352, or permission of the instructor.

**B. Measurable Student Learning Outcomes:**

**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:

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. (Relevant assignments: Article Critiques, Research Proposal Paper)
2. 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:

1. Use practice experience to inform scientific inquiry and (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)
2. Use research evidence to inform practice. (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

### **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.

### **C. Required Text(s) and Other Course Materials:**

Maschi, T., & Youdin, R. (2012). *Social worker as researcher: Integrating research with advocacy*.

### **D. Additional Recommended Text(s) and Other Course Materials:**

Trochim, W.M. (2006). *The Research Methods Knowledge Base* (2<sup>nd</sup> ed.). Retrieved from <http://www.socialresearchmethods.net/kb/>

### **E. Major Course Assignments & Examinations:**

- Some weeks I will post questions in the discussion board. I will announce by email and by announcement board that I have posted. These will not be graded, **however** your response is compulsory. If you do not respond, you will very likely have trouble passing parts I and II of the research proposal. These discussions will help you ensure that you are on the right track for your proposal. You will not be required to respond to others' discussion posts.
- If I sense that they are necessary I may implement weekly quizzes based on the readings.

#### **1) Human Subjects Training (20 points). Due 9/11 at 11:59 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, Week 2.

#### **2) Plagiarism Tutorial (15 points). Due 9/18 at 11:59 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@uta.edu](mailto:heather.peterson@uta.edu).

### **3) Ethics Quiz (50 points). Due 10/2 at 11:59 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.

### **4) Three activities on class topics (10 points each). #1 due 9/25 at 11:59 pm. #2 due 10/2 at 11:59 pm. #3 due 11/20 at 11:59 pm.**

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.

#### Activity #1) Survey Critique (Week 3).

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:

1. How would you react as a youth (approx. ages 8-17) taking this survey?
2. How would you react as an adult leading 4-H taking this survey?
3. 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.

#### Activity #2) Internal and External Validity Critique (Week 5).

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.

#### Activity #3) Credibility of Qualitative Research (Week 12).

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 11/6 at 11:59 pm. #2 is due 11/13 at 11:59 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.

**6) Research Proposal (105 points). Part I due 10/16 at 11:59 pm. Part II due 12/4 at 11:59 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 (6<sup>th</sup> 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.**

**7) Optional Final Exam (30 points). Date and time TBA.**

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 12/4 at 11:59 pm.**

Part 1 of your research proposal is due the week of 10/12. Part 2 of the research proposal is due the week of 11/30. 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 10/30 and 11/20) and have Dr. Kilgore email me to verify that 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 or send 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)!**

**F. Grading Policy**

**Assignment due dates:** All assignments are due by 11:59 pm on the Friday of the week they are assigned (the week denoted on the syllabus). The final exam is timed and the date and time of the exam will be given later in the semester.

**Grading:**

<b>Assignment</b>	<b>Point Value</b>
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
<b>TOTAL POINTS POSSIBLE (excludes extra credit)</b>	<b>320</b>

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.

**Late Assignments:** Assignments late for *any* reason will be docked  $\frac{1}{2}$  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 Wednesday 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.

**Code of Conduct:** Students are expected to follow the University's and the School of Social Work's Codes of Conduct. For online classes this means being respectful of classmates and the professor in online discourse. In most cases I will give a warning to the student who is acting out of order to desist in some behavior. If the behavior persists or there is other incivility, I will remove every opportunity for extra credit provided for in the syllabus, or offered later in the course of the semester. In more serious cases I will immediately remove opportunities for extra credit provided for in the syllabus or offered later, in the course of the semester. I may also deny credit on that week's assignment, if the incivility occurs in the course of turning in the assignment.

If you have ANY questions about appropriate conduct, please see me.

**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.

**G. Make-Up Exam or Assignment Policy:**

There will be no make up assignments, quizzes, or exams.

**H. Attendance Policy:**

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:

**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.

**I. Course Schedule:**

Week/Date	Course Topics	Assignments Due	Outcomes (EPAS)
<p><b>Class 1</b> <b>Week of 8/31</b></p>	<p><b>Course Introduction and Ethics in Social Work Research</b> The What and the Why of Social Work Research Institutional Review Boards Ethical Controversies in Research <b>Readings:</b> 1) Maschi &amp; Youdin ch. 2 &amp; 3 2) Trochim "Ethics in research" (under "Foundations" section) <b>Assignments:</b> 1) IRB assignment due next week</p>		<p>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, &amp; m: engage, assess, intervene &amp; evaluate w/ clients</p>

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<p><b>Class 2</b> <b>Week of 9/7</b></p>	<p><b>Evidence Based Practice &amp; Plagiarism</b> Cultural Competency in Research The Utility of Research in Applied Settings Steps in Evidence Based Practice Topics in Plagiarism <b>Readings:</b> 1) Maschi &amp; Youdin ch. 4 2) Trochim "Variables" section 3) Trochim "Hypotheses" section 4) Trochim "Types of Data" section 5) Trochim "Conceptualizing" section <b>Assignments:</b> 1) Plagiarism tutorial due next week. 2) First activity next week (cannot be made up!)</p>	<p><b>DUE 9/11</b> <b>Human Subjects IRB completion certificate due (20 points)</b></p>	<p>2.1.2 b: make ethical decisions 2.1.2 c: tolerate ambiguity in resolving ethical conflicts 2.1.4 a: recognize oppressive cultural structures 2.1.4 b: self-awareness to eliminate personal bias</p>



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<p><b>Class 3</b> <b>Week of 9/14</b></p>	<p><b>Problem Formulation &amp; Types of Designs</b> Selecting Topics of Research Variables Hypotheses vs. Research Questions Conceptualization Operationalization Quantitative versus Qualitative Data <b>Readings:</b> 1) Trochim "Introduction to Design" section 2) Trochim "Types of Designs" section 3) Trochim "Sampling Terminology" section 3) Mashchi and Youdin ch. 6 <b>Assignments:</b> Begin thinking about research questions for your research proposal</p>	<p><b>DUE 9/18</b> <b>Plagiarism tutorial due (15 points)</b>  <b>Activity 1 (10 points)</b></p>	<p>2.1.1 e: engage in career-long learning 2.1.2: Apply social work ethical principles 2.1.3 a: distinguish &amp; appraise research-based knowledge 2.1.3.b analyze models of evaluation 2.1.6. a: use experience to research 2.1.6 b: use research to inform practice</p>

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<p><b>Class 1</b> <b>Week of 8/31</b></p>	<p><b>Course Introduction and Ethics in Social Work Research</b> The What and the Why of Social Work Research Institutional Review Boards Ethical Controversies in Research <b>Readings:</b> 1) Maschi &amp; Youdin ch. 2 &amp; 3 2) Trochim "Ethics in research" (under "Foundations" section) <b>Assignments:</b> 1) IRB assignment due next week</p>		<p>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, &amp; m: engage, assess, intervene &amp; evaluate w/ clients</p>
<p><b>Class 4</b> <b>Week of 9/21</b></p>	<p><b>Validity, Reliability, &amp; Sampling</b> Existing Scales Surveys Measures of Reliability and Validity Introduction to Sampling Techniques Sampling Bias Social Justice in Sampling  <b>Readings:</b> 1) Maschi &amp; Youdin ch. 5 2) Trochim "Key Elements" section under "Write up". 3) Malone, S. (2003). <i>Ethics at home: Informed consent in your own backyard</i>. <i>International Journal of Qualitative Studies in Education</i>, 16(6), 797-815. <b>Assignments:</b> 1) Ethics quiz due next week! 2) Second activity next week (cannot be made up!). 3) Begin thinking about research designs to answer your research questions</p>		<p>2.1.3 a: distinguish, &amp; integrate &amp; appraise research-based knowledge &amp; practice wisdom 2.1.6.b: use research to inform practice 2.1.10 m: critically analyze, monitor, and evaluate interventions</p>

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<p><b>Class 1</b> <b>Week of 8/31</b></p>	<p><b>Course Introduction and Ethics in Social Work Research</b> The What and the Why of Social Work Research Institutional Review Boards Ethical Controversies in Research <b>Readings:</b> 1) Maschi &amp; Youdin ch. 2 &amp; 3 2) Trochim "Ethics in research" (under "Foundations" section) <b>Assignments:</b> 1) IRB assignment due next week</p>		<p>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, &amp; m: engage, assess, intervene &amp; evaluate w/ clients</p>
<p><b>Class 5</b> <b>Week of 9/28</b></p>	<p><b>Writing a Research Proposal: Sources of Information &amp; Literature Reviews</b> § Finding Appropriate Sources of Academic Knowledge and EBP § Explore the Importance of the Problem § Organizing Existing Literature for a Literature Review  <i>Take home:</i> <b>Readings:</b> 1) I will assign several articles for review. I will make these available online before 2/20. Including: Patton, M. (1990). <i>Enhancing the quality and credibility of qualitative analysis in qualitative evaluation and research methods</i>. London: Sage. 2) Trochim "Key Elements" section 3) Maschi &amp; Youdin pp. 267-279 <b>Assignments:</b> 1) Third activity next week (cannot be made up!) 2) Begin finding sources for your research proposal</p>	<p><b>DUE 10/2</b> <b>Ethics quiz due (50 points)</b>  <b>Activity 2 (10 points)</b></p>	<p>2.1.1 e: engage in career-long learning 2.1.9 a: continually discover &amp; appraise changing scientific and technological developments to provide relevant services 2.1.10 m: critically analyze, monitor, and evaluate interventions</p>

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<p><b>Class 1</b> <b>Week of 8/31</b></p>	<p><b>Course Introduction and Ethics in Social Work Research</b> The What and the Why of Social Work Research Institutional Review Boards Ethical Controversies in Research <b>Readings:</b> 1) Maschi &amp; Youdin ch. 2 &amp; 3 2) Trochim "Ethics in research" (under "Foundations" section) <b>Assignments:</b> 1) IRB assignment due next week</p>		<p>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, &amp; m: engage, assess, intervene &amp; evaluate w/ clients</p>
<p><b>Class 6</b> <b>Week of 10/5</b></p>	<p><b>Reviewing Research Articles</b> I will post parts of research articles that are good examples. We will discuss them in postings. § Identifying Components of Studies § Identifying the Research Questions <b>Readings:</b> Whatever is necessary to complete your research proposal draft! 1) Trochim "Philosophy of Research" section 2) Trochim "Deduction and Induction" section <b>Assignments:</b> Research proposal draft is due next week!</p>		<p>2.1.1 e: engage in career-long learning 2.1.10 m: Critically analyze, monitor, and evaluate interventions</p>
<p><b>Class 7</b> <b>Week of 10/12</b></p>	<p><b>Philosophy &amp; Theory in Research</b> § Theory § Theoretical Paradigms § Induction versus deduction <b>Class Activity: Discuss part one of the research proposal</b> <b>Readings:</b> 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.</p>	<p><b>DUE 10/16</b> <b>Research Proposal Part 1 due (50 points)</b></p>	<p>2.1.3 a: distinguish and appraise multiple sources of knowledge, including research-based knowledge 2.1.10 a: substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</p>

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<p><b>Class 1</b> <b>Week of 8/31</b></p>	<p><b>Course Introduction and Ethics in Social Work Research</b> The What and the Why of Social Work Research Institutional Review Boards Ethical Controversies in Research <b>Readings:</b> 1) Maschi &amp; Youdin ch. 2 &amp; 3 2) Trochim "Ethics in research" (under "Foundations" section) <b>Assignments:</b> 1) IRB assignment due next week</p>		<p>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, &amp; m: engage, assess, intervene &amp; evaluate w/ clients</p>
<p><b>Class 8</b> <b>Week of 10/19</b></p>	<p><b>An Overview of the Methodology Section</b> § Designs: Focus on Survey Research § Participants and Sampling § Data Collection  <b>Readings:</b> 1) Maschi and Youdin ch. 7 2) Trochim "Design" section 3) Trochim "Analysis" section</p>		<p>2.1.3 a: distinguish and appraise multiple sources of knowledge, 2.1.3 b: analyze models of assessment, prevention, intervention, &amp; evaluation</p>
<p><b>Class 9</b> <b>Week of 10/26</b></p>	<p><b>Quantitative Design</b> § Approaches to Inquiry § Anatomy of a Study § Prominent Scaling Techniques  <b>Readings:</b> 1) Maschi &amp; Youdin ch. 10 2) Trochim "Qualitative Measures" section 3) Trochim "Qualitative Data" section <b>Assignments:</b> 1) Quantitative Article Critique due next week! <b>ARTICLE FOR CRITIQUE:</b> Feigelman, B., &amp; Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part I. <i>Illness, Crisis, &amp; Loss</i>, 19, 57-71. Available in Blackboard. Use questions asked in Internal and External Validity activity to guide you.</p>		<p>2.1.3c: demonstrate effective communication in working with clients and colleagues 2.1.6 b: use research evidence to inform practice 2.1.10 d: Collect, organize, &amp; interpret client data 2.1.10 m: critically analyze &amp; evaluate interventions</p>

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<p><b>Class 1</b> <b>Week of 8/31</b></p>	<p><b>Course Introduction and Ethics in Social Work Research</b> The What and the Why of Social Work Research Institutional Review Boards Ethical Controversies in Research <b>Readings:</b> 1) Maschi &amp; Youdin ch. 2 &amp; 3 2) Trochim "Ethics in research" (under "Foundations" section) <b>Assignments:</b> 1) IRB assignment due next week</p>		<p>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, &amp; m: engage, assess, intervene &amp; evaluate w/ clients</p>
<p><b>Class 10</b> <b>Week of 11/2</b></p>	<p><b>Qualitative Design</b> § Approaches to Inquiry § Cycle of Research § Types of Qualitative Data § Types of Qualitative Design <b>Readings:</b> 1) Maschi &amp; Youdin ch. 9 2) Trochim "Introduction to Evaluation" and "Evaluation Research" under "Foundations" section <b>Assignments:</b> Qualitative Article Critique due next week! <b>ARTICLE FOR CRITIQUE:</b> Feigelman, B., &amp; Feigelman, W. (2011). Suicide survivor support groups: Comings and goings, Part II. <i>Illness, Crisis, &amp; Loss</i>, 19, 165-185. Available in blackboard.</p>	<p><b>DUE 11/6</b> <b>Quantitative Article Critique due (50 points)</b></p>	<p>2.1.6 b: use research evidence to inform practice 2.1.10 d: collect, organize, and interpret client data 2.1.10 m: critically analyze, monitor, and evaluating interventions</p>
<p><b>Class 11</b> <b>Week of 11/9</b></p>	<p><b>Single Subject Designs &amp; Evaluation Research</b> § Types of Designs § Elements of Single Subjects Designs § Cycle of Evaluation Research <b>Readings:</b> 1) Maschi &amp; Youdin ch. 8 2) Trochim "Types of Designs" section</p>	<p><b>DUE 11/13</b> <b>Qualitative Article Critique due (50 points)</b></p>	<p>2.1.6 b: use research evidence to inform practice 2.1.10 m: critically analyze, monitor, &amp; evaluate interventions</p>

Week/Date	Course Topics	Assignments Due	Outcomes (EPAS)
<p><b>Class 1</b> <b>Week of 8/31</b></p>	<p><b>Course Introduction and Ethics in Social Work Research</b> The What and the Why of Social Work Research Institutional Review Boards Ethical Controversies in Research <b>Readings:</b> 1) Maschi &amp; Youdin ch. 2 &amp; 3 2) Trochim "Ethics in research" (under "Foundations" section) <b>Assignments:</b> 1) IRB assignment due next week</p>		<p>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, &amp; m: engage, assess, intervene &amp; evaluate w/ clients</p>
<p><b>Class 12</b> <b>Week of 11/16</b></p>	<p><b>Experimental, Non Experimental, and Quasi Experimental Designs</b> § Causation § Assignment vs. Sampling § Social Justice in Assignment and Sampling  <b>Readings:</b> 1) Maschi &amp; Youdin ch. 12 2) Study for optional final. <i>Whatever is necessary to complete the research proposal!</i> <b>Assignments:</b> 1) If desired, study for optional final exam! 2) Part II research proposal due at the end of next week (11/30)!! 3) Extra credit assignment is due</p>	<p><b>DUE 11/20</b> <b>Activity #3 due</b></p>	<p>2.1.5 b: advocate for human rights &amp; economic justice 2.1.5 c: engage in practices that advance social &amp; economic justice 2.1.6 b: Use research evidence to inform practice</p>
<p><b>11/23-11/27</b></p>	<p><b>NO CLASS THE WEEK OF THANKSGIVING- Enjoy &amp; give thanks (and work on your proposal) :)</b></p>		
<p><b>Class 13</b> <b>Week of 11/30</b></p>	<p><b>Evaluating Manuscripts- Additional Sections of a Proposal</b> § Cover page, Abstract, Importance, &amp; References components of a paper <b>Data Analysis</b> § Secondary Data Analysis § Content Analysis § Qualitative Analysis: Coding &amp; Memoing § Quantitative Analysis: Levels of Measurement &amp; Coding</p>	<p><b>DUE 12/4</b> <b>Part II Research Proposal due (55 points)</b>  <b>OPTIONAL Writing Center Form due (5 bonus points)</b>  <b>OPTIONAL Final Exam due (30 bonus points)</b></p>	<p>2.1.1 e: engage in career-long learning 2.1.3 a: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge 2.1.3.c: demonstrate effective written communication in working with colleagues</p>
<p><b>RUBRIC and Template: 1<sup>st</sup> portion of proposal Literature Review</b></p>			

Item	Points Possible	Points Earned
<p>Follows APA Rules (Websites are provided for each bullet for assistance):</p> <ul style="list-style-type: none"> <li>• Margins, page numbers, and font (1 point): <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></li> <li>• Cover Page, running head (1 point): <a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></li> <li>• Formatting of Headings (1 point): <a href="https://owl.english.purdue.edu/owl/resource/560/16/">https://owl.english.purdue.edu/owl/resource/560/16/</a></li> <li>• Citations (in-text and reference page) (3 points):</li> <li>· When to cite: <a href="http://library.uta.edu/plagiarism/">http://library.uta.edu/plagiarism/</a></li> <li>· In-text:</li> <li>· <a href="https://owl.english.purdue.edu/owl/resource/560/02/">https://owl.english.purdue.edu/owl/resource/560/02/</a></li> <li>· <a href="http://owl.english.purdue.edu/owl/resource/560/03/">http://owl.english.purdue.edu/owl/resource/560/03/</a></li> <li>· Reference page (print resources):</li> <li>· <a href="https://owl.english.purdue.edu/owl/resource/560/05/">https://owl.english.purdue.edu/owl/resource/560/05/</a></li> <li>· <a href="https://owl.english.purdue.edu/owl/resource/560/06/">https://owl.english.purdue.edu/owl/resource/560/06/</a></li> <li>· <a href="https://owl.english.purdue.edu/owl/resource/560/07/">https://owl.english.purdue.edu/owl/resource/560/07/</a></li> <li>· <a href="https://owl.english.purdue.edu/owl/resource/560/08/">https://owl.english.purdue.edu/owl/resource/560/08/</a></li> <li>· <a href="https://owl.english.purdue.edu/owl/resource/560/09/">https://owl.english.purdue.edu/owl/resource/560/09/</a></li> <li>· Reference page (electronic and other non-print resources):</li> <li>· <a href="http://owl.english.purdue.edu/owl/resource/560/10/">http://owl.english.purdue.edu/owl/resource/560/10/</a></li> <li>· <a href="https://owl.english.purdue.edu/owl/resource/560/11/">https://owl.english.purdue.edu/owl/resource/560/11/</a></li> <li>· Properly formatted quotations where applicable: <a href="http://owl.english.purdue.edu/owl/resource/560/02/">http://owl.english.purdue.edu/owl/resource/560/02/</a></li> </ul>	6	
<p>Headings Used:</p> <p>Current Knowledge of the Problem</p> <p>Problem or Purpose Statement</p> <p>Ethical Issues</p> <p>Relevance to Social Work Practice</p>	1	
<p>Grammar, Usage, and Writing Style</p> <ul style="list-style-type: none"> <li>• Uses good paragraphs with thesis sentences; appropriate paragraph length; transitions to connect paragraphs</li> <li>• Is concise &amp; clear; uses terms correctly; good word choice</li> <li>• Does not overuse quotations (for a guide: <a href="https://owl.english.purdue.edu/owl/resource/563/01/">https://owl.english.purdue.edu/owl/resource/563/01/</a>)</li> <li>• Uses proper sentence structure and length with correct punctuation, especially commas &amp; apostrophes</li> <li>• Uses correct grammar/ spelling; writing is free of typos</li> <li>• Introduces acronyms correctly (e.g., spells out the acronym the first time it is mentioned in the paper)</li> </ul>	2	
<p>Current Knowledge of the Problem: Was existing knowledge on the topic extensively discussed based on the literature (10 required journal articles and other sources)?</p>	10	
<p>Properly States Problem Statement (as explained in respective module) (2 points per each bullet below):</p> <ul style="list-style-type: none"> <li>· Was it stated in simplest form?</li> <li>· Were variables being investigated identified?</li> <li>· Was the relationship between variables of investigation indicated?</li> </ul>	6	



Ethics (2 points for each bullet below): <ul style="list-style-type: none"> <li>· Were possible ethical issues that might arise when conducting research on this topic discussed?</li> <li>· Were both the IRB regulations and NASW code of ethics discussed in relation to these issues?</li> <li>· Is the population you chose considered vulnerable by IRB regulation?</li> <li>· Will the study be anonymous or confidential?</li> <li>· Is assent required? Is informed consent required?</li> <li>· Might mandatory reporting come into play with keeping confidentiality?</li> </ul>	14	
Relevance to Social Work Practice (See respective module) (1 point per each bullet below): <ul style="list-style-type: none"> <li>· Did student identify what the proposed study would contribute to the current understanding of the issue?</li> <li>· Was an explanation provided of why the proposed study is important to the field of social work?</li> <li>· Did this explanation include a description of a social worker's typical role with clients experiencing this issue?</li> </ul>	6	
Uses At Least 10 Journal Articles Go to these websites for help in finding journal articles suitable for your paper. <ul style="list-style-type: none"> <li>· <a href="http://www.uta.edu/faculty/frierson/findingPeerReviewed/">http://www.uta.edu/faculty/frierson/findingPeerReviewed/</a></li> <li>· <a href="http://ask.uta.edu/a.php?qid=62976">http://ask.uta.edu/a.php?qid=62976</a></li> <li>· <a href="http://ask.uta.edu/a.php?qid=37751">http://ask.uta.edu/a.php?qid=37751</a></li> <li>· <a href="http://libraries.uta.edu/video/instruction/pr/intro.htm">http://libraries.uta.edu/video/instruction/pr/intro.htm</a></li> </ul>	5	
<b>Total</b>	<b>50</b>	

**RUBRIC and Template: 2<sup>nd</sup> portion of proposal (To be completed through a quiz in Blackboard in respective Module)**

**Research Design**

ITEM	QUANTITATIVE	QUALITATIVE	Points Possible	Points Earned
<b>Type of Study</b>	Is study descriptive, exploratory, explanatory, or an evaluation? Explain why you think this.		3	
<b>Sample Size</b>	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	
<b>Accessible Population</b>	From where will you draw your sample?	From where will you draw your sample?	2	
<b>Sampling Plan</b>	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	

<b>Data Collection</b>	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	
<b>Design</b>	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	
<b>Trustworthiness of the Design</b>	Discuss <b>each</b> of the threats to <b>internal and external</b> validity. Why does or does not each exist in your design? Please use numbers or bullets.	Discuss <b>each</b> of the <b>three</b> aspects of <b>credibility</b> discussed in class powerpoints and the qualitative class activity put forth by Patton in the "Enhancing Credibility..." article you read.	28	
<b>Total</b>			<b>55</b>	

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. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

#### **J. 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.

#### **K. Grade Grievance Policy:**

See BSW Program Manual at: [https://www.uta.edu/ssw/\\_documents/bsw/bsw-program-manual.pdf](https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf)  
 Or MSW Program Manual at: [http://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf)

#### **L. 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 and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit <http://www.suicidepreventionlifeline.org/> for a

live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

#### **M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962**. Below are some commonly used resources needed by students in online or technology supported courses: <http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page.....	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides.....	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians.....	<a href="http://www-test.uta.edu/library/help/subject-librarians.php">http://www-test.uta.edu/library/help/subject-librarians.php</a>
Database List.....	<a href="http://www-test.uta.edu/library/databases/index.php">http://www-test.uta.edu/library/databases/index.php</a>
Course Reserves.....	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Catalog.....	<a href="http://discover.uta.edu/">http://discover.uta.edu/</a>
E-Journals.....	<a href="http://utalink.uta.edu:9003/UTAlink/az">http://utalink.uta.edu:9003/UTAlink/az</a>
Library Tutorials .....	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus..	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask a Librarian.....	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

#### **N. 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 exits, which are the stairwells located at either end of the adjacent hallway. 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 handicapped individuals.

#### **O. 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/>).

#### **P. 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.

#### **Q. 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).

#### **R. 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*,

#### **S. 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>.

#### **T. 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>.

#### **U. Final Review Week:**

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. 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.