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:


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


E. Major Course Assignments & Examinations:

ASSIGNMENT 1-3 (400 points): Research Proposal

Hand in list of group members (or individual) with research title

• **Step 1:** Problem Statement (75 points)
• **Step 2:** Literature Review (125 points)
• **Step 3:** Methodology (150 points)

Presentation: (50 points)

Students will decide whether to form a group (maximum of 3) or complete the research proposal
project individually. Students will report this decision with research title to the instructor at the beginning of the second week. If you choose a group assignment, equal grade will be given to each group member. However, there will be a group evaluation after the group presentation, and the results of the evaluation will be reflected in your personal grade.

The research proposal can be quantitative or qualitative. The purpose of this assignment is to challenge you to integrate and apply a majority of the information that you will learn through this class over the course of the semester. You will complete this assignment in three steps. After each step, you will get feedback within two weeks. The individual/group will prepare a class presentation to present the final proposal (Student Learning Outcome 3-4)

The text and references for the research paper must be written in APA style (APA Publication Manual, 6th ed.)

EXAMS (400 points; 150/250 points each): The exam is developed to test your knowledge of the material presented in your reading assignments and classroom discussions. The test will be over everything covered during the semester. The format of the exams will be mixed, potentially including multiple choice, true/false, and essay. Prior to each exam the instructor will provide a study guide. (Student Learning Outcomes 1-3)

Midterm Exam: Thursday, October 8, during regular class time

Final Exam: Thursday, December 17, 2015, 8:00-10:30am

IRB Human Subjects Training (50 points): Social sciences research generally includes data obtained through the use of human subjects. Due to the sensitivity of this issue, all human subjects research conducted at the University must be approved by the school’s Institutional Review Board (IRB) before beginning. The major goals of the IRB are to minimize the risk to human subjects (beneficence); ensure all subjects consent and are fully informed about the research and any risks (autonomy); and promote equity in human subjects research (justice). Therefore, this course requires students to take the human subjects protection course by following the steps at https://www.uta.edu/ra/real/loginscreen.php. (Student Learning Outcome 3)

Plagiarism Tutorial (50 points): 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.

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. Please upload the certificate in the space provided in Blackboard.

Weekly Quizzes Covering Assigned Readings (100 points): Quizzes each week will be available on Blackboard and will coincide with each the assigned chapter for each week. All quizzes will need to be completed by midnight of Wednesday for each week. Ten quizzes will be given throughout the semester.

F. Grading Policy

Expectations for Written Work: All written work is to follow APA style (6th ed.). Text citations and reference lists must be in correct APA format. All sentences should be carefully comprised of a 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 to be plagiarized and provides grounds for academic discipline.
Assignments should be carefully proofed for spelling and grammar.

Assignments for the course includes 3 individual written assignments, 1 presentation, a midterm exam, a final exam, IRB human subject training, a plagiarism tutorial training, and weekly online quizzes. There will be additional opportunities for extra credit during the semester.

**A:** 900-1000 points  
**B:** 800-899 points  
**C:** 700-799 points  
**D:** 600-699 points  
**F:** < 599 points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Competency</th>
<th>Skills</th>
<th>Due Date</th>
<th>Final Grade (points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Online Quizzes</td>
<td>Research-based practice, ethical practice, diversity in practice and critical thinking</td>
<td>Reading, comprehension</td>
<td>Weekly as announced</td>
<td>100</td>
</tr>
<tr>
<td>Plagiarism Tutorial</td>
<td>Evaluating and documenting</td>
<td>Applying</td>
<td>Sept. 4(^{th})</td>
<td>50</td>
</tr>
<tr>
<td>IRB Human Subjects Training</td>
<td>Ethical practice</td>
<td>Applying</td>
<td>Sept. 18(^{th})</td>
<td>50</td>
</tr>
<tr>
<td>Research Proposal (step 1) - Problem statement with two articles</td>
<td>Research-based practice, ethical practice, diversity in practice and critical thinking</td>
<td>Analyzing, creating, and evaluating</td>
<td>Oct. 2(^{nd})</td>
<td>75</td>
</tr>
<tr>
<td>Research Proposal (step 2) - Literature review</td>
<td>Research-based practice, ethical practice, diversity in practice and critical thinking</td>
<td></td>
<td>Nov. 13(^{th})</td>
<td>125</td>
</tr>
<tr>
<td>Research Proposal (step 3) - Methodology</td>
<td>Research-based practice, ethical practice, diversity in practice and critical thinking</td>
<td></td>
<td>Dec. 15(^{th})</td>
<td>150</td>
</tr>
<tr>
<td>Presentations of a Research Proposal</td>
<td></td>
<td>Remembering and understanding</td>
<td>Weeks of Nov. 23th and Dec. 4th</td>
<td>50</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Research-based practice</td>
<td>Remembering and understanding</td>
<td>Thursday, Oct. 15(^{th})</td>
<td>150</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Research-based practice</td>
<td>Remembering and understanding</td>
<td>Tuesday, Dec. 15, 2:00-4:30pm</td>
<td>250</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

**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:

Students who do not take an exam will not earn any points. **Make up exams will not be given** unless the absent is authorized by the instructor (please check the “Attendance Policy” for detailed information). Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.

- Failure to turn in any paper by the due date will result in an automatic deduction of **10% of the total possible points/calendar day**. No assignments will be accepted **three days after the due date**.
- Please make sure to use **subtitles and APA format**.
- **It is recommended that you check the rubrics provided for each assignment before turning in your paper to ensure you have covered all areas**

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 allow students to attend class at their own discretion and have elected to take attendance but will not factor attendance into the grade. However, attendance is strongly encouraged.

I. Course Schedule:

**Course Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Starting</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 24</td>
<td>Introduction to course</td>
<td>Review syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Aug 31</td>
<td>Science, society, and social work research</td>
<td>Ch. 1</td>
<td>Plagarism Tutorial (9/4)</td>
</tr>
<tr>
<td>3</td>
<td>Sept 7</td>
<td>Process and problems in social work research</td>
<td>Ch. 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept 14</td>
<td>Research ethics</td>
<td>Ch. 3</td>
<td>IRB Human Subjects Training (9/18)</td>
</tr>
<tr>
<td>5</td>
<td>Sept 21</td>
<td>Conceptualization and measurement</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sept 28</td>
<td>Measurement in social work research</td>
<td>Research Proposal – Problem Statement (10/2)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 5</td>
<td>Sampling</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct 12</td>
<td>Midterm Exam</td>
<td>-</td>
<td>Midterm Exam, Thursday, October 15</td>
</tr>
</tbody>
</table>
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.

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:**


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

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 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.

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.