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

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

B. Measurable Student Learning Outcomes

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**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Competency</th>
<th>Skills</th>
<th>Due Date</th>
<th>Final Grade (points)</th>
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<tbody>
<tr>
<td><strong>Trainings (100 points total)</strong></td>
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<tr>
<td>Plagiarism Tutorial</td>
<td>Evaluating and documenting</td>
<td>Applying</td>
<td>Sunday, June 12</td>
<td>50</td>
</tr>
<tr>
<td>IRB Human Subjects Training</td>
<td>Ethical practice</td>
<td>Applying</td>
<td>Sunday, June 19</td>
<td>50</td>
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<tr>
<td><strong>Reading Quizzes (200 points total)</strong></td>
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<tr>
<td>Quiz 1</td>
<td>Research-based practice, ethical</td>
<td>Reading,</td>
<td>Sunday, June 19</td>
<td>40</td>
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<tr>
<td></td>
<td>practice, diversity in practice</td>
<td>comprehension</td>
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<td>and critical thinking</td>
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<td>Quiz 2</td>
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<td>Sunday, June 26</td>
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<td>Quiz 3</td>
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<td>Quiz 4</td>
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<td>Quiz 5</td>
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<td>Sunday, August 7</td>
<td>40</td>
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</table>
**Assignment** | **Competency** | **Skills** | **Due Date** | **Final Grade (points)**
--- | --- | --- | --- | ---
Research Proposal (400 points total)  
(Step 1) – Problem statement with two articles | Research-based practice, ethical practice, diversity in practice and critical thinking | Analyzing, creating, and evaluating | Sunday, July 3 | 75  
(Step 2) – Literature review | | | Sunday, July 17 | 125  
(Step 3) – Methodology | | | Sunday, July 31 | 150  
(Step 4) - Presentation | | | Sunday, August 14 | 50
Research Blog (300 points total)  
Blog Post #1 | Research-based practice | Remembering and understanding | Sunday, June 19 | 60  
Blog Post #2 | Research-based practice | Remembering and understanding | Sunday, June 26 | 60  
Blog Post #3 | Research-based practice | Remembering and understanding | Sunday, July 10 | 60  
Blog Post #4 | Research-based practice | Remembering and understanding | Sunday, July 24 | 60  
Blog Post #5 | Research-based practice | Remembering and understanding | Sunday, August 7 | 60
**TOTAL** | | | | **1000**

**Optional and Extra Credit**

| Assignment | Competency | Skills | Due Date | Final Grade (points) |
--- | --- | --- | --- | ---
Optional Final Exam | Research-based practice | Remembering & understanding | Monday OR Tuesday, August 15th OR 16th | 200 points (out of 1200)  
Discussion Board | Evaluating and documenting | Applying | Sunday, June 12th | 20 points (Extra Credit)  
Online Readiness | Evaluating and documenting | Applying | Sunday, July 3rd | 20 points (Extra Credit)

1. **RESEARCH PROPOSAL (400 points)**

Understanding how to write a research proposal can help a social worker better understand research in general and apply it to improve the well-being of their clients. Social workers frequently use research to answer important questions such as: (1) Will this program actually work to help prevent intimate partner violence among adolescents? (2) What should I keep in mind when working with transgender youth? or (3) Are there proven ways to help refugees adapt to life in the United States?

**What am I writing about?** Research proposals are used by social workers to explain to others how they plan to answer the types of questions presented above. The very process of sitting down and writing a research proposal is incredibly helpful in working out the details of a research study, and—when this is explained well—it can lead to grant funding, donations, or other resources for research or interventions that actually address client needs. The purpose of the research proposal is therefore to synthesize what you learn in this course by integrating and combining your ideas into a plan for how you will carry out a research topic of your choice. **Keep in mind you will not actually conduct a research study—you will only be describing how you would do so using either quantitative or qualitative methods.** In order to complete the Research Proposal, you will be given a detailed rubric of what to write. Roughly, this breaks down as follows: (1) What’s the problem? (2) What is already known about the problem? (3) How can I design a study to study this problem? and (4) How do I convince others that my study is worth doing?

You will rely on information from the textbook and the presentations in order to understand the concepts in the rubric that you will need to include in your Research Proposal (i.e. internal and external validity,
reliability, confidentiality, sampling, etc.) and apply them to your research topic. You will also seek out peer-reviewed sources (academic journal articles and textbooks) that relate to your research topic, and incorporate this information into your Research Proposal. You can also rely on your peers and your instructor to provide you with feedback along the way.

Who should I keep in mind as I write the proposal? You will prepare all steps of your research proposal as if you were writing it for a government agency that is giving out $100,000 research grants. In particular, keep in mind that only 5 grants of $100,000 each will be given out, regardless of how many people apply. There is a grant review committee that will review the grants using the same rubric that you receive. ONLY the 5 research proposals with the highest scores will get funded. In other words, your research proposal needs to convince the people reviewing the research grant that YOUR research proposal is the best place to invest their money.

How do I write the proposal? Rather than being one major assignment that is due at the end of the semester, the Research Proposal will be submitted in four different steps. You will submit each part of the proposal through the appropriate section in the Assignment Submission section of Blackboard.

Step 1: Problem Statement (75 points)
Step 2: Literature Review (125 points)
Step 3: Methodology (150 points)
Step 4: Presentation (50 points)

Students will decide whether to form a group (maximum of 4) or complete the research proposal project individually. Students will email a list of group members and a research title to the instructor at the end of the third 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. Even if you choose to work together as a group, each person will still be required to submit an assignment on Blackboard.

The research proposal can be quantitative or qualitative. After each of the first three steps, you will get feedback within two weeks. In the fourth step, the individual/group will prepare a presentation to present the final proposal (Student Learning Outcome 3-4). This presentation must be recorded and uploaded to YouTube. To submit the presentation, you will open the appropriate assignment and provide a link to YouTube video in the "Write Submission" box. You will also attach a PowerPoint of the presentation.

So exactly what will I write? Please see the rubric provided in Blackboard for a detailed overview of exactly what you’ll include in each step of your Research Proposal. It is strongly recommended that you check the rubric provided for each part of this assignment before submitting, in order to ensure you cover all areas.

2. RESEARCH BLOG (300 points; 60 points each)

Why a Research Blog? The unfortunate reality is that most of the research that is produced today ends up in an academic journal, where it is likely to be read by only a few people. In fact, one review suggested that it takes an average of 17 years for original research to become standard practice. In social work, this can have devastating consequences—imagine that today, researchers published a paper discovering an important brain mechanism that can help address the trauma caused by severe child abuse and neglect, but it wasn’t until 17 years later that the foster care system actually implemented a program that was based on this knowledge? In order for research to be helpful, it must be disseminated (communicated) in a timely manner to the people that are actually going to apply the research. Social workers, advocates, and clients are much more likely to access blogs and social media than academic journals. As you write your Research Blog, you should therefore imagine you are the leader of an organization that is trying to reach other social workers, advocates, policymakers, and clients that can use this information.

What am I going to write about in my Research Blog? You will have 5 different entries in your Research Blog. Each post will challenge you to identify and apply research concepts in order to critique a publication. You may be asked to review a news article, a research article, a program evaluation, a speech, video, etc. Publications will vary each semester depending on current events, politics and emerging research. The instructor will provide you with a series of questions to address in each blog post. In writing each blog post, you’ll need to refer to the textbook to answer each question and properly apply the
research concepts from the course. You will also need to pull material from outside sources such as peer-reviewed journal articles or textbooks, websites, newspapers, or even social media.

**What do I actually write?** At the beginning of the week, I will provide a set of questions and a link to a publication that you will use to answer the questions. Each blog post must be written in paragraph format (not in bullet point format or Question/Answer format). Keep in mind the audience that will be reading your blog as you write your blog post—for example, if you are most interested in working in a hospital to help children with cancer, then you might imagine that your blog will be read by pediatric oncology social workers that want to stay on top of the latest research related to this population. Each blog post will be scored as follows:

- 30 points: Properly identifies and applies research concepts from the publication as indicated in set of questions provided by instructor
- 10 points: Includes least one image, chart or video included that enhances blog post without being redundant with text
- 10 points: Includes at least 2 outside sources that are relevant to the topic and are properly referenced through hyperlinks or APA-style citations
- 10 points: Writing is clear, concise, and free from major spelling or grammatical errors

**How do I actually start a Research Blog?** You will begin your Research Blog using the online blogging software of your choice. UTA offers free blogs for each student and provides a beginner’s tutorial online ([https://blog.uta.edu/support/start-here/](https://blog.uta.edu/support/start-here/)). You can also choose to use outside blogging software such as Blogger, WordPress, Tumblr, etc. You will submit each blog post through the appropriate section in the Assignment Submission section of Blackboard. You will open the appropriate assignment and provide a link to the blog post in the very first line of the “Write Submission” box. You will skip a line, and then beneath the link you will also cut and paste the text of your blog post. Make sure that you set the privacy settings of your blog to “public” so that I can view your blog post.

3. **TRAININGS (100 points; 50 points each)**

The general purpose of the following two trainings is to provide real-world learning opportunities that you can later integrate and combine into your research proposal.

**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). This course requires you to take the human subjects protection course by following the steps at [http://www.uta.edu/research/administration/departments/rs/human-subjects-irb/hsp-training.php](http://www.uta.edu/research/administration/departments/rs/human-subjects-irb/hsp-training.php). (Student Learning Outcome 3). Upon completion, you will download the certificate and submit the certificate through the appropriate section in the Assignment Submission section of Blackboard.

**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.

1. Complete the tutorial available at [http://library.uta.edu/plagiarism/index.html](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. You will submit the certificate through the appropriate section in the Assignment section of Blackboard.

4. **READING QUIZZES (200 points; 40 points each)**

The purpose of reading quizzes is to make sure that you can recall, recognize, comprehend and interpret the information, ideas and principles in the readings and presentations. Quizzes will be available on Blackboard and will usually cover the last 2-3 chapters assigned. You have two attempts to complete each quiz, and you can review your answers after the first quiz to determine which ones you got wrong prior to beginning the second attempt. Quizzes are not time-limited, which means you can work on it throughout
the week, pausing and returning to it as you need. All quizzes will need to be completed each week by Sunday at 11:59 PM. Five quizzes will be given throughout the semester.

5. OPTIONAL ASSIGNMENTS

Optional Final Exam – 200 optional points. I have deliberately chosen not to include a midterm or a final exam in this course. It is my experience that exams are not usually effective in an online setting because they tend to create unnecessary anxiety and stress and they are often a better test of how well you can Google the answers than how well you understand the material. However, if you are interested in raising your grade at the end of the semester, you have the choice of taking a final exam. The optional final exam will include a variety of multiple-choice, true/false, matching and essay questions. The optional final exam will be available online and you will have a time limit of two hours to complete. You must complete the final exam in one sitting. The questions may cover anything that was covered in the readings or the presentations. Students that are planning to take the optional final exam must schedule a time to meet with the instructor during Week 8 to make arrangements and receive a study guide. (Student Learning Outcomes 1-3). Please note the Optional Final Exam does NOT count as Extra Credit. If you choose to take the Optional Final Exam and you do poorly, the score WILL negatively affect your grade.

Discussion Board – 20 points Extra Credit. During the first week of class, I will provide the opportunity to complete an online Discussion Board where you can share basic information about your interests, your availability, and your collaboration preferences. In the second week of class, you can review these Discussion Boards to identify and reach out to potential group members for your Research Proposal. (You should come to an agreement on your research title and group members so that you can send me an email with this information by the end of the third week). To receive credit, Discussion Board must be completed by deadline listed in course schedule.

Online Readiness – 20 points Extra Credit. If this is your first time taking an online course, consider taking the Online Course Readiness Assessment if you are concerned about how prepared you are to deal with issues such as time management, comfort with technology, etc. At the end of the assessment, you will receive a summary. If you receive a score below 30, I strongly suggest you reach out to me so we can work together to come up with a plan to help you succeed in this class. https://esurvey.tlt.psu.edu/Survey.aspx?s=246aa3a5c4b64bb386543eab834f8e75. To receive credit, the Online Readiness Assessment must be completed by the deadline listed in the course schedule. To submit, copy and paste results into a Word document. In the Word document, include: (1) a brief summary of your thoughts on what was produced by this assessment, (2) your reaction to these results, and (3) whether you agree or disagree with the results, and why. Submit the Word document in the appropriate section of the Assignment Submission section of Blackboard.

F. Grading Policy

Assignments for the course include 3 individual/group written assignments, 1 individual/group presentation, 2 online trainings, 5 online quizzes, and 5 blog entries, and 1 optional final exam. There will be additional opportunities for extra credit during the semester. The grade distribution listed below assumes that a person chose not to complete the optional final exam.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
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<tr>
<td>B</td>
<td>800-899</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
</tr>
<tr>
<td>D</td>
<td>600-699</td>
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<tr>
<td>F</td>
<td>&lt; 599</td>
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</tbody>
</table>

Grades that fall right on the edge of the next letter grade (e.g. if you have 898 points) will be rounded up at the professor’s discretion. Important factors that will be considered in this situation include regular Blackboard access, timely submission of assignments, submission of all course assignments, communication with instructor and respectful interactions/communication with peers in the course.

Expectations for Written Assignments. The text and references for the paper must be written in APA style (APA Publication Manual, 6th ed.). General APA guidelines require the use of 1” margins, 12 pt. Times New Roman font, and a page header/running head. The four major sections of APA papers include: Title Page, Abstract, Main Body, and References. 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.

The APA writing style also includes careful attention to the proper use of first-person or third-person point of view, encourages use of an active instead of a passive voice, and requires clear and concise details, consistent terms, and avoidance of poetic/creative language. Assignments should also be carefully proofed for spelling and grammar.

A free APA guide and sample APA paper is available at the OWL Purdue Online Writing Lab https://owl.english.purdue.edu/owl/resource/560/01/. If you are uneasy about APA or writing in general, I am happy to refer you to the Social Work Writing Resources Office. You can also schedule a consultation on your own. More information here: https://www.uta.edu/ssw/student-resources/writing-resources/

G. Make-Up Exam or Assignment Policy

- Students who do not complete a quiz will not earn any points. Make up quizzes will not be given unless the instructor considers this an authorized absence (please check the “Attendance Policy” for more detailed information).
- Submissions of any portions of the research proposal will be accepted up to three days after the due date with a deduction of 10% of the total possible points per calendar day.
- Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.
- In an online class, issues with web access may occur, due to weather or circumstances such as travel, which severely impede your ability to complete assignments. Most circumstances that compromise your web access are foreseeable and should be planned for accordingly by completing assignments prior to the due date or by ensuring back-up web access (e.g. via smartphone). Since this is a self-paced online class, web outages on Sunday night are not considered authorized absences.

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, I have the ability to monitor your engagement with the course by reviewing when you last accessed the course, reviewed course materials and submitted assignments online. However, as an online student, you are expected to complete all required activities and assignments within the time frames specified.

The instructor will consider authorized absences as those that fall under the following circumstances: (1) A special situation limits the student’s ability to complete assignments during a one-week time period or more, AND (2) the student communicates with the instructor PRIOR to the assignment due date (if special situation is known ahead of time); OR (3) the student provides the instructor with documentation (if special situation occurs unexpectedly). Communication is essential and will go a long way—even if you only THINK you might have an authorized absence, it is advisable to reach out to the instructor ahead of time.

I. Course Schedule:

In this class, each week begins on Monday at 7:00am and ends on Sunday at 11:59pm. This is an online asynchronous course, which means you work at your own pace throughout the week. Each week you will focus on a different topic, as outlined in the schedule below.

This course is intentionally structured to avoid a mandatory midterm and final exam. Based on this fact as well as a compressed summer schedule, this course requires you to complete 1-3 assignments on a weekly basis. You are advised to set aside at least 5 hours a week for this class, which includes reading, reviewing the presentation, working on the research proposal, and completing trainings, quizzes and blog entries.
The following is a suggested weekly task list:

1. **Complete any online trainings** that are due.

2. **Complete the textbook reading, using the optional reading guide found in the weekly folder.** All readings will come directly from the textbook for the class. You will also have access to supplemental material including outside articles, videos, news articles, podcasts, etc. to help you better understand the material.

3. **Take the Quiz the first time.** Review the incorrect answers and use these to guide your review of the PowerPoint Presentation or YouTube videos.
   - a. **Review the PowerPoint presentation.** Each presentation includes outside links (videos, news articles, podcasts, etc.) that you can access to get a better understanding of the materials.
   - b. **Review YouTube videos** that accompany the PowerPoint presentation (Each video is approximately 4 minutes long and there are usually 3-4 videos per week.)

4. **Take the Quiz the second time.** Celebrate when your score goes up.

5. **Go over the questions for the Blog Post and draft your answers.**
   - a. Reference the textbook, the presentation, and your notes. Edit your answers to make sure they include all the important concepts from the class materials.
   - b. Make sure you include two outside sources. Identify a good visual/graphic/video from one of those sources and incorporate.
   - c. Save and submit your Blog Post.

6. **Follow up with your group about the next steps of your Research Proposal.** Work on your Research Proposal for the rest of the day.

7. **Sleep for a few hours** and remind yourself to start this process earlier in the week so you don’t spend your entire Sunday posting on Facebook about how much you hate research.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Week Dates</th>
<th>Topics</th>
<th>Preparation</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 6 – June 12</td>
<td>Introduction to course and Introduction to research, Science, society, and social work research</td>
<td>Review syllabus, Buy textbook(s), Ch. 1</td>
<td>Plagarism Tutorial (06/12), Discussion Board (06/12)</td>
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<tr>
<td>2</td>
<td>June 13 – June 19</td>
<td>Process and Problems in Social Work Research, Research Ethics</td>
<td>Ch. 2 &amp; 3</td>
<td>Quiz #1 (06/19), Research Blog Post #1 (06/19), IRB Human Subjects Training (06/19)</td>
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<tr>
<td>3</td>
<td>June 20 – June 26</td>
<td>Conceptualization and measurement, Sampling</td>
<td>Ch. 4 &amp; 5</td>
<td>Quiz #2 (06/26), Research Blog Post #2 (06/26), Email instructor list of group members &amp; research title (06/26)</td>
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<tr>
<td>Week #</td>
<td>Week Dates</td>
<td>Topics</td>
<td>Preparation</td>
<td>Assignments</td>
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<td>4</td>
<td>June 27 – July 3</td>
<td>Experimental design</td>
<td>Ch. 6</td>
<td>Research Proposal – Problem Statement (07/03)</td>
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<td>Online Readiness Quiz (07/03)</td>
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<td>5</td>
<td>July 4 – July 10</td>
<td>Single-Subject Design</td>
<td>Ch. 7</td>
<td>Quiz #3 (07/10)</td>
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<td>Research Blog Post #3 (07/10)</td>
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<td>6</td>
<td>July 11 – July 17</td>
<td>Survey Research</td>
<td>Ch. 8</td>
<td>Research Proposal – Literature Review (07/17)</td>
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<td>7</td>
<td>July 18 – July 24</td>
<td>Qualitative Methods &amp; Evaluation Research</td>
<td>Ch. 9 &amp; 11</td>
<td>Quiz #4 (07/24)</td>
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<td>Research Blog Post #4 (07/24)</td>
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<tr>
<td>8</td>
<td>July 25 – July 31</td>
<td>Optional Meetings with Instructor</td>
<td></td>
<td>Research Proposal – Methodology (07/31)</td>
</tr>
<tr>
<td>9</td>
<td>August 1 – August 7</td>
<td>Data Analysis and Reporting Research</td>
<td>Ch. 14</td>
<td>Quiz #5 (08/07)</td>
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<td></td>
<td>Research Blog Post #5 (08/07)</td>
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<tr>
<td>10</td>
<td>August 8 – August 14</td>
<td>Final Research Presentation</td>
<td></td>
<td>Final Research Presentations recorded &amp; uploaded to YouTube (08/14)</td>
</tr>
<tr>
<td>11</td>
<td>August 15-August 16</td>
<td>Optional Final Exam</td>
<td>Final Exam Study Guide</td>
<td>Optional Final Exam (scheduled for 08/15 or 08/16 depending on student)</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.

**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 1-800-2-3-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.uta.edu/library/help/subject-librarians.php
Course Reserves.................................. http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ............................... http://www.uta.edu/library/help/tutorials.php
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 individuals with disabilities.

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/aaofao/).

P. Disability Accommodations

UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are
responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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 does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/title IX.

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, §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.

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

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.
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.