THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2016
Course Title: Research and Evaluation Methods I
Course Prefix/Number/Section: SOCW 5322-002/003
Instructor Name: Marcela Gutierrez, LMSW
Faculty Position: Assistant Professor in Practice
Faculty Profile: http://www.uta.edu/profiles/marcela-gutierrez
Office Number: Social Work Complex B
Phone Number: 682-999-8189 (voicemail and text)
Email Address: gutierrezmarcela@uta.edu
Office Hours: Via email, phone, face-to-face, or video chat
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/

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 Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments & Examinations

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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. Each step builds on the next, so it is important that you
complete one step before submitting the next. You will submit each part of the proposal through the appropriate section in 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 are working in a group, rather than assigning each step to a different person, you are encouraged to review the grading rubrics for each section and divide up those sections within the grading rubric for each step, setting deadlines by when you will each complete your part and designating one person to combine your different contributions. 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. However, be advised that the grading rubric is set up mostly for quantitative research studies, so if you plan to pursue a qualitative research study (which I encourage if it is the best fit for your research question), then you will need to pay particular attention to the module on Qualitative Research and reach out to the instructor for additional guidance. 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). The instructor will provide the shell for the PowerPoint presentation on Blackboard. You are free to modify the design of the PowerPoint, but you must follow the content outline provided in the PowerPoint without adding additional slides. This presentation must be recorded and uploaded to YouTube. Presentations should be no longer than 10 minutes. 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 and how your grade will be determined. 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 (200 points; 40 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 news articles, research articles, 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 copy 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 social media.

**What do I actually write?** The purpose of your Research Blog is to provide you with the opportunity to critically reflect on the concepts from the course and apply them to an article or a media source. The writing style for a Blog Post is somewhere in-between a journal and a formal writing assignment. In other words, do not think about this assignment as something where there is a right/wrong answer, but rather as one where it is more important to demonstrate thoughtfulness in your response. You are encouraged to use the first-person and reflect on your personal thoughts, so it is more casual than a formal writing assignment. You are also free to use quotes and examples, with the understanding that your writing and ideas must still be coherent and the reader should be able to follow along.
For each Blog Post, I will provide a set of questions and links to the publication(s) that you will use to answer the questions. Each blog post must be written in paragraph format. Please do not use a bullet point format or Question/Answer format (i.e. “Yes, this is a qualitative research article. No, there are not any issues with the sample.”). 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:

- 25 points: Properly identifies and thoughtfully applies research concepts from the publication as indicated in set of questions provided by instructor
- 5 points: Includes least one image, chart or video included that enhances blog post without being redundant with text (in blogs, a visual keeps people’s attention and helps them stay on your page longer).
- 5 points: Includes at least one academic source that is relevant to the topic and is properly referenced through APA-style citations. (Additional academic sources should also be referenced through APA-style citations at the end of the post. Less important sources, such as websites where you pulled videos, images or other articles, can be referenced through hyperlinks.)
- 5 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. I recommend that you use Blogger, which is connected to Gmail and I have personally found very easy to use. You are also free to use alternate blogging software—for example, some folks prefer to use Edublogs, Wordpress, or Tumblr. I can only provide you with limited technical assistance, so only choose an alternate platform if you feel confident in your technical skills. Make sure that you set the privacy settings of your blog to “public” so that I can view your blog posts.

If you formed a group to work on your Research Proposal, you can choose to create your own blog or you can choose to collaborate with your group and develop a single blog amongst all of you. Even if you choose to work together as a group, each person will still be required to submit the assignment on Blackboard. You will submit each blog post through the appropriate section in 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 (this is a back-up measure in case of technical difficulties with your blog). Make sure not to accidentally cut and paste the text into the “Comments” section, as this makes it very difficult to read.

3. TRAININGS and DISCUSSION (200 points total)

The general purpose of the following trainings and discussions are to facilitate coordination with group members, identify potential challenges you might have in taking this course, and provide real-world learning opportunities that you can integrate and combine into your research proposal.

**Syllabus Overview Quiz (10 points):** During the first week of class, you will complete a short 10-question quiz over the syllabus. The purpose of this quiz is to encourage you to review the syllabus in detail. You can take this quiz as many times as possible until you achieve a perfect score.

**Introductory Discussion Board (10 points):** During the first week of class, you will 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):** Whether this is your first time taking an online course or your 10th, you will take a brief 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. 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 in Blackboard. The assessment can be found here: [https://esurvey.tlt.psu.edu/Survey.aspx?s=246aa3a5c4b64bb386543eab834f8e75](https://esurvey.tlt.psu.edu/Survey.aspx?s=246aa3a5c4b64bb386543eab834f8e75).

**Plagiarism Tutorial (20 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, which you can do as a back-up. However, you must still submit this online. Upon completion, remember to save the certificate as a PDF OR take a screenshot of the certificate on your computer, and submit the certificate through the appropriate section in Blackboard.

**IRB Human Subjects Training (40 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. (Student Learning Outcome 3). Upon completion, you will save the certificate as a PDF OR take a screenshot of the certificate on your computer, and submit the certificate through the appropriate section in Blackboard.

**Peer or Self Evaluation (100 points):** At the end of the course, you will complete an evaluation of either your peers or yourself. If you worked in a group, you will have 100 points to divide among your group members. Your group is defined as the group you selected to complete your Research Proposal. You can distribute the points however you wish. However, you must have a clear and solid explanation for how you distributed points, and it must appear to be fair. You will also be required to describe what each of your team members did well, as well as how they could improve in the future. When calculating how you will distribute your points, keep in mind the way you collaborated on all four parts of the Research Proposal. I will calculate a Peer Review Score for you based on the sum of all the scores received from your group members, including the score you gave yourself. If you have a group of two, then your score will be the sum of the score you gave yourself and the score your group member gave you. If for any reason a group member does not complete their Peer Review, then I will take their 100 points and divide them evenly among ALL group members. You will not get to know the specific score or comments that each of your group members gave you--you will only get to see the aggregate score and comments. If your group has two people, your score will be the sum of the score you gave yourself and the score your group member gave you.

If you worked by yourself, you will give yourself a score between 0 and 100 and explain why you gave yourself this score. You will also describe what you feel you did well in this class as well as what you would do differently if you were to retake the course.

**4. READING QUIZZES (200 points; 20 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 cover the assigned reading for that week. You have two attempts to complete each quiz, and you can review your incorrect answers after the first quiz to determine which ones you got wrong prior to beginning the second attempt. You will be able to view the correct answers the day after the quiz is due. Your final quiz grade will be the higher of the two attempts, whether you get a higher score the first time or the second time you take the quiz. 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.

**5. OPTIONAL ASSIGNMENTS**

**Optional Final Exam – 40 points**

I have deliberately chosen not to include a midterm or a final exam in this course, instead choosing to integrate multiple smaller opportunities to reflect and apply your knowledge within a research blog. Research blogs are generally effective than exams in helping you develop critical thinking and communication skills that you can directly apply in your social work practice. It is also my experience that exams are less effective in an online setting because, in addition to creating significant anxiety and stress, 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 be available online and you will have a time limit of three hours to complete and includes 100 questions. The questions are broken down as follows: 60 True/False; 30 Multiple Choice; and 10 Short Answer. Questions will be randomly generated from a “Question Pool” so each person taking the exam will have a different set of questions. The questions may cover anything that was covered in the readings or the presentations. You must complete the final exam in one sitting. You can only take the exam once, and it is imperative that you ensure you have reliable technology access during this time. In the event of technological difficulties, you will NOT be able to retake the exam. Students that are planning to take the optional final exam must notify the instructor no later than Week 14 of the class to receive a study guide. (Student Learning Outcomes 1-3). You will designate the time for your final exam with.
the instructor. If you choose to take the Optional Final Exam, this does NOT exempt you from completing any other assignments in the course.

F. Grading Policy

The instructor provides a grading rubric for each assignment and students are expected to be familiar with the grading rubric before submitting an assignment. However, grading is also considered a collaborative process, and it is important to keep in mind that even with a rubric, grading written assignments inevitably requires a certain degree of discretion. As adult learners, students in this course are also expected to take an active role in determining the fairness of each rubric, and to provide the instructor with suggestions and feedback in how to structure the grading criteria. If a student is confused or disagrees with how a score was calculated, they are encouraged to email the instructor or set up a time to discuss your score and negotiate a score that better fits with the instructions and grading rubric provided. If a student can provide evidence of critical thinking, even if they do not have the “correct answer,” they might be able to earn back some of the points for an assignment.

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

Grades that fall right on the edge of the next letter grade (e.g. if you have 899 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, though you are free to 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. If you anticipate that you will miss a quiz, it is highly recommended that you contact the instructor in order to take the quiz early. Make up quizzes will not be given unless the instructor considers this an authorized absence (please check the “Attendance Policy” for more detailed information). Make up quizzes may be different than the regular quizzes and include short-answer questions.
- Submissions of any assignment (other than Reading Quizzes) will be accepted up to three days after the due date with a late penalty of up to 10% of the total possible points per calendar day. Late penalties can be negotiated with the instructor IF sufficient notice is provided.
- Students that receive a poor grade on an assignment may be allowed to resubmit on a case-by-case basis, depending on the circumstances. Before any resubmissions can be accepted, students must schedule a meeting with the instructor.
- 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 but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

As the instructor of this section, I 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. You are advised to set aside at least 5 hours a week for this class, which includes reading, reviewing the presentations, working on the research proposal, and completing trainings/discussions, 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. The PowerPoint includes significant outside material and should be reviewed in addition to the reading.
   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.

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<td>Review syllabus</td>
<td>Syllabus Overview Quiz (08/28)</td>
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<td>Buy textbook(s)</td>
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<td>2</td>
<td>August 29 – Sep 4</td>
<td>Science, Society, and Social Work Research</td>
<td>Ch. 1</td>
<td>Research Blog Post #1 (09/04)</td>
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<td>Online Readiness Quiz (09/04)</td>
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<td>Reach out to potential group members (09/04)</td>
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<td>3</td>
<td>Sep 5 – Sep 11</td>
<td>Process and Problems in Social Work Research</td>
<td>Ch. 2</td>
<td>Quiz #1 (09/11)</td>
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<td>Plagiarism Tutorial (09/11)</td>
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<td>Email instructor list of group members &amp; research title (09/11)</td>
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<td>4</td>
<td>Sep 12 – Sep 18</td>
<td>Research Ethics</td>
<td>Ch. 3</td>
<td>Quiz #2 (09/18)</td>
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<td>IRB Human Subjects Training (09/18)</td>
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<td>Sep 19 – Sep 25</td>
<td>Conceptualization and Measurement</td>
<td>Ch. 4</td>
<td>Quiz #3 (09/25)</td>
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<td>Research Blog Post #2 (09/25)</td>
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<td>6</td>
<td>Sep 26 – Oct 2</td>
<td>Sampling</td>
<td>Ch. 5</td>
<td>Quiz #4 (10/02)</td>
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<td>Research Proposal – Problem Statement (10/02)</td>
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<td>7</td>
<td>Oct 3 – Oct 9</td>
<td>Experimental Design</td>
<td>Ch. 6</td>
<td>Quiz #5 (10/09)</td>
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<td>Oct 10 – Oct 16</td>
<td>Single-Subject Design</td>
<td>Ch. 7</td>
<td>Quiz #6 (10/16)</td>
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<td>Oct 17 – Oct 23</td>
<td>Survey Research</td>
<td>Ch. 8</td>
<td>Quiz #7 (10/23)</td>
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<td>Research Proposal – Literature Review (10/23)</td>
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<td>10</td>
<td>Oct 24 – Oct 30</td>
<td>Qualitative and Mixed Methods</td>
<td>Ch. 9 &amp; 10</td>
<td>Quiz #8 (10/30)</td>
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<td>Research Blog Post #4 (10/30)</td>
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<td>11</td>
<td>Oct 31 – Nov 6</td>
<td>Evaluation Research</td>
<td>Ch. 11</td>
<td>Quiz #9 (11/06)</td>
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<td>12</td>
<td>Nov 7 – Nov 13</td>
<td>Optional Meetings with Instructor</td>
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<td>Research Proposal – Methodology (11/13)</td>
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<td>13</td>
<td>Nov 14 – Nov 20</td>
<td>Reporting Research</td>
<td>Ch. 14</td>
<td>Quiz #10 (11/20)</td>
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<td>Research Blog Post #5 (11/20)</td>
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<td>14</td>
<td>Nov 21 – Nov 27</td>
<td>Final Research Presentation</td>
<td>Presentation Template</td>
<td>Final Research Presentation recorded &amp; uploaded to YouTube (11/27)</td>
</tr>
<tr>
<td>15</td>
<td>Nov 28 – Dec 4</td>
<td>Review of Final Research Presentations</td>
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<td>Presentation Grading Rubric (12/04)</td>
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<td>Peer or Self Evaluation (12/04)</td>
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<tr>
<td>16</td>
<td>Dec 5 – Dec 11</td>
<td>Optional Final Exam</td>
<td>Final Exam Study Guide</td>
<td>Optional Final Exam (scheduled on date selected by student)</td>
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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, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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 oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). 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 of the most 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
Connecting from Off-Campus....  http://libguides.uta.edu/offcampus
Ask a Librarian....................  http://ask.uta.edu

N. 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://wwweb.uta.edu/aaq/fao/).
O. 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). Only those students who have officially documented a need for an accommodation will have their request honored. 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. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

P. Non-Discrimination Policy

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.

Q. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

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 in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

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. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

V. Final Review Week

For semester-long courses, 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.