A. Description of Course Content

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. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards that comprises nine competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically, while this course addresses competencies 1, 2, 3, 4, and 9, the main foci are competencies 4 and 9:
Engage in Practice-informed Research and Research-informed Practice; and Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

C. Required Textbooks and Other Course Materials

Both of the required textbooks are Open Educational Resources (OER). OERs are freely available to you at no cost. From the links provided, you can access the textbooks online or download them in a variety of formats (PDF, MOBI, ePUB, etc.)


D. Additional Recommended Textbooks and Other Course Materials

None.

E. Descriptions of Major Assignments and Examinations

i. Plagiarism Tutorial (30 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. Addresses competency 1.

- Complete the tutorial available at [http://library.uta.edu/plagiarism/index.html](http://library.uta.edu/plagiarism/index.html).
Then, complete the quiz at the end of the tutorial. The tutorial provides you with an option to email you certificate to your professor. Please upload the certificate in the space provided online.

ii. IRB Human Subjects Training (70 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. Addresses competencies 1 and 3.

iii. Weekly Quizzes - Individual and Group (300 points):

Individual quizzes covering assigned readings will be available online and will coincide with each the assigned chapter for each week. They will be given in class at the beginning of class. Any class with a reading assignment (except the first class of the course) may have an individual quiz at the beginning of the class. Individual quizzes will not be announced, so come to class prepared each week. Group quizzes will be completed during class time and are submitted online by the end of the class during which they are assigned. Addresses competencies 4 and 9.

iv. Research Proposal & Presentation (400 points). The research proposal will be submitted in four parts as described in Steps 1 to 4 below. Addresses competencies 1, 2, 3, 4 and 9.

- **Step 1:** Problem Statement (75 points)
- **Step 2:** Literature Review (100 points)
- **Step 3:** Method (125 points)
- **Step 4:** Presentation (100 points). 50 points for presenting research proposal to hypothetical panel of grant awardees. 50 points for 1 critique (strengths and weaknesses) of each research proposal and allocation of grant

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. Addresses competencies 1, 2, 3, 4 and 9.

The text and references for all portions of the research proposal must be written in APA style (APA Publication Manual, 6th or 7th ed.)

v. Exams (200 points): The exams are developed to test your knowledge of the material presented in your reading assignments and classroom discussions. The mid-term exam is worth 100 points will be over everything covered up to that point in the semester. The final exam is worth 100 points and will be over everything covered after the mid-term. The format of the exams will be mixed, potentially including multiple choice, true/false, and essay. Addresses competencies 1, 2, 3, 4 and 9.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRB Human Subjects Training</td>
<td>70 points</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Plagiarism Tutorial</td>
<td>30</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>300</td>
</tr>
<tr>
<td>Research Proposal (Problem Statement, Literature Review, Method)</td>
<td>300</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**F. Attendance**

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 not take regular attendance. However, attendance is needed for quiz grades. Individual quizzes are announced and administered at the beginning of class (7 pm). Participation in the group activity during class is required to receive a grade on the group quiz. If you are not in class when a quiz is administered, you will recieve a 0 for the quiz grade. Group quiz and individual quiz grades throughout the semester are averaged to determine your Weekly Quizzes grade.

**G. Grading**

Scores will NOT BE ROUNDED UP to determine a numeric grade. For example, if you have a 89.9 this will be considered a B; that is, in order to make an A you must earn 90.000% or higher of potential points. Letter grades will be determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89.999</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.999</td>
</tr>
<tr>
<td>D</td>
<td>65 - 69.999</td>
</tr>
<tr>
<td>F</td>
<td>Less than 65</td>
</tr>
</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**H. Make-Up Exams**
Make up mid-term shall be completed within one week (7 days) of the missed exam. Requests for extensions may be granted if the request is made prior to the end of the 7 day period after the missed exam and if there is a reasonable expectation that the make up exam cannot be completed within 7 days. This determination is made by the instructor.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments with Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 27</td>
<td>Introduction to course</td>
<td>Review syllabus</td>
<td><strong>Group Membership &amp; Tentative Research Project Topic (TUES, 9/3 by end of class)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to research</td>
<td>Textbook, Ch. 1</td>
<td><strong>Plagiarism Tutorial (SUN, 9/8 by 11:59 p.m)</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Guidebook, Ch. 1</td>
<td><strong>IRB Human Subjects Training (SUN, 9/15 by 11:59 pm)</strong></td>
</tr>
<tr>
<td>2</td>
<td>September 3</td>
<td>Linking Methods with Theory</td>
<td>Textbook, Ch. 2</td>
<td><strong>Research Proposal - Problem Statement (FRI, 10/4 by 11:59 pm)</strong></td>
</tr>
<tr>
<td>3</td>
<td>September 10</td>
<td>Ethics in Social Work Research</td>
<td>Textbook, Ch. 3</td>
<td><strong>OPENS FRI 10/4 at 8 am; DUE TUES, 10/8 by 9:59 pm</strong></td>
</tr>
<tr>
<td>4</td>
<td>September 17</td>
<td>Design and Causality</td>
<td>Textbook, Ch. 4</td>
<td><strong>Research Proposal - Literature Review (FRI, 11/15 by 11:59 pm)</strong></td>
</tr>
<tr>
<td>5</td>
<td>September 24</td>
<td>Defining and Measuring Concepts</td>
<td>Textbook, Ch. 5</td>
<td></td>
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<tr>
<td>6</td>
<td>October 1</td>
<td>Sampling</td>
<td>Textbook, Ch. 6</td>
<td></td>
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<tr>
<td>7</td>
<td>October 8</td>
<td><strong>Midterm Exam</strong></td>
<td>Guidebook, Ch. 3 &amp; Ch. 4</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>October 15</td>
<td>Survey Research</td>
<td>Textbook, Ch. 7</td>
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<tr>
<td>9</td>
<td>October 22</td>
<td>Experimental Design</td>
<td>Textbook, Ch. 8</td>
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<tr>
<td>10</td>
<td>October 29</td>
<td>Qualitative Research</td>
<td>Textbook, Ch. 9</td>
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<tr>
<td>11</td>
<td>November 5</td>
<td>Unobtrusive Research</td>
<td>Textbook, Ch. 10</td>
<td></td>
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<tr>
<td>12</td>
<td>November 12</td>
<td>Real-world Research</td>
<td>Textbook, Ch. 11</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>November 19</td>
<td>Reporting Research</td>
<td>Textbook, Ch. 12</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>November 26</td>
<td>Research Presentations</td>
<td></td>
<td></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 Grievances


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 Brooke Troutman. Her office is in the campus Central
Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 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://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ....................... http://library.uta.edu/how-to
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/aao/fao/).

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). 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.

Q. 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.

R. 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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

S. 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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. 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.

U. 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/

V. 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](http://www.uta.edu/sfs).

W. 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.