A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

B. 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.

C. 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.

For the purposes of Quality Matters Certification, the following course objectives apply:

Upon completion of this course, students will be able to:

1. Apply research concepts to permit a critical analysis of social work research and evaluation studies with respect to quality, bias, ethics, and potential applications.
2. Explain the relationship between theory and research.
3. Identify the importance of research ethics and how to integrate research ethics into social work research process.
4. Distinguish between different types of research designs and their applications to evidence-base social work research.
5. Explain sampling and measurement theory and their applications to evidence-base social work research.
6. Frame research questions and develop problem statements that reflect the issues under consideration.
including choosing appropriate research designs and methodology given a particular research question.
7. Apply research concepts and principles in the development and use of selected qualitative and quantitative methodologies and analytical approaches.
8. Demonstrate the ability to select culturally appropriate measures and measurement strategies given specific populations.
9. Construct an effective questionnaire and interview guide relevant to social work research.
10. Construct an effective research proposal.

D. Required Textbooks and Other Course Materials

The required textbooks are:


Your textbooks for this class are open educational resources (OERs), meaning they are available for free online. You can access the web version of the text from the book’s landing page in the citations above or the Mavs Open Press catalog home. You may visit the book’s landing page to download the text for free in the format that works best for you (including PDF, MOBI, and EPUB). The OER is openly licensed and DRM-free, so you may also print individual chapters or the entire text without restrictions.

If you prefer, you may opt to purchase a professionally bound print version at a low cost from the UTA Bookstore (contact them directly to see if this option is available) or a print-on-demand vendor, such as Lulu.com or PrintMe1.com.

Students like you can be critical advocates to encourage the mainstream use of OER in place of high-cost, commercial course materials. Learn about how you can make a difference on the Open for UTA Students guide and consider sharing how using free and open educational resources impacted you by submitting a Textbook Hero nomination.

E. Additional Recommended Textbooks and Other Course Materials

None

F. 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.
- Then, complete the quiz at the end of the tutorial.
- TAKE A SCREENSHOT OF YOUR CERTIFICATE OF COMPLETION AND UPLOAD IT.

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).

This course requires students to take the human subjects protection course by following the steps at https://www.uta.edu/ra/real/loginscreen.php. Note, the only module you need to take is the one that covers Human Subjects Protection Training (HSP). Take the course and upload your certificate of completion.
Addresses competencies 1 and 3.

**iii. Weekly Quizzes Covering Assigned Readings (250 points):**

Each week (module), you will have two types of quizzes: Individual and Group. The Individual Quizzes cover the assigned readings in the textbook. **You must complete the Individual Quiz before participating in the Group Quiz.** It is therefore imperative that you coordinate your schedule with your group members to ensure you can fully participate in the Group Quizzes. The scores on your individual and group quizzes will be averaged and account for 25% of your final grade. Addresses competencies 4 and 9.

**iv. Research Proposal (450 points).** The research proposal will be submitted in three parts as described in Steps 1 to 3 below. Addresses competencies 1, 2, 3, 4 and 9.

- **Step 1:** Problem Statement (100 points) - group assignment
- **Step 2:** Literature Review (150 points) - individual assignment
- **Step 3:** Method (200 points) - group assignment

Students will form a group (maximum of 4) to complete the Research Proposal and for Group Quizzes. Students will report their group members and a tentative research title to the instructor in the second week.

The Research Proposal is submitted in 3 parts -- two of which are written as a group (one is written individually). After each step, you can expect to get feedback within approximately two weeks.

*Grades for Group Assignment Portion of Research Proposal:* (1) I will grade the Problem Statement and Method paper based on their rubrics. (2) Each group member will complete an evaluation of individual contributions for the assignment. The combined assessments (1 and 2) will be reflected in each group member's own personal grade for the group assignment.

The Literature Review is an individual assignment and each member of the group will submit their own paper. However, it is a component of the group’s Research Proposal and must fit appropriately into its scope. Together, the members of the group will determine the specific topics that need to be covered in the individual literature reviews and will assign the topics to each group member for the individual papers. The literature review must be over new material, not information that was presented in the Problem Statement.

More detailed information about the expectations for the Research Proposal papers will be available in the course content online and in the rubrics for each part of the proposal.

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.

The text and references for the research paper must be written in APA style (APA Publication Manual, 7th ed.) Relevant citation of the literature must be evident in all written work (see Plagiarism Tutorial). Grammar and APA style will be considered in grading.

**vi. Exams (200 points total, 100 points each):** The exams are developed to test your knowledge of the material presented in your reading assignments and lectures. The exams will be over everything covered during the first and second halves of the semester respectively. The format of the exams will be mixed, potentially including multiple choice, true/false, and essay. The exams will be **timed closed-book** exams using Respondus LockDown Browser. You will have **60 minutes** to complete the exam after you have started it. Prior to each exam the instructor will provide a study guide. Addresses competencies 1, 2, 3, 4 and 9.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism Tutorial</td>
<td>30 points</td>
</tr>
</tbody>
</table>
### G. 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 engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

- I require you to complete certain modules, quizzes, and/or assignments before proceeding to the next module or participating in the group quiz for the module. This is to help ensure that everyone is prepared to participate fully in the group activities.
- If a group chooses to proceed through the course more quickly than one module per week, they will be able to do so if all members of the group complete required materials for proceeding through the modules.

### H. 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>Percentage</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; see “Student Support Services,” below.

### I. Make-Up Exams

Make up exams may be requested and must be approved by the instructor. Make up exams 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
J. Course Schedule

**** You will have individual quizzes and group quizzes/activities that are due by SUNDAY at 11:59 pm. These quizzes will be available in the online Modules. In addition the the weekly quizzes, you the following readings and assignments are due as outlined below: ****

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments with Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course Introduction to Research</td>
<td>Review syllabus Textbook - Ch. 1 Guidebook - Ch. 1</td>
<td>Introductions - Discussion Board, Due SUNDAY 8/30 by 11:59 pm</td>
</tr>
<tr>
<td>2</td>
<td>Linking Methods with Theory</td>
<td>Textbook - Ch. 2</td>
<td>Group Membership &amp; Tentative Research Topic, Due FRIDAY 9/4 by 11:59 pm == Team Contract, Due SUNDAY 9/6 by 11:50 pm == Plagiarism Tutorial, Due SUNDAY 9/6 by 11:59 pm</td>
</tr>
<tr>
<td>3</td>
<td>Ethics in Social Work Research</td>
<td>Textbook - Ch. 3</td>
<td>IRB Human Subjects Training, Due SUNDAY, 9/13 by 11:59 pm</td>
</tr>
<tr>
<td>4</td>
<td>Design and Causality and Library Presentation</td>
<td>Textbook - Ch. 4 Guidebook - Ch. 2</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Defining and Measuring Concepts</td>
<td>Textbook, Ch. 5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sampling</td>
<td>Textbook, Ch. 6</td>
<td>Research Proposal - Problem Statement, Due SUNDAY, 10/4 by 11:59 pm == Peer Evaluation - Problem Statement, Due SUNDAY, 10/4 by 11:59 pm</td>
</tr>
<tr>
<td>7</td>
<td>Literature Review Planning and Exam #1</td>
<td>Guidebook, Ch. 3 &amp; Ch. 4</td>
<td>Begin working on Paper 2 - Literature Review == Exam #1, Due SUNDAY, 10/11 at 11:59 pm</td>
</tr>
<tr>
<td>8</td>
<td>Survey Research</td>
<td>Textbook, Ch. 7</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Experimental Design</td>
<td>Textbook, Ch. 8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Qualitative Design</td>
<td>Textbook, Ch. 9</td>
<td>Research Proposal - Literature Review, Due SUNDAY 11/1 by 11:59 pm</td>
</tr>
<tr>
<td>11</td>
<td>Unobtrusive Research</td>
<td>Textbook, Ch. 10</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.

K. 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.

L. Grade Grievances


M. 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.

N. 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://library.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

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.

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.