### A. Description of Course Content

This course is designed to provide students with the fundamental skills to understand, use, and conduct research to advance the knowledge base of the social work profession and assess the effectiveness of social work interventions in generalist social work practice. The course addresses elements of the research process, quantitative and qualitative methods, research ethics, and approaches to data analysis. Particular attention will be given to the role of research with populations-at-risk, social and economic justice, and cultural diversity. Prerequisite: SOCW 2311; and MATH 1308, SOCW 2325, or SOCI 3352. BSW majors only.

### 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

IRB Human Subjects Training: 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.

Plagiarism Tutorial: 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.
- The tutorial provides you with an option to email your certificate to your professor. Please upload the certificate in the space provided online.

Weekly Quizzes/Assignments: Quizzes/classroom assignments will be given each week throughout the semester and will coincide with each of the assigned chapter for each week. In-class assignments are assigned randomly in lieu of a quiz. These classroom assignments will not be announced ahead of time, and you will be unable to make up the grade for these in-class assignments. Addresses competencies 4 and 9.

Research Proposal and Presentation. The research proposal will be submitted in three parts as described in Steps 1 to 3 below.

Students will form a group (maximum of 3). 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. The group will prepare a class presentation to present the final proposal.

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

- **Step 1**: Problem Statement
- **Step 2**: Literature Review
- **Step 3**: Method

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

Exams (midterm and final): The exams are developed to test your knowledge of the materials presented in your reading assignments and classroom discussions. The test will be over everything covered during the semester. The format of the exams will be mixed, potentially including multiple choice, true/false, and essay. Addresses competencies 1, 2, 3, 4 and 9.

Extra credit assignments: At the discretion of the Instructor, extra credit assignments may or may not be provided throughout the course to the entire class. Individual or small group assignments for extra credit will not be provided.

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,

You will not receive a grade for attendance, however, random classroom activities will be assigned and completed during the class period in lieu of a weekly quiz. You will not be able to make up the grade for these in-class quizzes or assignments.

Computer and cell phone use shall be limited to note taking relevant to class or social work research only.

Important Note. Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to the fullest extent in the learning environment, and to facilitate others’ ability to participate at the same time. This means coming prepared to join in the classroom learning experience by having readings and other work completed, respecting ourselves and others, and taking responsibility for completing assignments in a competent and timely manner. But more than this, it also means that we each take shared responsibility for the growth and professional development of each of the individuals in our learning community.

G. Grading

The following scale will be used for calculating the final course grade:

100 - 89.5 = A  
89.49 - 79.5 = B  
79.49 - 69.5 = C  
69.49 - 60 = D  
59 and below = F

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Subjects Training</td>
<td>3 percent</td>
</tr>
<tr>
<td>Plagiarism Tutorial</td>
<td>2 percent</td>
</tr>
<tr>
<td>Weekly Quizzes/Assignments (10)</td>
<td>50 percent</td>
</tr>
<tr>
<td>Research Proposal (3 Parts)</td>
<td>20 percent</td>
</tr>
<tr>
<td>Presentation</td>
<td>5 percent</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>20 percent</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></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.

H. Make-Up Exams

Late Assignment Policy: If the assignment is received after the deadline or it is received but unable to be viewed by the Instructor, the assignment will be considered late until the problem is corrected and points will be deducted according to the late assignment policy. Please ensure appropriate submission of all assignments.

Late assignments will be assigned a ten (10) point penalty for each day late, and will only be accepted up
to two (2) days after the scheduled due date.

**Make up policy:** In-class assignments and quizzes may not be made up and will not be accepted after the due date. **No exceptions.**

**Make-up exams:** Exams will be considered on a case-by-case basis, and will receive a penalty of up to 10% of the final exam grade.

**If a situation occurs that is out of your control, it will be discussed with the Instructor to see if it warrants making other arrangements.** Make-up exams are only provided when appropriate, significant, and legitimate documentation of emergent circumstances is provided within a timely manner of the missed exam.

I. Course Schedule

<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 (1/21 &amp; 1/23)</td>
<td>Introduction to Course Introduction to Research</td>
<td>Review syllabus Textbook - Ch. 1 Guidebook - Ch. 1</td>
<td></td>
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<tr>
<td>2 (1/28 &amp; 1/30)</td>
<td>Linking Methods with Theory</td>
<td>Textbook - Ch. 2 Guidebook - Ch. 2</td>
<td>Plagiarism Tutorial</td>
</tr>
<tr>
<td>3 (2/4 &amp; 2/6)</td>
<td>Ethics in Social Work Research</td>
<td>Textbook - Ch. 3 Guidebook - Ch. 3</td>
<td>IRB Human Subjects Training</td>
</tr>
<tr>
<td>4 (2/11 &amp; 2/13)</td>
<td>Design and Causality</td>
<td>Textbook - Ch. 4 Guidebook - Ch. 4</td>
<td>Concept Map</td>
</tr>
<tr>
<td>5 (2/18 &amp; 2/20)</td>
<td>Defining and Measuring Concepts</td>
<td>Textbook - Ch. 5</td>
<td>Literature Review Table</td>
</tr>
<tr>
<td>6 (2/25 &amp; 2/27)</td>
<td>Sampling</td>
<td>Textbook - Ch. 6</td>
<td>Research Proposal – Problem Statement</td>
</tr>
<tr>
<td>7 (3/3 &amp; 3/5)</td>
<td>Midterm Exam</td>
<td></td>
<td>Literature Review Outline</td>
</tr>
<tr>
<td>(3/10 &amp; 3/12)</td>
<td>SPRING BREAK WEEK</td>
<td>NO CLASSES</td>
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<tr>
<td>8 (3/17 &amp; 3/19)</td>
<td>Survey Research</td>
<td>Textbook - Ch. 7</td>
<td>Research Proposal – Literature Review</td>
</tr>
<tr>
<td>9 (3/24 &amp; 3/26)</td>
<td>Experimental Design</td>
<td>Textbook - Ch. 8</td>
<td></td>
</tr>
<tr>
<td>10 (3/31 &amp; 4/2)</td>
<td>Qualitative Research (Last Day to Drop 4/3)</td>
<td>Textbook - Ch. 9</td>
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</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Resource</td>
<td></td>
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<tr>
<td>11 (4/7 &amp; 4/9)</td>
<td>Unobtrusive Research</td>
<td>Textbook - Ch. 10</td>
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<tr>
<td>14 (4/28 &amp; 4/30)</td>
<td>Presentations</td>
<td></td>
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<tr>
<td>15 (5/5 &amp; 5/7)</td>
<td>Presentations/Final Exam Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td></td>
<td></td>
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</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](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](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](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://www.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/](http://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](http://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](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto: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/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](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](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.