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.

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.

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.)

https://uta.pressbooks.pub/foundationsofsocialworkresearch/

https://uta.pressbooks.pub/literaturereviewsforsocialworkresearch/

D. Additional Recommended Textbooks and Other Course Materials

None

E. Descriptions of Major Assignments and Examinations

**IRB Human Subjects Training (100 points):** Social sciences research generally includes data obtained using 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. **DUE at the end of the semester but it it is HIGHLY recommended that you start this tutorial earlier- I recommend completing during chapter 3 on ethics. The IRB training will help you on your quiz for that chapter.** at https://www.uta.edu/ra/real/loginscreen.php. **Addresses competencies 1 and 3.**

**Module Quizzes Covering Assigned Readings (75 points each):** Quizzes are developed to test your application of the knowledge of the material presented in your reading assignments and discussions and supplemental canvas materials. The quizzes will coincide with the content for the assigned module. The format of the quizzes will be mixed, potentially including multiple choice, true/false, and matching. **Addresses competencies 4 and 9.**

**Discussion Boards [DB] (30 points each)** Discussion Boards are assigned with the intention of posting progress on your research topic/proposal and demonstrate the application of your knowledge toward writing a full research proposal. You are required to respond to 2 other’s posts and give them feedback. Your responses must be substantial and provide additional learning points. You will not get credit for your response by writing that you like someone’s post or that you agree with them. Examples will be provided in Canvas to help you understand the expectations of how to respond to a post that furthers learning and adds depth to the conversation.

Each discussion board assignment is a step toward designing a final research proposal. Each step builds on the previous materials and assignments. This provides a scaffolding, or a ladder for you to slowly develop a full research proposal at the end of the semester which culminates in a research poster. For this reason, it is important that you not miss discussion board assignments, getting behind will affect your whole project.

- **The research proposal will be quantitative, not mixed methods and not qualitative.** The purpose of this assignment is to challenge you to integrate and apply much of the information that you will learn through this class over the course of the semester. You will complete this in several steps through discussion board assignments, as outlined above. After each step, you will get feedback. **You will need to incorporate the feedback into your assignments moving forward.** For your final you will prepare a professional academic poster to present the final proposal. Addresses competencies 1, 2, 3, 4 and 9.
- **The text and references for assignments must be written in APA style (APA Publication Manual, 7th ed.)**

**Poster Proposal- Counts as Final Exam (300 points).** Posters are a common method for presenting and
disseminating research projects. Professional social workers need the skill of summarizing and presenting visual data. In many social work positions communicating with presentations and poster proposals is a common occurrence. As such, you will be required to succinctly and effectively communicate your research proposal in an academic poster format. The poster assignment also allows you to demonstrate the application of your knowledge of the research process, methods and designs that are most effective for your research question. You will be provided with examples and a template for creating this final project. Addresses competencies 1, 2, 3, 4 and 9.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Subjects Training</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Boards [DB] (30 points each) x 10</td>
<td>300</td>
</tr>
<tr>
<td>Quizzes (75 points each) x 4</td>
<td>300</td>
</tr>
<tr>
<td>Research Poster</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</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 Canvas. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section.

This is a fast-paced, course and you will fall behind if you are not engaging with the materials. I recommend, logging in every couple of days to make sure you are on track. If you choose to work in a group setting, Canvas has tools that will make the process easier. However you still will need to be engaging with the materials, I usually always provide supplemental materials to address questions as they arise with each class. I am ALWAYS HAPPY TO TALK WITH YOU IN PERSON, should you have a need to connect over the phone, need clarification, or have questions. Just keep in touch!

G. Grading

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.

900-1000 points = A  
890-800 = B  
790-700 = C  
690-600 = D  
590 or below = F

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

Quizzes, discussion boards and assignments are due at midnight on the date listed in the syllabus and in Canvas. If the date is changed you will be notified through the canvas system. All quizzes, discussion boards and assignments will be completed and/or turned in via Canvas. Make-up quizzes and late assignments are only provided when appropriate significant/legitimate documentation of emergent circumstances is provided within a timely manner of the missed exam/assignment due date. This is left up to the discretion of the professor based on individual circumstances and documentation. If you talk to me ahead of time and let me know you are struggling we can work it out together, but if you do not contact me in a timely manner I cannot help you.

I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments, Quizzes, and Discussion Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Introduction to Course</td>
<td>Review syllabus</td>
<td>Introduce Self 6/10/20</td>
</tr>
<tr>
<td>Weeks 1, 2 and 3</td>
<td>Introduction to Research</td>
<td>Textbook - Chapters 1 - 4</td>
<td>DB 7 - Article Search 6/13/20</td>
</tr>
<tr>
<td>June 8- June 27</td>
<td>Linking Methods with Theory</td>
<td>Guidebook - Chapters 1-2</td>
<td>DB 2 - Article outline 6/20/20</td>
</tr>
<tr>
<td></td>
<td>Ethics in Social Work Research</td>
<td>Additional materials as posted in Canvas</td>
<td>DB 3 - Draft Problem statement &amp; researchable question 6/27/20</td>
</tr>
<tr>
<td></td>
<td>Design and Causality</td>
<td>Quiz 1 - 6/27/20</td>
<td></td>
</tr>
<tr>
<td>Module 2</td>
<td>Defining and Measuring Concepts Sampling</td>
<td>Textbook, Ch. 5</td>
<td>Quiz 2 - 7/11/20</td>
</tr>
<tr>
<td>Weeks 4 &amp; 5</td>
<td></td>
<td>Textbook, Ch. 6</td>
<td></td>
</tr>
<tr>
<td>June 28 - July 11</td>
<td></td>
<td>Additional materials as posted in Canvas</td>
<td></td>
</tr>
<tr>
<td>Module 3</td>
<td>Survey Research Experimental Design</td>
<td>Textbook, Chapters 7 - 8</td>
<td>DB 4 - Study Guide 7/4/20</td>
</tr>
<tr>
<td>Weeks 6 &amp; 7</td>
<td></td>
<td>Additional materials as posted in Canvas</td>
<td>DB 5 - Instruments/ measures &amp; Variables - 7/11/20</td>
</tr>
<tr>
<td>July 12 - July 25</td>
<td></td>
<td>Quiz 2 - 7/11/20</td>
<td></td>
</tr>
<tr>
<td>Module 4</td>
<td>Qualitative Design Unobtrusive Research Real-World Research</td>
<td>Chapters 9-11</td>
<td>DB 8 - Strength/Limitatitinos 8/1/20</td>
</tr>
<tr>
<td>Weeks 8 &amp; 9</td>
<td></td>
<td>Additional materials as posted in Canvas</td>
<td>DB 9 - Single Subject Design - 8/8/20</td>
</tr>
<tr>
<td>July 26 - August 8</td>
<td></td>
<td>Quiz 4 - 8/8/20</td>
<td></td>
</tr>
<tr>
<td>Module 5</td>
<td>Reporting Research</td>
<td>Chapter 12</td>
<td>IRB Human Subjects Training - 8/9/20</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
<td>Additional materials as posted in Canvas</td>
<td>DB 10 - Poster presentation 8/13/20</td>
</tr>
<tr>
<td>August 9 - August 13 Finals Week</td>
<td></td>
<td></td>
<td>FINAL EXAM = Final Poster 8/17/20</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](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](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](http://www.uta.edu/library)

Subject Guides........................... [http://libguides.uta.edu](http://libguides.uta.edu)

Subject Librarians...................... [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

Course Reserves......................... [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

Library Tutorials ...................... [http://library.uta.edu/how-to](http://library.uta.edu/how-to)

Connecting from Off-Campus........... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)

Ask a Librarian......................... [http://ask.uta.edu](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://wweb.uta.edu/aaol/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. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@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/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

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.