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 the 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 (EPAS) 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 mainly focusing on competencies 4
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

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.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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.

Course Objectives

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.)


D. Additional Recommended Textbooks and Other Course Materials

None

A laptop computer with webcam (including a microphone) and wireless capability or equivalent is required.

E. Descriptions of Major Assignments and Examinations

Assignments are listed below and then details for each are outlined after the list

1. IRB training
2. Plagarism Tutorial
3. Concept Mapping
4. Article Search/ Lit review Table and Detailed Outline (x3)
5. Sampling & Measures (discussion board)
6. Qualitative Study (discussion board)
7. Quizzes (x5)
8. Problem Statement & Reseach Question *(part of the research plan/proposal)*
9. Literature Review *(part of the research plan/proposal)*
10. Methodology *(part of the research plan/proposal)*
11. Presentation of Final Research Plan/Proposal

Assignment Detail Descriptions

**IRB Human Subjects Training (3 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 subject’s 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](https://www.uta.edu/ra/real/loginscreen.php). Addresses competencies 1 and 3.

- Navigate to the webpage and use your username (not your email) to login.
- Once you log in, **look for several tabs titled in bright blue font "My Profile", "Blue Sheet", "IRB"**
  --FIND THE TAB TITLED "Training"
- Once you are on the Training tab click on the link to Human Subjects Protection Training (HSP)
- Then, complete the tutorial. Be sure to save it if you do it in more than one sitting. The tutorial provides you with an option to email you certificate to your professor.
- **DO NOT EMAIL ME YOUR CERTIFICATE**
- Take a screenshot or create a PDF and then upload the picture/certificate to the Plagiarism assignment tab.

**Plagiarism Tutorial (2 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.

1. Complete the tutorial available at [http://library.uta.edu/plagiarism/index.html](http://library.uta.edu/plagiarism/index.html).
2. Then, complete the quiz at the end of the tutorial.
3. The tutorial provides you with an option to email you certificate to your professor.
4. **DO NOT EMAIL ME YOUR CERTIFICATE** - take a screenshot or create a PDF and then upload the picture/certificate to the Plagiarism assignment tab.

**Research Plan/Proposal (AKA Research Proposal) (3 x 10 points)**

Final Research Proposal Paper The research proposal problem statement is quantitative. 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 several steps. After each step, you will get feedback within two weeks. Addresses competencies 1, 2, 3, 4 and 9. The text and references for the research paper must be written in APA style (APA Publication Manual, 6th ed.)

You will choose a topic you are very interested in as a social worker. This topic will be your focus on all of your assignments for the course. Ultimately you will develop a research plan or also known as a research proposal based on your topic. The research plan/proposal consists of a total of 3 sections. You will write each section separately over the semester. You will have minor assignments related to each section and by the time you finish the minor assignments for the section it will take very little time to polish it and complete the official plan/proposal. In other words, these assignments culminate into a final proposal to be submitted at the end of the semester (note the topic does not change all assignments are based on the topic you choose at the beginning of the semester- but **do not worry**, I will walk you through that process of choosing a topic!)

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. Social work is usually about working in a team collaboratively. That is what we want to create in our class. This means it's a shared learning process but ultimately you are responsible for your own grade. **This process of developing a research plan/proposal is very fluid and your perspective will change several times throughout the semester.**

The 3 main assignments will make up the three parts of the plan/proposal as described in Steps 1 to 3 below. Addresses competencies 1, 2, 3, 4 and 9.

Step 1: Problem Statement and Research Question (10 points)
Step 2: Literature Review (10 points)
Step 3: Methodology (10 points) - includes step 1 & 2 equaling a full paper

**Presentation of Final Research Plan/Proposal (10 points)**

In lieu of a final exam, once your research plan/proposal is completed you will design a power point presentation with a voice over and provide feedback to your peers about their presentations.

**Individual Assignments : (6 points x 5 = 30 points)**

Several Smaller assignments allow you to earn a total of 26 points and will help you develop the larger sections of the proposal. Think of this process as if you are constructing a house there are main components that create the whole house such as the plumbing, the foundation, the electricity and the walls. But that is not all that is involved in building a house, you have to pick a wall color, you must install light switch plates, you must install flooring, and sinks and faucets. Just as each of the smaller components make up the whole (i.e. faucet and sink make up plumbing) the smaller assignments help you to reach the whole proposal. These smaller assignments are posted to the classroom Discussion board so that you can get feedback from others who may be able to point out perspectives you had not considered... using our house example; a peer might
provide you with the feedback about the kitchen, consider granite countertops instead of tile because they last longer. This process allows you to learn from others work too. Social work is usually about working in a team collaboratively. That is what we want to create in our class. This means it’s a shared learning process but ultimately you are responsible for your own grade. This process of developing a proposal is very fluid and your perspective will change several times throughout the semester. The smaller assignments are listed below and more details are provided in the CANVAS Module assignment tab.

1. **Concept Mapping** Narrowing your social problem (discussion board)- this process allows you to brainstorm and link ideas together about your research topic/subject.

2. **Article Search/ Lit review Table and Detailed Outline x3** - This encompasses 3 different assignments. This assignment helps you find articles that are related to your problem and then you will organize the information you learn from the article by entering it into a Literature Review Table. The last part of the assignment entails writing an integrated detailed outline using those 5 articles. This is the first step in writing your literature review. You will complete this process for your social problem, your population, and the third will be focused on the dependent variable/theory.

3. **Sampling & Measures (discussion board)** - this particular assignment will help you to create your methodology paper which is the last portion of the official proposal

4. **Qualitative Study (discussion board)** - this assignment helps you to discern the differences between the two types of designs. You will explore a community agency Bonton Farms and create a mini qualitative study.

**Quizzes Covering Assigned Readings (5 points x 5 = 25):**

Quizzes will be available online and will coincide with the assigned chapter for each week or the module. A total of 4 quizzes will be given throughout the semester- they are due at midnight on the date listed and they are not timed. Addresses competencies 4 and 9.

**APA Format**

**All written assignments submitted for the course should adhere to the guidelines set forth by the *Publication Manual of the American Psychological Association* (6th ed.). Research ideas and study findings should be logically and coherently presented. Relevant citation of the literature must be evident in all written work. Grammar and APA style will be considered in grading.**


**Grading Policy**

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>Fail</th>
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<tr>
<td>90-100</td>
<td>80-89</td>
<td>70-79</td>
<td>60-69</td>
<td>59</td>
<td></td>
</tr>
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</table>

Grading Summary:
<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Human Subjects Training (3%)</td>
<td></td>
</tr>
<tr>
<td>Plagiarism Tutorial (2%)</td>
<td></td>
</tr>
<tr>
<td>5 Quizzes (Each 5%)</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion board and Assignments x6 (each 5%)</td>
<td>30%</td>
</tr>
<tr>
<td>Research Plan/Proposal Paper - Problem statement &amp; Research Question (10%)</td>
<td></td>
</tr>
<tr>
<td>Research Plan/Proposal Paper - Literature Review (10%)</td>
<td></td>
</tr>
<tr>
<td>Methodology and Final Research Proposal Paper (10%)</td>
<td></td>
</tr>
<tr>
<td>Research Presentation (10%)</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</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 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.

This may or may not be your first synchronous online course. My goal is to make this as easily accessible as possible to everyone. Please know that I expect you to participate in class using your video camera discussions by reflecting on materials presented, reading ahead of time, participating in polls during the lecture and asking questions using the chat buttons and or asking via voice microphone. There may be classes when I ask you to please turn on your webcams, so please be aware and comply.

**Please understand that I teach better when you participate!**

In the same way in which we work with clients, we use similar skills when teaching. These skills are usually those of interpreting and assessing how accurate and effective the communication has been through non-verbal cues and behaviors. However in today's COVID environment that is much harder to do via technology. It is difficult to teach without interaction from students. I do understand that you may be distracted from time to time but I strongly suggest that you use all your skills and tools to attend to the information presented and the best way to do that is to participate! I will be passing along vital information to each assignment during the lectures, these tips will help decrease your frustrations and anxiety with this research class. I do understand online learning is different and everyone has different attention spans and rates at which they tire of the use of technology right now. I encourage you to read the BBC article (2020) titled "The reason Zoom calls drain you". Here is the link to the article BBC Link.
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. I usually always provide supplemental materials to address questions as they arise with each class. If you are struggling, and you have reviewed the materials and used the other resources at your disposal I am ALWAYS HAPPY TO TALK WITH YOU INDIVIDUALLY, should you have a need to connect over the phone, need clarification, or have questions please email me or use the TEAMS chat or other communication tools that have been added to the online teaching platforms. Just keep in touch! If you are not attending class and engaging in discussions then that will be taken into account with borderline grades.

THIS CLASS IS DIFFERENT!

Because this course is fast paced and different from your other social work classes you there is no late work accepted, unless there is an EXTREME emergency for which you can provide documentation. You must take quizzes on time (there is no time limit on quizzes), answer discussion boards on time, and turn in assignments on time.

Each assignment really builds on the next assignment and in my experience in teaching this course, students who get behind usually have a hard time keeping up and digesting the materials so that it makes sense. **This is not a class that you can wait until the last minute to do the assignments,** it just doesn’t work that way. Do yourself a big favor and stay on top of every assignment, get organized, use a calendar, work ahead. I will always have a due date on your assignments within canvas as well as listed in the syllabus.

**Grade Scale**

90-100 = A  
80-89 = B  
70-79 = C  
60-69 = D  
59 = Fail

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**

Because this course is fast paced and different from your other social work classes you there is no late work accepted, unless there is an EXTREME emergency for which you can provide documentation. You must seek prior approval to turn in a late assignment.

**Late work with prior approval will be accepted for up to 7 days past the due date and no later.**
## I. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
<th>Due Date</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>Plagiarism Tutorial</td>
<td>1/24/21</td>
</tr>
<tr>
<td>2</td>
<td>Linking Methods with Theory</td>
<td>Textbook - Ch. 2</td>
<td>IRB Human Subjects Training</td>
<td>1/31/21</td>
</tr>
<tr>
<td>3</td>
<td>Ethics in Social Work Research Library Speaker 2/3/21</td>
<td>Textbook - Ch. 3</td>
<td>Quiz #1 chapters 1-3</td>
<td>2/7/21</td>
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<tr>
<td>4</td>
<td>Design and Causality</td>
<td>Textbook - Ch. 4 Guidebook - Ch. 2</td>
<td>Concept Mapping</td>
<td>2/14/21</td>
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<tr>
<td>5</td>
<td>Defining and Measuring Concepts</td>
<td>Textbook, Ch. 5</td>
<td>Quiz #2 chapters 4-5 and guidebook chapter 2 Article Search/ Lit review Table and Detailed Outline</td>
<td>2/28/21</td>
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<tr>
<td>6</td>
<td>Sampling</td>
<td>Textbook, Ch. 6</td>
<td>Article Search/ Lit review Table and Detailed Outline</td>
<td>3/7/21</td>
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<tr>
<td>8</td>
<td>Survey Research</td>
<td>Textbook, Ch. 7</td>
<td>Article Search/ Lit review Table and Detailed Outline Quiz #3 Chapters 6-7</td>
<td>3/21/21</td>
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<td>9</td>
<td>Experimental Design</td>
<td>Textbook, Ch. 8</td>
<td>Lit Review Assignment Quiz #4 Chapter 8</td>
<td>3/28/21</td>
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<tr>
<td>10</td>
<td>Qualitative Design</td>
<td>Textbook, Ch. 9</td>
<td>Sampling &amp; Measures (discussion board)</td>
<td>4/4/21</td>
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<td>11</td>
<td>Unobtrusive Research</td>
<td>Textbook, Ch. 10</td>
<td>Problem Statement and Research Question</td>
<td>4/11/21</td>
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<td>12</td>
<td>Real-World Research</td>
<td>Textbook, Ch. 11</td>
<td>Bonton Farms Discussion Board Quiz #5 Chapters 9-11</td>
<td>4/18/21</td>
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<td>14</td>
<td>Final Review</td>
<td>No Assigned Readings</td>
<td>Presentation of Research Proposal</td>
<td>5/3/21</td>
</tr>
<tr>
<td>15</td>
<td>Presentation Peer Feedback</td>
<td>No Assigned Readings</td>
<td>Discussion Board feedback on Presentations</td>
<td>5/3/21</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. 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.

The following is a list of commonly used library resources:

- Library Home Page
- Library Services
- Subject Guides
- Subject Librarians
- Course Reserves
- Library Tutorials
- Connecting from Off-Campus
- Ask a Librarian

**L. Grade Grievances**

For more information on the grade grievance process please see the BSW Program Manual or the MSW Program Manual. Grade grievance can be submitted through the BSW Grade Grievance form or the MSW Grade Grievance form located on the Forms and Resources website.

**M. Institutional Policies**

UTA students are encouraged to review these institutional policies and informational sections and reach out to the specific office with any questions. The following policies can be found on the UTA Syllabus Institutional Policies page:

- Drop Policy
- Observance of Religious Holy Days
- Disability Accommodations
- Non-Discrimination Policy
- Title IX Policy
- Academic Integrity
- Electronic Communication
- Campus Carry
- Final Review Week
- Student Feedback Survey
- Active Shooter
- Counseling and Psychological Services (CAPS)
- Student Support Services

**N. 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.

**O. 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.