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; SOCW 3325 OR SOCI 3352, or permission of the instructor.

B. Student Learning Outcomes

Section 2.1.3 Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:

1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice (Relevant assignments: Article Critiques, Research Proposal Paper)

2. Analyze models of assessment, prevention, intervention, and (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

Section 2.1.6 Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.
Social workers:

1. Use practice experience to inform scientific inquiry and (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)
2. Use research evidence to inform practice. (Relevant assignments: Ethics Quiz, Article Critiques, Research Proposal Paper)

Student Learning Outcomes

1. Identify elements of an evidence-based practice model, the research process and social work research methods with application to the process of evidence-based practice and evaluation of social work practice and programs.
2. Use and critically examine existing literature with emphasis on issues regarding cultural diversity, gender, sexual orientation, and sensitive topics (i.e., social and economic justice, oppression, and populations at risk).
3. Apply relevant social, cultural, economic and other diversity factors in the selection of topics, the methods employed, the nature of analysis, and the conclusions drawn in the research endeavor.
4. Apply scientific methods to issues of concern for social workers, including how to formulate meaningful research questions, select appropriate research designs, develop and employ basic methods of data collection and conduct quantitative and qualitative analysis.
5. Use empirical studies as a knowledge base to support professional interventions and decisions for the enhancement of client well-being.
6. Interpret statistical concepts and present results as they apply to social work.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials


E. Descriptions of Major Assignments and Examinations

A. ASSIGNMENT 1-3 (400 points): Research Proposal

Hand in list of group members (or individual) with research title

- **Step 1**: Problem Statement (75 points)
- **Step 2**: Literature Review (125 points)
- **Step 3**: Methodology (150 points)

**Presentation**: (50 points)

Students will decide whether to form a group (maximum of 3) or complete the research proposal project individually. Students will report this decision with research title to the instructor at the beginning of the second week. If you choose a group assignment, equal grade will be given to each group member. However, there will be a group evaluation after the group presentation, and the results of the evaluation will be reflected in your personal grade.

The research proposal can be quantitative or qualitative. The purpose of this assignment is to challenge you to integrate and apply a majority of the information that you will learn through this class over the course of the semester. You will complete this assignment in three steps. After each step, you will get feedback within two weeks. The individual/group will prepare a class presentation to present the final proposal (Student Learning
The text and references for the research paper must be written in APA style (APA Publication Manual, 6th ed.)

**EXAMS (400 points; 150/250 points each):** The exam is developed to test your knowledge of the material 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. Prior to each exam the instructor will provide a study guide. (Student Learning Outcomes 1-3)

Midterm Exam: March 5, 2018  
Final Exam: TBA

**IRB Human Subjects Training (50 points):** Social sciences research generally includes data obtained through the use of human subjects. Due to the sensitivity of this issue, all human subjects research conducted at the University must be approved by the school’s Institutional Review Board (IRB) before beginning. The major goals of the IRB are to minimize the risk to human subjects (beneficence); ensure all subjects consent and are fully informed about the research and any risks (autonomy); and promote equity in human subjects research (justice). Therefore, this course requires students to take the human subjects protection course by following the steps at [https://www.uta.edu/ra/real/loginscreen.php](https://www.uta.edu/ra/real/loginscreen.php). (Student Learning Outcome 3)

**Plagiarism Tutorial (50 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.

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. Please upload the certificate in the space provided in Blackboard.

**Weekly Quizzes Covering Assigned Readings** (100 points): Quizzes each week will be available on Blackboard and will coincide with each the assigned chapter for each week. All quizzes will need to be completed by midnight of Wednesday for each week. Ten quizzes will be given throughout the semester.

**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, in cases of borderline grades, Blackboard usage will be used as a measure of "attendance." "Attendance" will also be taken during the 5 planned class activities for the points assigned to each of those.

**G. Grading**

1. **Late Policy:** Late assignments will be handled on a case-by-case basis at the instructor’s discretion. Please email the instructor if this issue arises (Philip.baiden@uta.edu).
2. **When to Expect Grades:** In most cases, expect the professor to grade assignments within 2 weeks of the due date; note the department requirement for grading is within 3 weeks of the due date. If you have questions about your grade, check the grade book on Blackboard. **Do not ask when the professor will assign grades.** FERPA, a federal law that provides privacy to university students, severely limits the professor’s ability to discuss grades over the internet or phone. Consequently, the professor discusses grades in person or over MavMail. **Do not call the professor about your grades or email her about them from an email account other than MavMail.**

3. **Incompletes:** Generally, the professor will not grant an “incomplete” grade. The professor assigns “incomplete” grades only in rare circumstances.

4. **Calculating your Grade (After ALL assignments have been graded):** Find the “Total” in Blackboard Grade Center and see where that number falls in the following grading scale below.

- **A = 900 +** = Unusually good and outstanding performance; excellent
- **B = 800-899** = Very good performance; exceeds the acceptable standard
- **C = 700-799** = Adequate performance; meets the acceptable standard
- **D = 600-699** = Barely adequate performance
- **F = 599 and below** = Unacceptable performance

**Suggestions for Earning a Good Grade.** The professor welcomes questions regarding course materials.

Here is how to get the most out of asking questions:

- First, read the assigned material, and view the powerpoints.
- Second, ask your question regarding the course materials through an email to the professor.
- **Remember, it is much better to ask your question about course materials before you turn in your assignment, rather than ask your question about your low grade after the return of your assignment.**

Invariably, students who communicate with the professor regarding course materials, e.g., “I understand concept ABC to mean DEF, is this correct? ... Does TUV relate to WXY in such and such a manner? ... etc.,” earn much higher grades than do students who only communicate to the professor regarding procedure and policy, e.g., “When will you grade my assignment? ... Do we have to answer all the questions in this assignment? ... Why did I get a low grade? ... Do we need to buy the book? ... etc..”

The course materials, assigned readings, powerpoints, lectures, and this syllabus are all you require to earn a higher grade in this class. Read and listen to all these materials carefully. This document provides you with directions for completing the assignments and a calendar showing you when each assignment is due.

Additionally, at the end of this document is the grading rubric that the professor will use to assess your proposal. This will help you understand your professor’s expectations of your work. Simply meeting the assignment’s minimum requirements will likely result in a low grade (see the grade scale, above). On short answer type questions and the proposal components, getting the “right” answer is a minimum requirement. A better response gives the “right” answer and then explains how and why that is the “right” answer. An even better response gives the “right” answer, explains how and why that is the “right” answer, and demonstrates a sophistication of thought through exploring all aspects of the given issue including feasibility issues relating to cultural dynamics of individuals, groups, communities and organizations; social work ethics; and institutional review board (IRB) regulations.

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**

To be determined by instructor in consultation with student on a case by case basis.

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week Starting</th>
<th>Topics</th>
<th>Required Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 15, 2018</td>
<td>Introduction to course</td>
<td>Review syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>January 22, 2018</td>
<td>Science, society, and social work research</td>
<td>Ch. 1</td>
<td>Plagarism Tutorial</td>
</tr>
<tr>
<td>3</td>
<td>January 29, 2018</td>
<td>Process and problems in social work research</td>
<td>Ch. 2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>February 5, 2018</td>
<td>Research ethics</td>
<td>Ch. 3</td>
<td>IRB Human Subjects Training</td>
</tr>
<tr>
<td>5</td>
<td>February 12, 2018</td>
<td>Conceptualization and measurement</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>February 19, 2018</td>
<td>Measurement in social work research</td>
<td></td>
<td>Research Proposal – Problem Statement</td>
</tr>
<tr>
<td>7</td>
<td>February 26, 2018</td>
<td>Sampling</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>March 5, 2018</td>
<td>Midterm Exam</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>March 12, 2018</td>
<td>NO CLASS: SPRING BREAK</td>
<td></td>
<td>NO CLASS: SPRING BREAK</td>
</tr>
<tr>
<td>10</td>
<td>March 19, 2018</td>
<td>Experimental design</td>
<td>Ch. 6</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>March 26, 2018</td>
<td>Single-subject design</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>April 2, 2018</td>
<td>Survey research</td>
<td>Ch. 8</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>April 9, 2018</td>
<td>Qualitative methods</td>
<td>Ch. 9 and 13</td>
<td>Research Proposal – Literature Review</td>
</tr>
<tr>
<td>14</td>
<td>April 16, 2018</td>
<td>Evaluation research</td>
<td>Ch. 11</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>April 23, 2018</td>
<td>Research proposals and presentations</td>
<td>Ch. 14</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>April 30, 2018</td>
<td>Final Review Week</td>
<td></td>
<td>Research Proposal – Methodology</td>
</tr>
<tr>
<td>17</td>
<td>May 7, 2018</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

**J. Expectations for Out-of-Class Study**
Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievances


L. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page....................... http://www.uta.edu/library
Subject Guides............................. http://libguides.uta.edu
Subject Librarians........................ http://www.uta.edu/library/help/subject-librarians.php
Course Reserves............................ http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off-Campus.......... http://libguides.uta.edu/offcampus
Ask a Librarian............................ http://ask.uta.edu

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the
stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.
Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleix or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@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/.

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.