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


Additional readings may be added throughout the course to respond to important developments in current research. Any additional readings will be provided online through Blackboard.

E. Descriptions of Major Assignments and Examinations

Approach to the Classroom

My approach to teaching online is to see the classroom as a democracy of adult learners. As the instructor, I have the power to execute the rules of the classroom. However, you have the authority to propose, eliminate or change the rules of the classroom. This can include almost anything on this syllabus, from due dates to assignments. Look for the FAQ Discussion Board in Blackboard, where you can post questions or suggestions. If there is a lot of support for an idea, we can hold an official class vote to make changes. I will usually honor the classroom vote as long as the recommended action is within my control and helps us achieve the goals of the classroom. I strive to always provide a clear explanation for any decision I make, and if my decision is considered unfair, you reserve the right to appeal my decisions in writing.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Proposed Weight*</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDIVIDUAL ASSIGNMENTS</td>
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</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
<td>Weight</td>
</tr>
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<td>---------------------------------------------------------------------------</td>
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<td>--------</td>
</tr>
<tr>
<td>Reading Quizzes-Individual (12 total)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Quizzes-Group (12 total)</td>
<td>100</td>
<td>15%*</td>
</tr>
<tr>
<td>IRB Human Subjects Training</td>
<td>100</td>
<td>5%*</td>
</tr>
<tr>
<td><strong>GROUP ACTIVITIES</strong></td>
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<td></td>
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<tr>
<td>Research Critiques-Group (6 total)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Review</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td><strong>RESEARCH PROPOSAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Proposal - Problem Statement</td>
<td>75</td>
<td>40%</td>
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<tr>
<td>Research Proposal - Literature Review</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Research Proposal - Methodology</td>
<td>150</td>
<td></td>
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<tr>
<td>Research Proposal - Presentation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1000</td>
<td>100%</td>
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*Weights are used to adjust how much each assignment affects your final score. You may also have certain scores dropped from your final score as described below.

**Instructional Methods**

The assignments in this course are inspired by the Team-Based Learning, or TBL, approach. TBL is focused on small group learning and focuses on students coming to class prepared, as well as applying the course concepts in interesting and real-world approaches. This approach is designed to enable you to come up with decisions as a team and debate them, with the goal of understanding “why” some have a different perspective. While the course schedule provides more details, generally this means you will prepare before class by reading the material ahead of time. The instructor will then insure you have the basic concepts from the reading, fill in any of the gaps, and move into group discussions that include various application activities.

Small groups are designed to include diverse backgrounds and strengths. Group members will be held accountable to each other, which means a large part of your grade will be determined by your group members and their evaluation of your communication, reliability, contributions, cooperation, attitude, etc. Small groups are not without their problems, and I address this in three ways. First, the course schedule sets aside significant amounts of time for discussion groups that focus on team activities and other group assignments. Secondly, since writing assignments are usually much more challenging in a group context, these will be completed on an individual basis with limited collaboration from your group. Third, each group is encouraged to review the weight of the assignments and propose changes as needed. This means that, regardless of the number of points, the class can influence how much each assignment will impacts their overall grade.

- **READING QUIZZES**

It is important to keep up with the readings in order to facilitate your understanding of the concepts discussed in this class. To facilitate this taking place on a consistent basis, various quizzes will be given during the semester. Quizzes take place before we discuss the material in class, as they are used to assess your “Readiness” to apply the concepts from the reading, NOT as a test of how well you understand the material. As a supplement to the reading, you will also be provided with chapter reading guides, PowerPoint presentations, Youtube recordings of the presentation, and lots of outside content (news articles, podcasts, etc.).

You have two attempts to complete each quiz - the first is on your own, and the second is done with your group. You will receive scores for both attempts and you will only have 15 minutes for each attempt. The goal for the second attempt is not to get a perfect score, but to share your collective knowledge in order for you all to
improve. Therefore, your second attempt should count for more than the first attempt. You will follow the steps listed below:

1. You complete the first attempt by yourself at the beginning of the week, but you will not receive your score right away.
2. Right after your individual quiz, you will discuss your answers within your small group. Everybody is expected to contribute to the group discussion.
3. After the group discussion, you will complete the individual quiz a second time as a group. Your group scores will be available to you immediately after the completion of the second attempt.
4. The instructor will discuss the results with the class and review key concepts from the text or the lecture as needed.
5. Groups will have the opportunity to appeal their score if the wording on a question was unclear, had more than one possible answer, or was misleading. Appeals must be agreed upon as a group and cannot be submitted without group approval.

Each quiz will only cover material from the readings. Questions are all multiple choice and there will be 12 electronic quizzes administered during the semester. In order to accommodate for unexpected challenges that may occur throughout the semester, the instructor will drop your 4 lowest Reading Quiz grades (2 individual, 2 group) at the end of the semester. **You must have access to an electronic device** (smartphone, tablet, laptop, etc.) to complete the reading quizzes. I strongly recommend downloading the Blackboard app (free) if you have a smartphone or tablet.

**1. 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). This course requires you to take the human subjects protection course by following the steps at [the link below](http://www.uta.edu/research/administration/departments/rs/human-subjects-irb/hsp-training.php). Upon completion, you will save the certificate as a PDF and submit the certificate through the appropriate section in Blackboard. Your certificate should look something like this:

http://www.uta.edu/research/administration/departments/rs/human-subjects-irb/hsp-training.php

**3. RESEARCH CRITIQUES**

Following readiness quizzes and mini-lectures, groups will be tasked with completing several Research Critiques. Through these activities, you will gain the skills necessary to recognize important concepts from the course in actual research articles, and apply these concepts to your own Research Proposal.

**Why Research Critiques?** Research critiques are opportunities for you to analyze research concepts and academic articles in a way that can be easily understood by fellow social workers, advocates, and clients. The unfortunate reality is that most of the research that is produced today ends up in an academic journal, where it is likely to be read by only a few people. In fact, one review suggested that it takes an average of 17 years for original research to become standard practice. In social work, this can have devastating consequences—imagine that today, researchers published a paper discovering an important brain mechanism that can help address the trauma caused by severe child abuse and neglect, but it wasn’t until 17 years later that the foster care system actually implemented a program that was based on this knowledge? In order for research to be helpful, it must be disseminated (communicated) in a timely manner to the people that are actually going to apply the research, which means that social workers must be able to review, comprehend and synthesize research concepts for the benefit of their clients.
What is covered in each Research Critique? You will have 6 different research critiques. Each one will challenge you and your group to identify and apply research concepts in order to critique a publication. You will usually be asked to review a research article, although the instructor may also choose to include a news article, program evaluation, videos, etc. depending on current events and emerging research.

How do I complete a Research Critique? The instructor will provide you with a series of questions to answer in each research critique. These questions may be multiple choice, matching, true/false, or short answer. In completing each research critique, you’ll need to refer to the textbook and lecture notes to answer each question and properly apply the key concepts from each module. Research critiques will be available on Blackboard and will usually correspond to the assigned reading for that week. You will work on the Research Critique as a group, but you can only submit it once. While you are strongly encouraged to complete the Research Critique during class, if you need extra time you can submit it the day after class by the end of the day.

In order to accommodate for unexpected challenges that may occur throughout the semester, the instructor will drop your lowest Research Critique score at the end of the semester.

3. RESEARCH PROPOSAL

Understanding how to write a research proposal can help a social worker better understand research in general and apply it to improve the well-being of their clients. Social workers frequently use research to answer important questions such as: (1) Will this program actually work to help prevent intimate partner violence among adolescents? (2) What should I keep in mind when working with transgender youth? or (3) Are there proven ways to help refugees adapt to life in the United States?

What am I writing about? Research proposals are used by social workers to explain to others how they plan to answer the types of questions presented above. The very process of sitting down and writing a research proposal is incredibly helpful in working out the details of a research study, and—when this is explained well—it can lead to grant funding, donations, or other resources for research or interventions that actually address client needs. The purpose of the research proposal is therefore to synthesize what you learn in this course by integrating and combining your ideas into a plan for how you will carry out a research topic of your choice. Keep in mind you will not actually conduct a research study--you will only be describing how you would do so using either quantitative or qualitative methods. In order to complete the Research Proposal, you will be given a detailed rubric of what to write. Roughly, this breaks down as follows: (1) What’s the problem? (2) What is already known about the problem? (3) How can I design a study to study this problem? and (4) How do I convince others that my study is worth doing?

You will rely on information from the textbook and the presentations in order to understand the concepts in the rubric that you will need to include in your Research Proposal (i.e. internal and external validity, reliability, confidentiality, sampling, etc.) and apply them to your research topic. You will also seek out peer-reviewed sources (academic journal articles and textbooks) that relate to your research topic, and incorporate this information into your Research Proposal. You can also rely on your peers and your instructor to provide you with feedback along the way.

Who should I keep in mind as I write the proposal? You will prepare all steps of your research proposal as if you were writing it for a government agency that is giving out $100,000 research grants. In particular, keep in mind that only 5 grants of $100,000 each will be given out, regardless of how many people apply. There is a grant review committee that will review the grants using the same rubric that you receive. ONLY the 5 research proposals with the highest scores will get funded. In other words, your research proposal needs to convince the people reviewing the research grant that YOUR research proposal is the best place to invest their money.

How do I write the proposal? Rather than being one major assignment that is due at the end of the semester, the Research Proposal will be submitted in four different steps. Each step builds on the next, so it is
important that you complete one step before submitting the next. You will submit each part of the proposal through the appropriate section in Blackboard.

**Step 1:** Problem Statement (75 points)

**Step 2:** Literature Review (125 points)

**Step 3:** Methodology (150 points)

**Step 4:** Presentation (50 points)

Students can decide whether to work with other members of their group (maximum of 4) or complete the research proposal project individually. Students will email a list of group members and a research title as indicated in the syllabus. If you are working in a group, you should set deadlines by when you will each complete your part and designate one person to combine your different contributions. 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. Even if you choose to work together as a group, each person will still be required to submit an assignment on Blackboard.

The research proposal can be quantitative or qualitative. However, be advised that the grading rubric is set up mostly for quantitative research studies, so if you plan to pursue a qualitative research study (which I encourage as long as it is the best fit for your research question), then you will need to pay particular attention to the module on Qualitative Research and reach out to the instructor for additional guidance.

In the fourth step, the individual/group will prepare a presentation to present the final proposal (Student Learning Outcome 3-4). The instructor will provide the shell for the PowerPoint presentation on Blackboard. You are free to modify the design of the PowerPoint, but you must follow the content outline provided in the PowerPoint without adding additional slides. This presentation will be presented in class. Presentations should be no longer than 10 minutes. You must also submit your PowerPoint slides in Blackboard.

**So exactly what will I write?** Please see the rubric provided in Blackboard for a detailed overview of exactly what you’ll include in each step of your Research Proposal and how your grade will be determined. It is strongly recommended that you check the rubric provided for each part of this assignment before submitting, in order to ensure you cover all areas.

1. **PEER REVIEW**

You will complete a review of your peers and their contributions. You will have 100 points to divide among your group members. You can distribute the points however you wish. However, you must have a clear and solid explanation for how you distributed points, and it must appear to be fair. You will also be required to describe what each of your team members did well, as well as how they could improve in the future. I will calculate a Peer Review Score for you based on the sum of all the scores received from your group members. If for any reason a group member does not complete their Peer Review, then I will take their 100 points and divide them evenly among ALL group members. You will not get to know the specific score or comments that each of your group members gave you--you will only get to see the aggregate score and comments. Detailed guidelines and a grading rubric will be provided on Blackboard and discussed in class.

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,

I will take attendance through your participation in various class activities. Attendance will be considered with any requests to make up or submit late assignments. **Good communication is the secret key to minimizing the impact of being absent from class.** Even if you only THINK you might have an authorized absence (i.e. you have a family member who is very ill, you are in the midst of serious family problems), it is advisable to reach out to me and your group members. Consider that, in the workplace, when someone is gone, the group has to pick up the slack but the absent member still benefits from the group work. If the absent person has a good reason for being gone, explains the reason to the group, and does their best to make amends, most groups will gladly extend the benefit. If, however, members have doubts about the reason for the absence, feel like the member is trying to “freeload” or both, then the absence is likely to be a black mark that may not be forgotten when the peer evaluations come around. So, if you have to be absent, let your peers and I know in advance and make sure that you do your best to make up for it. Otherwise, you are at risk.

**G. Grading**

The instructor provides a grading rubric for each assignment and students are expected to be familiar with the grading rubric before submitting an assignment. However, grading is also considered a collaborative process, and it is important to keep in mind that even with a rubric, grading written assignments inevitably requires a certain degree of discretion. As adult learners, students in this course are also expected to take an active role in determining the fairness of each rubric, and to provide the instructor with suggestions and feedback in how to structure the grading criteria. If a student is confused or disagrees with how a score was calculated, they are encouraged to email the instructor or set up a time to discuss your score and negotiate a score that better fits with the instructions and grading rubric provided. If a student can provide evidence of critical thinking, even if they do not have the “correct answer,” they might be able to earn back some of the points for an assignment.

**A:** 900-1000 points

**B:** 800-899 points

**C:** 700-799 points

**D:** 600-699 points

**F:** < 599 points

Grades that fall right on the edge of the next letter grade (e.g. if you have 899 points) will be rounded up at the professor’s discretion. Important factors that will be considered in this situation include attendance, regular Blackboard access, timely submission of assignments, submission of all course assignments, communication with instructor and respectful interactions/communication with peers in the course.

**Expectations for Written Assignments.** The text and references for the paper must be written in APA style (APA Publication Manual, 6th ed.). General APA guidelines require the use of 1” margins, 12 pt. Times New Roman font, and a page header/running head. The four major sections of APA papers include: Title Page, Abstract, Main Body, and References. Text citations and reference lists must be in correct APA format. All sentences should be carefully comprised of a student’s own words. Ideas, information, and concepts that originated with any other source, as well as quotations (which should be used sparingly) must be correctly cited in APA style. Material that is not correctly cited is considered to be plagiarized and provides grounds for academic discipline.

The APA writing style also includes careful attention to the proper use of first-person or third-person point of
view, encourages use of an active instead of a passive voice, and requires clear and concise details, consistent terms, and avoidance of poetic/creative language. Assignments should also be carefully proofed for spelling and grammar.

A free APA guide and sample APA paper is available at the OWL Purdue Online Writing Lab https://owl.english.purdue.edu/owl/resource/560/01/. If you are uneasy about APA or writing in general, I am happy to refer you to the Social Work Writing Resources Office, though you are free to schedule a consultation on your own. More information here: https://www.uta.edu/ssw/student-resources/writing-resources/

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

Students who anticipate being absent from class on the day of the Reading Quiz are strongly encouraged to contact me to make arrangements to take the Individual Reading Quiz early. This allows me to give the rest of their team access to their individual answers during the Group Quiz. Due to the structure of the class, make-up quizzes are not an option. Please review the guidelines for Reading Quizzes to understand how many of these assignments you can miss without a negative impact on your grade.

Any part of the Research Proposal that is submitted late will be automatically marked down 10% for each day past the due date.

Each group will set up its own guidelines about how to handle the absences of one of its members during a group assignment. Generally, these guidelines require a student to provide a good reason for being gone, explain the reason to the group, and do their best to make amends. If a student misses a group assignment, the instructor will enter a “0” by default. However, that student may receive the team score so long as they comply with the guidelines set forth by the group. To ensure that the instructor provides credit in this situation, the chair of each group should email the instructor with a request to extend the group score to the absent student.

Issues with web access may occur, due to weather or circumstances such as travel, which severely impede your ability to complete assignments. Most circumstances that compromise your web access are foreseeable and should be planned for accordingly by completing assignments prior to the due date or by ensuring back-up web access.

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

I. Course Schedule

Each week you will focus on a different topic, as outlined in the table below. Below is a tentative schedule for how I plan to approach each topic, although this is subject to change.

- Tuesday: Individual and group reading quizzes and mini-lecture.
- Thursday: Application Activity

<table>
<thead>
<tr>
<th>Week</th>
<th>Modules &amp; Topic</th>
<th>Preparation</th>
<th>Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I: Foundations of Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of Jan 15</td>
<td>Module 1: Overview of Course and Introduction to Research</td>
<td>Review syllabus</td>
<td>Module 1 Quiz (Syllabus Overview)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Buy textbook</td>
<td>Activity: Team Guidelines</td>
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<tr>
<td><strong>Due 01.17.18:</strong> Introductory Discussion Board</td>
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<tr>
<td>Week of Jan 22</td>
<td>Module 2: Science, Society and Social Work Research</td>
<td>Ch. 1</td>
<td>Module 2 Quiz</td>
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<td>Activity: Plagiarism</td>
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<tr>
<td><strong>Due 02.04.18:</strong> IRB Human Subjects Training</td>
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<tr>
<td>Week of Jan 29</td>
<td>Module 3: Process and Problems in Social Work Research</td>
<td>Ch. 2</td>
<td>Module 3 Quiz</td>
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<td>Activity: Research Proposal Outline (Topic + 2 articles)</td>
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<tr>
<td>Week of Feb 5</td>
<td>Module 4: Research Ethics</td>
<td>Ch 3</td>
<td>Module 4 Quiz</td>
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<td>Activity: Research Critique (Ethics)</td>
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<td><strong>Unit II: Designing a Research Project</strong></td>
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<tr>
<td>Week of Feb 12</td>
<td>Module 5: Conceptualization and Measurement</td>
<td>Ch. 4</td>
<td>Module 5 Quiz</td>
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<td><strong>Due 02.18.18:</strong> Research Proposal (Problem Statement)</td>
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<tr>
<td>Week of Feb 19</td>
<td>Module 6: Sampling</td>
<td>Ch. 5</td>
<td>Module 6 Quiz</td>
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<td>Activity: Research Critique (Sampling)</td>
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<tr>
<td>Week of Feb 26</td>
<td>Module 7: Experimental Design</td>
<td>Ch. 6</td>
<td>Module 7 Quiz</td>
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<td></td>
<td>Activity: Research Critique (Quantitative Article)</td>
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<td></td>
<td></td>
<td>Problem Statements returned</td>
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<tr>
<td><strong>Unit III: Exploring Popular Methods in Social Work</strong></td>
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<tr>
<td>Week of Mar 5</td>
<td>Module 8: Survey Research</td>
<td>Ch. 7</td>
<td>Module 8 Quiz</td>
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<td></td>
<td>Activity: Research Critique (Survey Research)</td>
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<tr>
<td><strong>WEEK OF MARCH 12th</strong></td>
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<tr>
<td><strong>SPRING BREAK - NO CLASS</strong></td>
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<tr>
<td>Week of Mar 19</td>
<td>Module 9: Single-Subject Design</td>
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<td>Module 9 Quiz</td>
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<tr>
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<td><strong>Due 03.25.18:</strong> Research Proposal (Literature Review)</td>
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<tr>
<td>Week of Mar 26</td>
<td>Module 10: Qualitative and Mixed Methods</td>
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<td>Module 10 Quiz</td>
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<td></td>
<td>Activity: Research Critique (Qualitative Research)</td>
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## Unit IV: How to Disseminate Research

<table>
<thead>
<tr>
<th>Week of Apr 2</th>
<th>Module 11: Evaluation Research</th>
<th>Module 11 Quiz Activity: Research Critique (Evaluation Research) Literature Review returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Apr 9</td>
<td>Module 12: Reporting Research</td>
<td>Module 13 Quiz</td>
</tr>
<tr>
<td>Week of Apr 16</td>
<td>Module 13: Writing Workshops</td>
<td>Due 04.22.18: Research Proposal (Methods)</td>
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<tr>
<td>Week of Apr 23</td>
<td>Module 14: Final Research Presentation Presentation Template</td>
<td>Final Research Presentations in class</td>
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<tr>
<td>15 Week of Apr 30</td>
<td>Module 15: Wrap-Up and Reflections</td>
<td>Presentation Grading Rubric (12/11) Peer or Self Evaluation (12/11)</td>
</tr>
<tr>
<td>16 Week of May 7</td>
<td>NO FINAL EXAM - HAVE A GREAT SUMMER!</td>
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</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.
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
Library Tutorials ............................ http://www.uta.edu/library/help/tutorials.php
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](http://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. 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 Regent's 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/).

**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.