A. Description of Course Content

This course is designed to provide students with an understanding of and ability to use the evidence-informed practice process to identify, analyze and apply evidence-informed interventions. Students will be able to comprehend both quantitative and qualitative research and to synthesize strengths and weaknesses of the social work literature. Students will be able to synthesize and evaluate research in terms of its content, quality, and applicability to clients. Students will understand scientific and ethical approaches to building knowledge to apply to and evaluate the impact of interventions on clients or clients’ presenting problems.

B. Student Learning Outcomes

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 (390 points): Research Proposal**

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. The research proposal methodology can be quantitative or qualitative. You will complete this assignment in three steps. After each step, you will get feedback. You will prepare a final proposal to submit as your Final Exam (Student Learning Outcome 3-4). You will upload the Final Product in Blackboard (due 5/4/19 by 11:59 p.m.).

**Step 1: Problem Statement** (75 points); Due date: end of Week 5 (2/17/19 by 11:59 p.m.)

**Step 2: Literature Review** (150 points); Due date: end of Week 10 (3/24/19 by 11:59 p.m.)

**Step 3: Methodology** (165 points); Due date: end of Week 14 (4/21/19 by 11:59 p.m.)

**Final Proposal:** Due date: 5/4/19, 11:59 p.m.

There will be a portal located under Course Materials in order to upload the topic of your proposal. The proposal topic is due by the end of Week 3. Failure to upload the topic by the due date will result in a 10
point deduction from Step One of the Assignment. A detailed description of the requirements for this assignment (Step 1 - Step 3) will be uploaded by the second week of class.

Students will complete the research proposal project individually.

The research proposal must be written in APA style (APA Publication Manual, 6th ed.), including the References section. No exceptions.

B. 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.

Complete the tutorial available at http://library.uta.edu/plagiarism/index.html.

Then, complete the quiz at the end of the tutorial.

The tutorial provides you with an option to email you certificate to your professor. Please upload the certificate in the space provided in Blackboard by the end of Week 2 (1/27/19 by 11:59 p.m.).

C. 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. (Student Learning Outcome 3). Upload the certificate in Blackboard by the end of Week 4 (2/10/19 by 11:59 p.m.).

D. Quizzes Covering Assigned Readings (210 points): Six quizzes will be given throughout the semester (35 pts. each). Quizzes will be available on Blackboard and will cover the information from the past two weeks (e.g. Quiz #1 will cover chapters 1 and 2 of the textbook, and any PowerPoints, videos or other assigned materials). All quizzes will need to be completed by midnight of Sunday on the respective week. Each quizz consists of 28 questions (1.25 pts per question). Students will have 40 minutes to complete each quiz. Quizzes will be available all week and therefore, they can not be made up or turned in late; no exceptions. There is only one attempt allowed per quiz.

E. Discussion Boards (100 pts.): There will be five Discussion Boards throughout the semester. Discussion Boards are an important part of your class experience as they build a sense of community, which is especially important in an online modality, and help in developing critical thinking on a specific topic (Learning Outcome 2). Each Discussion Board is worth 20 pts (10 pts. for your post, and 5 pts. per each of your responses to two of your classmates). There will be specific directions for each post. Please follow them in order to get full credit.

This assignment opens on Monday at 8 a.m. and closes on the following Sunday at 11:59 p.m. You must post your initial response to the Discussion Prompt by 11:59 p.m. on Wednesday of the respective week. Remember to respond to two (2) other classmates’ posts (for each prompt) no later than 11:59 p.m. on Sunday. Each response to a classmate must be a minimum of 100 words, unless noted. Each initial post should be 250 words. Failure to do so will result in a deduction in points. Please proofread your work; failure to do so will also result in point deductions. These assignments will not be accepted late and, therefore, will not be graded after the due date.

F. Journal Critiques (200 pts.): There will be two journal article critiques, one of an article that uses a quantitative methodology, and another of an article that uses a qualitative method or mixed method. Each critique is worth up to 100 pts. Journal article critiques are important because they challenge you to identify and apply the research concepts learned in this course in order to critique different aspects of a publication. You will be asked to review research articles from journals in the field of Social Work or a related field, that
use peer-review (e.g. a journal that uses peer reviews to select an article for publication). The articles will be selected by the instructor and uploaded in Blackboard under assignments for weeks 8 and 13. You will have access to the article the week prior to the assignment week (e.g. you will be able to access the article for Week 8 during Week 6, and for Week 13 during Week 11).

The instructor will provide you with a series of questions to guide your analysis of each article. These questions will be posted under the assignments for those two weeks. In completing each research critique, you’ll need to refer to the textbook to answer each question and properly apply the research concepts from the course. Research critiques will be due by Sunday of 11:59 p.m. of the respective week. No late critiques will be accepted.

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,

Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others’ ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are posting on the discussion boards, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind.

Please remember that you must check your e-mail and Course announcements in order to ensure that you are aware of any changes made to the course.

G. Grading

Final grades will be based on an accumulation of points.

<table>
<thead>
<tr>
<th>Points</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>A. Research Proposal</td>
</tr>
<tr>
<td>150</td>
<td>B. Problem Statement</td>
</tr>
<tr>
<td>165</td>
<td>C. Literature Review</td>
</tr>
<tr>
<td>50</td>
<td>D. Methodology</td>
</tr>
<tr>
<td>50</td>
<td>E. Methodology</td>
</tr>
<tr>
<td>210</td>
<td>F. Quizzes</td>
</tr>
</tbody>
</table>

4
100 E. Discussion Boards
200 F. Journal Article Critiques
1,000 Total

Grading Scale

A = 90% - 100% (900-1,000 pts.)
B = 80% - 89% (800-899 pts.)
C = 70% - 79% (700-799 pts.)
D = 60% - 69% (600-699 pts.)
F = Below 60% (599 pts. or below)

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

There will not be any make-up Quizzes, Journal Article Critiques or Discussion Boards. Quizzes will be timed and if you do not take a quiz, you will receive a zero. The Sections (Problem Statement, Literature Review and Methodology) of the Research Proposal will not be accepted after being 2 days late and 15 points will be deducted for each late day. The Final Proposal will not be accepted after the deadline. Assignments will not be accepted through e-mail. If you are having ANY technical issues with Blackboard and submitting assignments, you must contact the Blackboard helpdesk and not the course instructor. The Blackboard helpdesk is available on the weekends as well. Again, contact them when you have technical issues.

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>1/14-1/20</td>
<td>Introduction to course</td>
<td>Review syllabus</td>
<td>Discussion Board #1: Introduction due 1/20 by 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/21-1/27</td>
<td>Science, Society, and Social Work Research</td>
<td>Ch. 1</td>
<td>Plagiarism Tutorial Discussion Board # 2</td>
</tr>
<tr>
<td>3</td>
<td>1/28-2/3</td>
<td>The Process and Problems of Social Work Research</td>
<td>Ch. 2</td>
<td>Proposal Topic Quiz # 1</td>
</tr>
<tr>
<td>4</td>
<td>2/4-2/10</td>
<td>Ethical and Scientific Guidelines for Social Work Research</td>
<td>Ch. 3</td>
<td>IRB Human Subjects Training Discussion Board # 3</td>
</tr>
<tr>
<td>5</td>
<td>2/11-2/17</td>
<td>Conceptualization and Measurement</td>
<td>Ch. 4</td>
<td>Research Proposal - Problem Statement due 2/17 by 11:59 p.m.</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Chapter</td>
<td>Assignment</td>
</tr>
<tr>
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</tr>
<tr>
<td>6</td>
<td>2/18-2/24</td>
<td>Sampling</td>
<td>Ch. 5</td>
<td>Quiz #2</td>
</tr>
<tr>
<td>7</td>
<td>2/25-3/3</td>
<td>Group Experimental Design</td>
<td>Ch. 6</td>
<td>Quiz #3</td>
</tr>
<tr>
<td>8</td>
<td>3/4-3/10</td>
<td>Midterm Exam</td>
<td></td>
<td>Journal Critique #1 due 3/10 by 11:59 p.m.</td>
</tr>
<tr>
<td>9</td>
<td>3/11-3/16</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/18-3/24</td>
<td>Single-Subject Design</td>
<td>Ch. 7</td>
<td>Research Proposal - Literature Review due 3/24 by 11:59 pm</td>
</tr>
<tr>
<td>11</td>
<td>3/25-3/31</td>
<td>Survey research</td>
<td>Ch. 8</td>
<td>Quiz #4</td>
</tr>
<tr>
<td>12</td>
<td>4/1-4/7</td>
<td>Qualitative Methods</td>
<td>Ch. 9</td>
<td>Discussion Board #4</td>
</tr>
<tr>
<td>13</td>
<td>4/8--4/14</td>
<td>Mixing and Comparing Methods</td>
<td>Ch. 10</td>
<td>Journal Critique #2 due 4/14 by 11:59 p.m. Quiz #5</td>
</tr>
<tr>
<td>15</td>
<td>4/22-4/28</td>
<td>Reporting Research</td>
<td>Ch. 14</td>
<td>Quiz #6</td>
</tr>
<tr>
<td>16</td>
<td>4/29-5/3</td>
<td>Final Review Week</td>
<td></td>
<td>Final work on Research Proposal</td>
</tr>
<tr>
<td>17</td>
<td>5/4-5/10</td>
<td>Final Exam Week</td>
<td></td>
<td>Remember to complete the Student Feedback Survey!</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://library.uta.edu/subject-librarians
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials ........................ http://library.uta.edu/how-to
Connecting from Off-Campus.......... http://libguides.uta.edu/offcampus
Ask a Librarian......................... http://ask.uta.edu

N. Drop Policy

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

O. Disability Accommodations

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

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://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.

**P. Non-Discrimination Policy**

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

**Q. Title IX Policy**

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu.

**R. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

> I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at [https://www.uta.edu/conduct/](https://www.uta.edu/conduct/). Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](http://library.uta.edu/plagiarism/).

**S. Electronic Communication**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at
T. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [http://www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/)

U. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

V. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.