SCHOOL OF SOCIAL WORK

SWK 590: Research Methods in Advanced Social Work Practice
Monday 6-9 P.M. Commerce Campus
Tuesday 6-9 P.M. Mesquite Campus

(Tentative Syllabus until Accepted at First Class Meeting)

INSTRUCTOR	Rebecca G. Judd Ph.D., LMSW-IPR
OFFICE LOCATION	Henderson 307
OFFICE HOURS:	Tuesday 1:00 – 3:00 p.m. Wednesday 10:00 a.m. – 3:00 p.m. Thursday 1:00 p.m. – 4:00 p.m. Mesquite by appointment
VIRTUAL OFFICE HOURS in eCollege	Any questions entered into the virtual office on e-College will be answered by 5:00 p.m. the day following your initial post. Questions posted on Friday will be answered by 5:00 p.m. the following Monday. Virtual office is the preferred method of contact regarding questions related to class. If you have a personal issue, please email me and I will respond directly to you.
CONTACT INFORMATION	EMAIL: rebecca.judd@tamuc.edu Office Number: 903-468-8190

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COURSE DESCRIPTION: *SWK 590 Research Methods in Advanced Social Work Practice*

This course provides students with information on advanced techniques of practice and program assessment. Both qualitative and quantitative research designs are taught. Evaluation research design, instrument selection and development, and techniques of data analysis are addressed. Ethical and behavioral issues in evaluation research are presented. Development of an evaluation research design based on a practicum assignment is required. Prerequisite: SWK 531 or admission to the Advanced Standing Program

PROGRAM GOALS & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.

Graduates will be able to:
 C 2.1.3   Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change

Graduates will be able to:
 C 2.1.2   Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

Graduates will be able to:

 C 2.1.1   Exemplify and model professional social work standards and strive to enhance their professional growth and development

COURSE OBJECTIVE:

This course prepares students with knowledge, skills and abilities to evaluate research studies, apply research findings to practice, and evaluate their own practice interventions by employing research methods.

The course prepares students to plan interventions with measurable goals and outcomes, select appropriate measures, and prepare to conduct appropriate analytical and statistical methods in the evaluation process

STUDENT LEARNING OUTCOMES:

Upon completion of this course students will be able to:

- Identify the connection between empirical research and evidence based practice

- Locate, critique and evaluate evidence based research to support practice interventions and apply that critical perspective to the design and evaluation of one's own practice interventions

- Design and plan a research project (needs assessment, program or practice evaluation), including a comprehensive literature review, creation of a problem & purpose statement; development of a research question and/or hypothesis; design of methodology *(the proposed research is conducted in SWK 595)*

PRACTICE BEHAVIORS:

The curriculum for the Texas A&M University School of Social Work is designed to prepare students for competent practice. The Council on Social Work Education has ten core competency areas that reflect the mission and goals of the profession. Each competency area has performance outcomes - that reflect practice behaviors of knowledge, values and skills needed for generalist practice. Below are the core competencies, and practice behaviors linked with curriculum and activities students participate in during this class. While, students will not receive a grade based on demonstration of these behaviors, there will be an evaluation conducted to assess each area for purposes of ongoing improvements in curriculum design and educational delivery models.

Practice Behaviors/Operationalization/Measurement Scale

COMPETENCY AGP 2.1.1 EXEMPLIFY PROFESSIONAL SOCIAL WORK STANDARDS FOR BEHAVIOR										COMPETENCY AGP 2.1.3 CRITICALLY ANALYZE PRACTICE SITUATIONS AND COMMUNICATE JUDGMENTS AND REASONING THROUGH DECISION-MAKING PROCESS									
PRACTICE BEHAVIOR					PRACTICE BEHAVIOR					PRACTICE BEHAVIOR					PRACTICE BEHAVIOR				
AGP 1.2	Models professional demeanor in behavior & communication				AGP 1.3	Adheres to professional roles and boundaries				AGP 3.1	Applies professional judgment and reasoning				AGP 3.2	Synthesizes and effectively communicates relevant information to other(s)			
Aggregated Performance: Observation of classroom behavior; Power Point Poster Presentation; writing correspondence in groups/with instructor; peer evaluation					Aggregated Performance: Observation of classroom behavior; Power Point Poster Presentation; writing correspondence in groups/with instructor; peer evaluation					Aggregated Performance: Observation of classroom behavior; Power Point Poster Presentation; writing correspondence in groups/with instructor; peer evaluation					Aggregated Performance: Proposal Paper Power Point Poster Presentation; writing correspondence in groups/with instructor; peer evaluation				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Did not Meet Expectations	Met Minimal Expectations	Met All Expectations	Exceeded Expectations	Achieved Excellence	Did not Meet Expectations	Met Minimal Expectations	Met all Expectations	Exceeded Expectations	Achieved Excellence	Did not Meet Expectations	Met Minimal Expectations	Met All Expectations	Exceeded Expectations	Achieved Excellence	Did not Meet Expectations	Met Minimal Expectations	Met All Expectations	Exceeded Expectations	Achieved Excellence

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COMPETENCY AGP 2.1.4 DEMONSTRATE THE ABILITY TO BUILD STRENGTHS BASED ON MUTUAL ENGAGEMENT WITH DIVERSE POPULATION										COMPETENCY AGP 2.1.6 CONTRIBUTE TO EVIDENCE-BASED BEST PRACTICE APPROACHES TO ASSESS AND IMPROVE EFFECTIVENESS									
PRACTICE BEHAVIOR					PRACTICE BEHAVIOR					PRACTICE BEHAVIOR					PRACTICE BEHAVIOR				
AGP 4.1	Refrains from acting upon biases and values as they relate to diverse group(s)									AGP 6.1	Uses research and evaluation to assess intervention, efficacy, and effectiveness				AGP 6.3	Uses evidence-based research findings to improve practice			
Literature Review: Fair and balanced/no bias language										Literature review					Project Proposal				
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Did not Meet Expectations	Met Minimal Expectations	Met All Expectations	Exceeded Expectations	Achieved Excellence	Did not Meet Expectations	Met Minimal Expectations	Met All Expectations	Exceeded Expectations	Achieved Excellence	Did not Meet Expectations	Met Minimal Expectations	Met All Expectations	Exceeded Expectations	Achieved Excellence	Did not Meet Expectations	Met Minimal Expectations	Met All Expectations	Exceeded Expectations	Achieved Excellence

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RELATIONSHIP TO OTHER COURSES:

This course stresses the importance of evidence based theory and practice methods. Consequently, it supports the practice courses that emphasize the importance of demonstrating effectiveness in professional interventions. This course builds on research knowledge and skills learned in prior research methods courses taken in a student's BSW coursework or in the Foundation sequence. This course draws on materials from practice and HBSE to illustrate social work research principles, and it develops a professional model that utilizes practice evaluation to formulate a continuous improvement cycle in professional practice. The course prepares students to develop an advance generalist model that is ultimately autonomous and self-correcting.

TEXTS

Kyrsik, J.L. & Finn, J. (2013). *Research for Effective Social Work Practice. 3rd ed.* New York, NY: Routledge

Publication manual of the American Psychological Association (2009). 6th ed. Washington, DC: American Psychological Association

ADDITIONAL READINGS RECOMMENDED

Galvin, J.L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences. 4th ed.* Pyrczak Publishing

Grinnell, R.M. Jr. & Unrau, Y.A. (n.d.). *Social Work: Research Proposals: A workbook.* Pairbond Publications. **RECOMMENDED!**

You will be expected to start to develop your own resource list in your research area. You should also include articles and resources that include ethical issues concerning research with your population/question under study. The reference list at the end of this syllabus may also provide some resources for your study.

OVERVIEW OF ASSIGNMENTS *(See Course Packet for Further Information/Instructions & Schedule)*

COMPLETION OF ON-LINE ETHICS TRAINING (REQUIRED)
Each student is required to complete an –on-line ethics-training course before initiating the integrative paper project. This is completed by logging into
http://phrp.nihtraining.com/users/login.php.
Once completed, you will print off a certificate and this will become a part of your research proposal.

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LEARNING ACTIVITIES <mark>(TBD)</mark>
This class is designed as a "flipped classroom". Online resources and downloadable media will be available for students to control when and how content based presentations (i.e. lectures) are viewed and used. Built upon the content that is provided through the online component activities designed for in-class time will be an important component for the learning process. Students must be present in the face to face class and actively participate to receive the points allotted. ***STUDENTS CANNOT MAKE UP WORK MISSED IN THE FACE-TO-FACE CLASS MEETINGS.***

UNIT QUIZZES
Each Unit will have a quiz posted on line that reflects the assigned text readings, power point lectures, & supplemental readings. This helps keep us all up to date with the content, something easily postponed during a busy semester. In addition, there will be practice questions from the comprehensive exam that reflect licensure questions. These questions will not be graded, but are designed to prepare you for upcoming high stakes exams. **Quizzes cannot be made up**

LITERATURE REVIEW

Each student will complete a thorough literature review on the population or problem area they will be investigating as part of the requirements for SWK 595. The literature review is the foundation for the program/practice/needs assessment proposal and final paper that will be completed in SWK 595. The literature review will consist of 12-15 pages (excluding reference pages). A minimum of 20 empirically based scholarly articles -the literature review should support the student's purpose and methodology of the proposed study.

PROGRAM/PRACTICE EVALUATION PROPOSAL

 Students will write a formal proposal for conducting a program/practice evaluation or needs assessment to be conducted within their field agency. This proposal will serve as the basis for students' 595 integrative paper. Components of the proposal will include a (1) Literature review consisting of 15 pages (excluding reference pages) and a minimum of 20 empirically based scholarly articles -the literature review should support the student's purpose and methodology of the proposed study; (2) problem statement (3) purpose of the project; (4) proposed methodology; (4) approved IRB document; (5) Certificate of Ethics Training' (6) copies of any survey instruments or measurement tools to be utilized in the project.

- *A draft of each section (accept the literature review) will be submitted by students for purpose of receiving instructor feedback. **Points are not awarded for the draft sections, however if a student fails to submit the draft section as outlined, 10 points will be deducted from the final proposal paper.***

Students will be expected to use correct APA referencing in the formatting, content and end referencing. It **WILL** be required to submit the literature review via "turn-it in", a program utilized to determine instances of plagiarism. *Details and guidelines for completion of the final paper will be posted on eCollege and available in course packet*

POWER POINT POSTER PRESENTATION/FORUM

Students will develop a <u>Power Point Research Proposal Poster Presentation </u>based on their program/practice evaluation proposal. The components should include: (1) introduction; (2) problem statement /purpose of the study (3) research question/hypothesis; (3) proposed methodology including sample methodology; measurement instruments; data analysis plan and (5) references. Students will be expected to present their posters at the end of the semester to the other students in the class.

ON-LINE COMPREHENSIVE EXAM

A comprehensive final will be given which reflects content from the entire course. The questions for the comprehensive examination will be taken from the weekly reading quizzes

GRADING SCALE

Unit Quizzes = 5 % of grade

Final Exam = 10% of grade

Learning Activities = 35 % of grade

Final Proposal & Power Point Presentation = 50% of grade

- 90 - 100% = A
- 80 - 89 % = B
- 70 - 79 % =C
- 60 - 69 % = D
- Less than 60 % = F

You can access your grades in eCollege to see your grade (keep in mind that the grade only reflects work I have graded). Because evaluation is primarily through written assignments, there will be a lag time between the submission of assignments and receiving comments/grades. In the course schedule, there are dates with each assignment that you can expect to have it returned. In addition, online quizzes require grading by me. *<u>You will receive an email from me each time the grade book has been update to reflect the most recent status.</u>*

POLICY ON DUE DATES

(1) NO assignments will be accepted past the due date. If an assignment is not submitted by the specified due data and time, a 0 will be awarded. In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, a arrangement between the instructor and student will be made for submission of assignments.

(2) NO unit quiz can be made up. In the event the student misses taking the online unit quiz, a zero will be given.

(3). NO activity awarded points and carried out in the face to face meeting can be made up. In the event the student misses the face to face class; a zero will be awarded in the place of points. In the event of extenuating circumstances (ie medical issues) and proper documentation is provided, an alternative assignment will be given to allow the student to earn points.

(4). Submit ALL assignments in the correct drop box, online in eCollege by the due date and time. **DO NOT** email an assignment to me. In the hoards of email I receive daily, many get lost.

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It is your responsibility to know how and if your computer software is compatible with eCollege for uploading assignments and those assignments attach and are available for instructor access.

CLASS ATTENDANCE AND PARTICIPATION:

➢ The expectation is that students will attend class, reflecting responsibility, which is inherent in the development as a social work professional. Roll is taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting.

➢ Classroom exercises, discussions, role plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as a .5 absence (2 tardies/early departures = 1 absence).

➢ A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

➢ The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly (class meets 1X week)	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"	
Bi-Weekly (class meets 2X week)	Up to 3 absences: No Penalty	4 absences: 1 Letter grade drop	5 absences: 1 Letter grade drop	6 absences: Class grade of "F"
Summer 10-week	Up t o 1 absence: No Penalty	2 Absences: 1 Letter grade drop	3 absences: Class grade of "F"	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

FINAL EVALUATION AND GRADES DEPEND ON BOTH PRESENCE AND PARTICIPATION. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, expectation is that students will spend time reading and studying class materials.

CLASS ATTENDANCE AND PARTICIPATION: (continued)

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs

If you believe you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

CLASS PARTICIPATION HAS THREE COMPONENTS: (1) Appropriate interactions with classmates; (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

TECHNOLOGY REQUIREMENTS

This is a web-enhanced course and will be conducted utilizing eCollege, which is available through myLeo: INSERT LINK. The following information has been provided to assist in preparing to use technology in your web-enhances course.

The following technologies and a working knowledge of how to use them are required to be successful in this course:

- ➢ Internet connection - high speed recommended (not dial-up)
- ➢ Word Processor (Microsoft Office Word - 2003 or 2007).
- ➢ Access to University Library site
- ➢ Access to University email

Additionally, the following hardware and software are necessary to use eCollege:

- ➢ Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0)
- ➢ Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0). on both Windows and Mac operating systems.
- ➢ Perform a "Browser Test" prior to start of your course. To launch a browser test, login to eCollege, click the "myCourses" tab, and then select the "Browser Test" link under support services.

POLICY ON PLAGIARISM

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In") to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:
"Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth
process which is not intended to conform to adversary proceedings as in a court of law. (Student's Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS:
The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department's Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES:
It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University's commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

BIBLIOGRAPHY

Social Work Program and Practice Evaluations

Ethics in Social Work Research, Program & Practice Evaluations

Qualitative Research

Quantitative Research