



***SCHOOL OF SOCIAL WORK***

**SWK 595: RESEARCH LITERATURE AND TECHNIQUES**

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<b>INSTRUCTOR:</b>	Dr. Brenda Moore
<b>OFFICE:</b>	Hen. 308
<b>OFFICE HOURS:</b>	TBA
<b>OFFICE PHONE:</b>	(903) 468-3069
<b>E-MAIL:</b>	Brenda.Moore@tamuc.edu

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**COURSE DESCRIPTION:**

This course integrates research design, instrument selection and development and techniques of data collection and analysis for application in a field setting. Development of a research project based on a practicum assignment is required; to a specific intervention or evaluation undertaken in the concurrent field practicum placement. Critical thinking skills, self-assessment, and practice evaluation requirements are developed and demonstrated in a major paper. Prerequisite: completion of SWK 590.

**GOAL & 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 demonstrate the following competencies:**

1. Apply critical thinking to inform and communicate professional judgments (2.1.3)
2. Engage in research-informed practice and practice-informed research (2.1.6)
3. Contribute to evidence-based best practice approaches to assess and improve effectiveness (AGP 2.1.6)

**2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:**

1. Apply social work ethical principles to guide professional practice. (2.1.2)
2. Engage diversity and difference in practice (2.1.4)

**COURSE OBJECTIVES:**

This course integrates research design, instrument selection and development and techniques of data collection and analysis for application in a field setting. Development of a research project based on a practicum assignment is required. Prerequisite and/or Co-Requisite: completion of all MSW classes, and completion of SWK 590. The student is expected to conduct an empirical assessment related to their concurrent field placement, i.e. client system, intervention, program evaluation, or needs assessment.

1. Students will demonstrate the ability to apply the problem solving process to generalist practice intervention with client systems at all levels, taking in to account the rural or urban practice context.
2. Students will demonstrate an understanding of the importance of evidence-based knowledge and methods in designing interventions that take into account the rural or urban context.
3. Students will demonstrate an understanding of social work values and ethics in professional interventions with clients and colleagues and demonstrate effectiveness in taking into account cultural difference among clients and colleagues.

**STUDENT LEARNING OUTCOMES:**

1. Student will conduct an independent research project.
2. Student will develop the skills to collect and analyze data
3. Student will utilize evidence-based practice literature
4. Student will use constructive feedback from the instructor to produce a major paper
5. Student will report the results of their research project to the class

**RELATIONSHIP TO OTHER COURSES:**

This class builds upon the content gained in SWK 590. This prerequisite should provide the student with an approved research proposal from which to begin data collection for this class.

**Educational Policy and Accreditation Standards (EPAS) Practice Behavior  
Measurement**

Table 1. **(2.1.2)** *Apply social work ethical principles to guide professional practice.*

<b>Practice Behavior</b>	<b>Measure</b>
(2.1) Is knowledgeable about value base of the profession	Group Presentation
(2.3) Recognizes and manages professional values to guide practice (e.g. on multicultural diverse rights)	Group Presentation
(2.5) Is able to apply strategies of ethical reasoning to arrive at principled decisions	Group Presentation

**EPAS PRACTICE BEHAVIOR RUBRIC**

**(2.1.2)** *Apply social work ethical principles to guide professional practice.*

<b>Practice Behavior</b>					
	<b>Excellent</b>	<b>Above Expectations</b>	<b>Met Expectations</b>	<b>Minimum Expectations Met</b>	<b>Minimum Expectations Not Met</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(2.1) Student is knowledgeable about value base of the profession					
(2.3) Student was able to recognize and manage professional values to guide practice (e.g. on multicultural diverse rights)					
(2.5) Student was able to apply strategies of ethical reasoning to arrive at principled decisions					

Table 2. (2.1.3) *Apply critical thinking to inform and communicate professional judgments.*

<b>Practice Behavior</b>	<b>Measure</b>
(3.3) is skilled in using critical thinking augmented by creativity and curiosity	Group Presentation Research Paper
(3.4) has good assessment skills	Group Presentation Research Paper
(3.5) has good problem solving skills	Group Presentation Research Paper
(3.6) has good data gathering skills	Group Presentation Research Paper
(3.7) analyzes complex material well	Group Presentation Research Paper
(3.8) is skilled at appraising and integrating multiple sources of knowledge and practice wisdom	Group Presentation Research Paper

**EPAS PRACTICE BEHAVIOR RUBRIC**

*(2.1.3) Apply critical thinking to inform and communicate professional judgments.*

<b>Practice Behavior</b>					
	<b>Excellent</b>	<b>Above Expectations</b>	<b>Met Expectations</b>	<b>Minimum Expectations Met</b>	<b>Minimum Expectations Not Met</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>(3.3)</b> Student was able to present skills in using critical thinking augmented by creativity and curiosity.					
<b>(3.4)</b> Student was able to present good assessment skills.					
<b>(3.5)</b> Student was able to present good problem solving skills.					
<b>(3.6)</b> Student was able to present presents good data gathering skills.					
<b>(3.7)</b> Students was able to present analyzes of complex material well.					
<b>(3.8)</b> Student was able to present skills at appraising and integrating multiple sources of knowledge and practice wisdom.					

Table 3. **(AGP 2.1.6)** *Contribute to evidence-based best practice approaches to assess and improve effectiveness.*

<b>Practice Behavior</b>	<b>Measure</b>
(AGP 6.1) Uses research and evaluation to assess intervention, efficacy, and effectiveness	Group Presentation
	Research Paper
	Tests/Quizzes

**EPAS PRACTICE BEHAVIOR RUBRIC**

(AGP 2.1.6) *Contribute to evidence-based best practice approaches to assess and improve effectiveness.*

<b>Practice Behavior</b>					
	<b>Excellent</b>	<b>Above Expectations</b>	<b>Met Expectations</b>	<b>Minimum Expectations Met</b>	<b>Minimum Expectations Not Met</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(AGP 6.1) Student was able to use research and evaluation to assess intervention, efficacy, and effectiveness					

**REQUIRED TEXTS & PROGRAMS:**

American Psychological Association. (2001) *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.

Kirkpatrick, L.A. & Feeny, B.C. (2013). *Simple guide to IBM SPSS Statistics*. Belmont, CA: Wadsworth, Cengage Learning.

IBM SPSS Grad Pack 21.0 Premium - 12 Month License

**SUGGESTED:**

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

Salkind, N. (2010). *Statistics for people who (think they) hate statistics*. (4<sup>th</sup> ed.), Sage Publications. Thousand Oaks: CA.

**CLASS ATTENDANCE AND PARTICIPATION:**

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be 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 experiential 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 .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

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

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of "F"	
Bi-weekly	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 to 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 (which can be 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, students are expected to spend time reading and studying class materials.

**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 that 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.



### **POLICY ON DUE DATES:**

All assignments are due *at the beginning* of the class period on the due date stated in the Course Schedule. Late assignments will automatically have 25 points deducted from the grade per day beginning with the due date and each day thereafter. ASSIGNMENTS WILL NOT BE ACCEPTED AFTER ONE WEEK past the due date. (*Assignments due at the beginning of class on Monday will not be accepted after class begins the following Monday*). **Please do not email assignments unless you have received prior permission. It is easy to “lose” an email or have trouble opening attachments.**

### **POLICY ON PLAGIARISM AND CHEATING:**

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 literary 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).

## **WRITTEN ASSIGNMENTS:**

All written assignments must demonstrate acceptable writing style: including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation.

Part of the grading process for all written assignments will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student's responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor's responsibility. **All assignments must be turned in on hard copy, along with submission via eCollege Drop Box.**

At the discretion of the instructor, it may be required to submit written assignments via “Turn-It-In”, a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned. If a paper is found to be plagiarized, the student will receive an “F” for the course and referred to the Department for further possible action.

Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the latest edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn’s book, the parents’ child)
- Any contractions (e.g., I’m, can’t, won’t), except in direct quotes from another source)
- Lack of neatness (e.g., hand written corrections, uneven indentions)
- Papers that are not typewritten
- Use of a size other than #12 font
- Lines not double spaced
- Margins that are less than or wider than 1 inch
- Failure to indent the first line of a paragraph
- Incoherent sentences

### **CORRESPONDANCE:**

Students are expected to stay in communication with the instructor of this course either verbally, in writing or via e-mail. ***The preferred method of contact for the instructor is email.*** Only Texas A&M-Commerce University email accounts will be used in corresponding with the instructor.

### **CELL PHONE POLICY:**

Please turn your cell phone (and other electronic devices) off during class. If you are on-call for your work, please place the cell phone on silent mode. If you utilize a laptop to take class notes, please be aware of potentially distracting others around you and seat yourself accordingly. Please be considerate of other students and avoid texting or inappropriate uses of your computer or cell phone.

*You may be asked to leave the class if you use your cell phone during class or it is determined you are utilizing a computer to do outside work, surf the web inappropriately or communicate personal conversations.*

## **OVERVIEW OF ASSIGNMENTS:**

### **QUIZZES (2@ 40 Points: 80 Total Points):**

Quizzes will be given that reflects content from the weekly assigned material, including lectures, videos and class readings. The format may include multiple choice, true/false, short answer and essay questions. The quiz dates are: **03/05/2014 and 04/02/2014.**

### **COMPREHENSIVE EXAM: (50 Points)**

A comprehensive exam will be given which reflects content from the entire course, including all lectures, presentations and assigned readings. The format may include multiple choice, true/false, short answer and essay questions. Questions may also come from any weekly reading quizzes. The date of the comprehensive exam is **04/23/2014.**

### **AGENCY-BASED RESEARCH PAPER (150 Points):**

#### **General Guidelines:**

1. The final paper must be typed or word-processed. The paper must be double spaced and must follow the format set forth in the most recent Style Manual of the American Psychological Association. APA format includes: title page, an abstract, table of contents, and an appendix.
2. The paper is expected to be clearly legible, utilize a standard typeface (e.g., Times New Roman), and size 12 font. Papers must be free of spelling, grammatical, typographical, and punctuation errors. **It is the student's responsibility to ensure that papers have proper syntax and grammar. Grades will be significantly lowered if such errors exist.**
3. The paper must include at least 15 references from current (within the last 5 years) professional literature. Twelve (12) of the reference must be journal articles. Resources for paper preparation are available in the Databases include PsycLit, ERIC, Sociofile, and Dissertation Abstracts. These materials may be checked out through the library reference desk. The library also has computer labs available for paper preparation. Schedules of computer time availability can be secured from the library.

**PRESENTATION (25 points):**

1. Students will present their papers during class at the end of the course. Students may invite their field instructor to the presentation.
2. Students must present at their assigned day and time.
3. Students must be present for the all classmate presentations. Absences will result in a lowered presentation grade.

**GRADING:**

The grading scale is based on a percentage of available points (90% = A; 80% = B); any change in available points will result in a corresponding change in the grading scale.

Quizzes @ 80 points

Comprehensive Exam @ 50 points

Research Paper @ 150 points

Presentation @ 20 points

**TOTAL:** 300 points

<b>POINTS</b>	<b>PERCENTAGE</b>	<b>GRADE</b>
270 - 300	90%	<b>A</b>
240 - 269	80%	<b>B</b>
210 - 239	70%	<b>C</b>

## AGENCY RESEARCH PAPER INFORMATION

### ***IMPORTANT: Before beginning your research project:***

Research projects must be approved by both the School of Social Work and the Field Agency before any data can be collected. The approval process is not completed until students have:

1. A completed and signed IRB Form
  - a. Signed by:
    - i. Field Supervisor
    - ii. School of Social Work IRB

A completed university internal review form (IRB) form is required within the first two weeks of the semester (Appendix B). The IRB request must be signed by the student's field instructor, or person at the field placement who can approve the research. The instructor will review the IRB form to determine that no person or agency will be at risk as a result of the project and that the proposed project meets all course requirements. Once the IRB form has been approved, the student will be given permission to begin the research project. Note that the IRB is due **no later than 1/22/14 (at the start of class)**.

***DESCRIPTIVE OUTLINE***

***I. Literature Review (35 points):***

- A. Introduction and general findings in this area of study
- B. Significant findings relevant to this study, key terms or variable definitions
- C. Application and discussion of any applicable theories
- D. Gaps in the literature
- E. Review should lead directly to your research question; place research question at the end of the review
- F. 15 current (within past 10 years) references
- G. See Rubric; Appendix A

***II. Methods (40 points):***

- A. Design
  - 1. Which design was be used?
  - 2. Why this design?
- B. Measurement
  - 1. All variables defined and operationalized (how did you measure them?).
  - 2. If treatment or intervention involved, describe treatment or intervention
  - 3. Measures: Discuss reliability and validity
  - 4. Supporting information, i.e. other studies, studies demonstrating reliability and validity?
  - 5. Copies of measures in Appendix
- C. Sample
  - 1. Sampling strategy: Purposive vs. nonpurposive
  - 2. Inclusion and exclusion criteria
- D. Procedure
  - 1. Informed consent procedures? Did you need permission from supervisors or stakeholders?
  - 2. What sources of data were used? How were they obtained? By Whom? When?

3. Is study procedure clear and complete?
4. Were there any changes to the procedure during the course of the study?

E. Ethical Issues

1. Any ethical issues that arose during the course of the project?
2. Describe Informed Consent process.

F. See Rubric; Appendix A

**III. Results & Discussion (75 points):**

A. What statistical tests were used?

1. Why were they used?
2. What were the statistical results? What was significant? What was not significant?

B. Discussion

1. Relate results to what is known, or not known, from literature (Section III).
2. Were outcomes expected or unexpected?
3. What are implications of results, i.e. how do results impact agency or treatment?

C. Limitations

1. What were the limitations of the project?
2. How could you improve the project in the future?

D. See Rubric; Appendix A

**IV. Appendices**

- A. Include original signed IRB form, consent form, and any measures used in the project.



## ADDITIONAL INFORMATION FOR REQUIRED ELEMENTS

**This outline applies to a practice intervention or program evaluation research**

### **Abstract**

*This is a brief summary of the research study. This should not exceed 120 words, needs a good lead sentence, should have the purpose, method and two to three of the major study findings, and implications. Written in present tense*

### **Introduction**

*This section provides the reader an introduction to this research project, including information about the program setting, interventions used, clients served, etc.*

### **Literature Review**

*This section provides the context for the entire study.*

**Problem Statement** *This should be a one-sentence statement that provides a clear and concise description of a general "issue" and derived from your literature review. A good problem statement generates the research question you present as the focus of your study. This sentence needs to be accompanied by a few short sentences that elaborate on why the problem is a problem in the first place.*

### **Purpose of the Study**

*Research Question or Hypothesis to be tested. A simple statement: The purpose of this study is to address the following question(s):*

### **Methods**

*This is the second major section of the study. Should answer the core questions of what happened, to whom, how and why. This is similar to a "recipe" and should have sufficient detail to allow replication of the study (another wants to use your recipe and do the same thing); and demonstrates the author's thinking, assumptions and scientific rigor and the realities of obstacles of conducting the actual study.*

*This section includes for subheadings:*

*(1) **Participants** - specifies how the sample was selected, the size of the sample, the techniques used in selecting the sample, the samples relationship to the population it was drawn from, the time lines when the sample was obtained and any unique features of the sample.*

*(2) **Research Design** you need to justify the research design you used, you need to present a brief synopsis of the overall design - quantitative, qualitative or mixed methods, a clear description of the design you used - "this study used a self-administered survey method". Identified independent and dependent variables (if there are any, not all research has IV and DVs).*

(3) **Data Collection Procedure** *this section provides information about what was done and how it was done. Where the study took place, it the study collected firsthand data or secondhand data.*

(4) **Measurement Instruments** *this section of provides a description of each measuring instrument that you use for every variable contained in your research question. If you used a measuring instrument that has been previously used, you need to identify it by name, and discuss its reliability and validity. If you created your own, you need to outline the procedures you used to develop the instrument and place a copy in the appendix. You need to have made a clear connection between the measuring instrument and the research design and variables contained within your study.*

### **Findings**

*This section is where the student provides the results from the data analysis. This section will begin a description of the population (if applicable) and then delineate key findings from statistical analysis.*

### **Discussion**

*This section presents a discussion of the study's findings. Care should be taken to not to merely repeat the study's findings that were already presented. A description of the limitations of the study should be included.*

### **Implications for Practice**

*Recommendation for changes, continuation, etc in the program, intervention or policy based on the results of this study.*

### **References**

*This section begins on a separate page and following APA formatting. Minimum of 15 current scholarly journal articles (less than 10 years old).*

**Appendices** *Include ethics certificate, original signed IRB form, consent form, and any measures used in the project.*

**Submission of Final Paper:**

1. Strict policies are enforced regarding the submission and evaluation of the completed research paper.
2. All papers must be submitted to the department by the class deadline in finished copy form.
3. Partially completed papers or papers otherwise not meeting the guidelines will be regarded as having failed to meet the submission deadline. It is **not** acceptable to receive an “X” (incomplete) in this class.
4. One hard copy and one electronic copy must be on file at the department by the final due date (**04/30/14**). Original papers are retained in the department’s files. Students should retain a copy in the event a rewrite is required. Please submit electronic copy to both Pam Hammond (Pamela.Hammond @ tamuc.edu) and Instructor (Brenda.Moore@tamuc.edu) as an email attachment by the final due date (**04/30/14**).
5. A complete hard copy should also be submitted to Pam Hammond by the final due date (**04/29/14**).
6. Hard copies are not to be bound.
7. Papers not submitted by the deadline will not be graded. All work must be completed during the semester or student will be required to take the course again.

**Paper Evaluation:**

- A. Papers will be evaluated on completeness, or how well the paper addresses the elements described in the outline.
- B. Papers will also take writing into consideration. Five general considerations in evaluating writing are:
  1. Follows APA style - organization of text and references using the designated style manual governing margins, page layout, headings, spacing, citations, and references.
  2. Free of typographical, grammatical, and spelling errors - papers are expected to be error free and to meet university thesis document requirements.
  3. Clear and concise expression of ideas - clarity of expression, avoiding repetition, and structuring of the content that communicates the writer’s intent

without undue demands on the reader.

4. Comprehensive development of ideas - the writer is expected to develop ideas fully and to support them appropriately. Do not assume the reader will fill in missing material or make connections between sections or ideas. The burden is placed on the writer to elucidate thinking and activity in the case presentation.

5. Use original research. **Do not plagiarize other's work. Student papers will be checked for plagiarism.**

## **Course Calendar & Outline**

The following outline is provided as a guide though variations may occur. The Instructor reserves the right to make schedule or content changes to enhance the presentation of course materials. Readings are to be completed prior to class meeting. Class activities are based on the assumption that readings have been completed. Lecture information is to be considered as supplemental to required readings. Students are responsible for all assigned reading even if it is not discussed during class meetings. Class time will highlight and add to the knowledge gained through assigned reading; it is not intended to replace knowledge gained through reading. Assignments are to be submitted at the beginning of the class period.

### CLASS SCHEDULE: SPRING 2014

*\*\* Schedule subject to revisions – changes may be made at the discretion of the instructor*

<b>WEEK</b>	<b>DATE</b>	<b>CLASS MEETING</b>	<b>TOPIC</b>	<b>ASSIGNMENTS DUE</b>
1	1/15/2014	In-Class	Syllabus; Introduction; SPSS; <b>IRB FORM</b>	Discuss Projects
2	1/22/2014	Online	SPSS Shell	<b>Get IRB FORM Complete &amp; signed</b>
3	1/29/2014	F2F	Descriptive Statistics; Charts	Begin Data Collection
4	2/05/2014	Online		Complete Descriptive Statistics
5	2/12/2014	F2F	Inferential Part I: Comparing Groups  Chi-Square; T-Tests	
6	2/19/2014	Online		Complete Inferential Part I
7	2/25/2014	F2F	Inferential Part II: Correlation & Regression	
8	3/04/2014	F2F		<b>Quiz 1</b>
9	3/12/2014 <b>SPRING BREAK</b>	<b>NONE</b>		Complete Inferential Part II
10	3/19/2014	F2F	Review Interpreting Results	
11	3/26/2014	Online		Continue data analyses
12	4/02/2014	F2F	Writing the Discussion; Formatting	<b>Quiz 2</b>
13	4/09/2014	Online		Continue data analyses; writing results
14	4/16/2014	F2F	Test Review; Final Project Questions	
15	4/23/2014	Online		<b>Comprehensive Test</b>
16	4/30/2014	In-Class		<b>Presentations</b>  <b>Research Paper Due</b>

## APPENDIX A Research Paper Grading Rubrics

<b>Literature Review (35 Points)</b>	<b>Points Available</b>	<b>Points Earned</b>
Interesting and relevant introduction	4	
Presents complete picture of what is known concerning chosen subject	6	
Identifies important concepts and/or terms	5	
Identifies strengths and weaknesses of knowledge-base	5	
Summarizes state-of-the-knowledge; leads to research question	6	
All variables in research question identified in literature	5	
<b>Presentation:</b> 1) APA 2) Grammar 3) Utilizes thematic presentation (no listing) 4) 15 appropriate sources 5) All statements supported	4	

<b>Methods Section (40 Points)</b>	<b>Points Available</b>	<b>Points Earned</b>
<b>Design</b> a. State and justify design. b. Did design match research question?	10	
<b>Measurement:</b> a. All variables conceptualized and operationalized. b. Measures: Reliability and Validity discussed? c. Included a copy of all measures in an appendix.	10	
<b>Sample</b> a. Strategy b. Characteristics of sample c. Inclusion or exclusion criteria	7	
<b>Procedures</b> VI. Informed consent procedures? Did you obtain permission from supervisors or clients? VII. What sources of data were used? How was data obtained? By Whom? When?	8	
<b>Presentation</b> a. Organized b. Correct information c. Concise & clear d. APA	5	

<b>Results and Discussion (75 Points)</b>	<b>Points Available</b>	<b>Points Earned</b>
<p><b>Results</b></p> <ul style="list-style-type: none"> <li>a. Which statistical test(s) will be used?</li> <li>b. Why were these tests chosen?</li> <li>c. What were the results?</li> <li>d. Significant or Insignificant?</li> </ul>	25	
<p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>a. Who might be interested?</li> <li>b. How do your results compare to the literature?</li> <li>c. Overall usefulness of your study</li> <li>d. Usefulness for Social Work practice?</li> </ul>	20	
<p><b>Limitations</b></p> <ul style="list-style-type: none"> <li>a. Which issues might influence results?</li> <li>b. How might you improve your study?</li> </ul>	15	
<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>e. Organized</li> <li>f. Correct information</li> <li>g. Concise &amp; clear</li> <li>h. APA</li> </ul>	15	



## APPENDIX B

Internal Review (IRB)—Description of Proposed Research  
Department of Social Work-Texas A&M University-Commerce  
Integrative Seminar SWK 590

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Purpose and Potential Benefit:*

Summarize the background, rationale, nature, and significance of the proposed research.

*Location of Study:*

Identify all sites at which research will be conducted.

*Dates of Study:*

Include month/day/year of start and estimated end dates of study. Any research that extends beyond a one-year period must obtain IRB approval for continuation.

*Subjects:*

Include estimated number and description of types of subjects (e.g., normal volunteers, pregnant women, and students), age, gender, inclusion and exclusion criteria for subject selection, and source of subjects (including any referral sources).

*Methods and Procedures:*

This should include but not be limited to details on subject recruitment, apparatus, procedure, copies and descriptions of all instruments (including reliability, validity, and permission for use or copyright information, if applicable), nature and type of evaluation(s), subject's time commitment, proposed follow-up, debriefings when indicated, and any other information necessary to evaluate the methodological soundness of the research. If there are significant benefits that are available to subjects because of inclusion in the research, then the issue of exclusion of potential subjects should be addressed.

*Participant Payment or Costs:*

Indicate whether the subjects will be offered an incentive to participate in the study and if so, in what for (e.g., cash, meals, taxi fare, etc.) and in what amount.

*Subject Confidentiality:*

Indicate the extent to which confidentiality of records identifying subjects will be maintained. Be specific—how will confidentiality be protected and where will the records be maintained? Who will have access to the records?

*Potential Risks to Subjects:*

Specify any risks (physical, social, psychological, emotional, legal); indicate precautions instituted to minimize risks; and describe procedures to be followed in the event of problems. Specify the results of pilot work or the work of others with similar procedures.

*Risk/Benefit Ratio:*

Specify or estimate the level of risk in relation to anticipated benefits.

Student Signature

Date

\_\_\_\_\_

\_\_\_\_\_

Field Instructor or Agency Representative

Date

\_\_\_\_\_

\_\_\_\_\_

Department IRB Chair

Date

\_\_\_\_\_

\_\_\_\_\_

IRB Member and/or 590 Instructor

Date

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