



SCHOOL OF SOCIAL WORK

SWK 595: RESEARCH LITERATURE AND TECHNIQUES

Spring 2016

Thursdays 6:00 – 9:00 pm - CHEC

INSTRUCTOR: Marcella Smith, PhD., MSW
OFFICE: 323C
OFFICE HOURS: Tuesdays 9:15 am-12:00 pm
Thursdays 9:15 am – 12:00pm & 2:15 pm- 3:45 pm
OFFICE PHONE: (903)468 8727
E-MAIL: marcella.smith@tamuc.edu

This course integrates research design, instrument selection and development and techniques of data collection and analysis for application in a field setting. Students will develop a research proposal applicable to a social work or field agency setting. 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:

C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)

C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (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:

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (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 proposal based on a practicum assignment is required. Prerequisite: Completion of SWK 590. The student is expected to select a social work assignment from the field practicum and conduct an assessment of the client system, develop a plan of intervention, program evaluation, or needs assessment and to propose a research plan in accordance with appropriate values, knowledge, and skills, and evaluate the effectiveness of the intervention.

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.

Students will demonstrate the values and skills needed for autonomous practice.

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.

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 develop an independent research proposal
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
6. Student will integrate the experience of the social work curriculum into the completion of this project.

RELATIONSHIP TO OTHER COURSES: This class builds upon the content gained in SWK 590. This prerequisite should provide the student with an approved research topic from which to develop a research proposal.

REQUIRED TEXTS & PROGRAMS:

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

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

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

IBM SPSS Grad Pack 21.0 Premium - 12-Month License

OVERVIEW OF ASSIGNMENTS:

COMPREHENSIVE EXAM (100) - 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.

QUIZZES (3 @ 20)

There will be 3 scheduled Unit Quizzes; each quiz will be worth 20 points. All Quiz format may include multiple choice, short answer and essay questions. No make-up quizzes will be given.

PRESENTATION (40)

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.

AGENCY-BASED RESEARCH PROPOSAL (100 Points):

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.
1. 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. All assignments must be turned in on hard copy or to the correct drop box as indicated in the class schedule.** 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. Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the 6th 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
2. Students must include at least 15-20 references from current (Less than 10 years old) professional literature. Twelve of the reference must be journal articles. Additional references from government databases may be used to supplement the minimum requirements. 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.

GRADING: The grade for this course will be determined by:

Research Proposal - 100 points
Comprehensive final exam -100 points
3 quizzes (20 points each) – 60 points
Research Presentation - 40 points

90-100% of total points – A 270-300 =A
80 – 89% - B 240-269 =B
70 – 79% - C 210-239 =C
Less than 70% - Not passing < 210-Don’t go here

DESCRIPTIVE OUTLINE

I. **Literature Review:**

- 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. 20 current (within past 5-10 years) references
- G. See Rubric; Appendix A

II. **Methods:**

- 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:

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 OUTLINE OF 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 describe the purpose, method and two to three of the anticipated outcomes, and implications.

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 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) **Research Design** you need to justify the research design you propose, 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).*
- (2) **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.*

(3) **Data Collection Procedure** this section provides information about what will be done and how, where the study will take place, if 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/Data Analysis Plan

In 2-3 paragraphs, DESCRIBE how you will analyze your data, beginning with the demographics of your sample. Use descriptive statistics as appropriate AND if you would conduct inferential statistics (t-tests, correlations, etc), use CORRECT presentation of your statistical findings (use published articles for guidance).

Discussion

DISCUSS your findings in terms of what you hope to find, what you think your research might indicate. Discuss the LIMITATIONS OF YOUR STUDY (what you would have done differently or the weaknesses of your study, ie., too small of a sample, etc.)

Implications for Practice

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

Conclusion

1 paragraph. What did you learn from this experience? In what ways did you better understand “research” as a result of this project?

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 informed consent form, IRB protocol application, 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. An electronic copy must be on file at the department by the final due date. 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 through eCollege. Please submit electronic copy to both Janis Cirkles (Janis.Cirkles@tamuc.edu) and Instructor (Marcella.Smith@tamuc.edu) as an email attachment by the final due date.
5. Papers not turned in by the deadline will not be read. 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.**

CLASS SCHEDULE:

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.

Week	Date	Reading(s)	Assignment/Activities	Link to Comp.	SLO
1	1/21/16		Review Syllabus Discuss proposals and revisions for lit review IRB documents Develop Problem Statement & Purpose of Study	2.14, 2.15	1
2	1/28/16	Krysik Chapter 7	Review Research Design Discuss & Develop draft Research Design	2.13; 2.16	1-4
3	2/4/16	Krysik Chapter 8	Review Sampling Discuss & Develop draft Sampling Plan Begin drafting IRB protocol Draft Problem Statement & Purpose of Study Due by 11:59pm on 2/7/16	2.16	1-4
4	2/11/16	Krysik Chapter 9	Review Measurement Select/Develop Instrument/Measurement Quiz # 1	2.12; 2.16	1, 2 & 4

5	2/18/16	KrysiK Chapter 10	Data Collection Draft Research Design Due by 11:59 pm on 2/21/16	2.16	1, 2 & 4
6	2/25/16		Complete revisions on literature review Quiz # 2	2.12, 2.13	1-4
7	3/3/16	KrysiK Chapter 11	Descriptive Statistics Draft Sampling Plan Due by 11:59pm on 3/6/16	2.16	1, 2 & 4
8	3/10/16	KrysiK Chapter 11	Descriptive Statistics Cont.	2.16	1, 2 & 4
9	3/17/16	SPRING BREAK	NONE		
10	3/24/16	KrysiK Chapter 12	Bivariate Statistics Draft Instrument & IRB Protocol Due by 11:59 pm on 3/13/16	2.16	1, 2 & 4
11	3/31/16	KrysiK Chapter 12	Statistical Inference Quiz # 3	2.12, 2.13	1, 2 & 4
12	4/7/16		SPSS-Data Analysis Draft Data Collection Due by 11:59 pm on 4/10/16	2.13, 2.16	1-2 & 4
13	4/14/16		SPSS- Data Analysis Draft Data Analysis Due by 11:59 pm on 4/17/16	2.13, 2.16	1, 2 & 4
14	4/21/16		Finalize paper and presentation	2.13	1-6
15	4/28/16		PRESENTATIONS & FINAL RESEARCH	2.12; 2.13; 2.14; 2.16	1-6

			PROPOSALS DUE by 11:59pm on 5/1/16		
16	5/5/16		PRESENTATIONS & FINAL EXAM	2.12; 2.13; 2.14	1-6

* This course is designed to build upon the literature review submitted by student in SWK 590 and develop a research proposal.

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: Due as assigned

All assignments are due on the due date stated in the Course Schedule. Late assignments will automatically have 15 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).

Final and approved sections due dates are noted on the course schedule. Final and approved means that all corrections and required editing must have been made and approved by the required date. If you have not received an email stating that the section(s) have been approved by the date on the schedule, the section will be considered late.

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo).
<http://www.tamuc.edu/myleo.aspx>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the "My Courses" tab, and then select the "Browser Test" link under Support Services.

Pearson Learning Studio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

Learner Support

Go to the following link [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/)- created to serve you by attempting to provide as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>


Go to the following link [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)- focused on providing academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses

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).

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

APPENDIX A

Internal Review (IRB) SAMPLE —Description of Proposed Research

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 student 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.

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(EPAS) Practice Behavior Rubric

Assignment (s): Quizzes, Exams					
<u>COMPETENCY 2.1.2</u>					
APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE					
PRACTICE BEHAVIOR (S)					
2.1	Is knowledgeable about the value base of the profession	2.3	Recognizes and manages professional values to guide practice (e.g. on multicultural diverse rights)	2.5	Is able to apply strategies of ethical reasoning to arrive at principled decisions
F		D		C	
1		2		3	
B		A			
4		5			
Did not meet expectations		Met minimal Expectations		Met All Expectations	
Exceed Expectations		Achieved Excellence			

Assignment (s): Research Proposal, Presentation

COMPETENCY 2.1.3

APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS

PRACTICE BEHAVIOR (S)

3.3	Is skilled in using critical thinking augmented by creativity and curiosity	3.4	Has good assessment skills	3.5	Has good problem solving skills	3.6	Has good data gathering skills	3.7	Analyzes complex material well	3.8	Is skilled at appraising and integrating multiple sources of knowledge and practice wisdom
F		D		C		B		A			
1		2		3		4		5			
Did not meet expectations		Met minimal Expectations		Met All Expectations		Exceed Expectations		Achieved Excellence			

Assignment (s): Research Proposal, Presentation, Quizzes, Exams

COMPETENCY AGP 2.1.6

CONTRIBUTE TO EVIDENCED-BASED BEST PRACTICE APPROACHES TO ASSESS
AND IMPROVE EFFECTIVENESS

PRACTICE BEHAVIOR (S)

AGP6.1 Uses research and evaluation to assess intervention, efficacy, and effectiveness

F	D	C	B	A
1	2	3	4	5
Did not meet expectations	Met minimal Expectations	Met All Expectations	Exceed Expectations	Achieved Excellence