



School of Social Work

SWK 595: RESEARCH LITERATURE AND TECHNIQUES

Spring 2020

Jan 30th – May 8th 2020

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Office Location Henderson 311

Office Hours Monday 10 – 2/ Thursday 10 – 2 by appointment at MPLX

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Overview of Course

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.

COURSE OBJECTIVE(S):

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, considering 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 consider 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 considering cultural difference among clients and colleagues.

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.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.
2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.
3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and
create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and
Communicate judgments and reasoning through decision-
making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual
engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address
discrimination, reduce disparities, and promote social and
economic justice

**Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to
assess and improve effectiveness**

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape
changing contexts

**Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations
that involve:**

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11 Becomes increasingly proactive in recommending constructive
change in organizations and communities

Competency AGP 2.1.12 Demonstrates innovative problem-solving in social and organizational systems

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that comprise competency at the Advanced Generalist Practice (AGP) level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one or more competencies. Content and assessment in this course reflect the bolded competencies and the following practice behaviors:

2.1.6.a Uses research and evaluation to assess intervention, efficacy, and effectiveness

2.1.6.b Develops and shares data to enhance best practices and professional knowledge

2.1.6.c Uses evidence-based research findings to improve practice

Course Structure

Texts and Associated Materials

Required Texts:

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

Additional Readings Suggested:

TBD

Overview of Course Assignments

*This course is designed to provide students with instruction for practical use of statistical analysis in daily social work practice. Building upon the concepts learned in SWK 590, students will expand their knowledge to analyzing data for purposes of evaluating programs and practice for effectiveness. Through weekly in class assignments and weekly homework assignments, students will learn how to compute descriptive statistics and basic inferential statistics (t-test, paired samples t-test, ANOVA and Chi-Square) using Excel. **Students will need a laptop with an updated Excel program for this class.***

No Late Assignments will be accepted. All assignments will be uploaded into D2L, unless specific instructions provided indicate differently. Do NOT email assignments to my email address. I only accept assignments uploaded into the correct folder in D2L – As the instructor, I am not responsible for retrieving any assignments sent via email.

Weekly Statistical Assignments (225 pts = 25% of grade)

Students will complete weekly statistical assignments (in class or as homework) designed to teach and reinforce basic statistical concepts related to both descriptive and inferential statistical analysis.

Mid-Term Exam (75 pts) problem based – students will complete a statistical analysis (waived if students are collecting and analyzing data for project)

Final Exam (100 pts) problem based – students will complete a statistical analysis (waived if students are collecting and analyzing data for project) and write an executive report proposing or defending an existing program. Details will be provided.

Mid-Term and final Exam = 50% of grade

Final Research Proposal Manuscript (100 pts = 25% of grade) students will analyze data collected from their research project proposals developed in SWK 590 adding their results, findings and discussion to the proposal, creating a final manuscript.

Grading Scale

90-100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

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) 886-5929 or (903) 886-5150
Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Students Responsibilities

Class Attendance and Participation Policy

- Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness
- Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.
- 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 one-half absence and two (2) times being late to class or two (2) early departures culminating into one 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:

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

TECHNOLOGY REQUIREMENTS

LMS (Learning Management System)

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>



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Summer I
January 30th – May 8th 2020

SWK 595 Fall Schedule

| (Week) Date | Topic | Reading Assignments | Activity |
|---|--|--|----------|
| 1 (02/04) | Introduction; Review Course Syllabus and Concepts from Fall 2016 | | |
| | Statistics or Sadistic? It is up to you | Handouts provided – introduction to Statistics | |
| <p>With successful completion of Week 1 students will be able to:</p> <ul style="list-style-type: none"> • Explain what statistics are all about • Describe why social work students should take statistics • Understand how to succeed in this course • Identify and describe variables at the different levels of measurement | | | |
| | Introduction and Overview of Excel | Handouts provided | |
| <ul style="list-style-type: none"> • Explain the difference between formulas and functions in excel • Create and use a formula • Describe the important Excel functions • Understand how to select and use a function • Compute and Describe Sample Data | | | |
| 2 (02/11) | Measure of Central Tendency and Computing and Understanding | Handouts provided | |

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| | Averages; Percentages and Proportions | | |
| <p>With successful completion of Week 2, students will be able to:</p> <ul style="list-style-type: none"> • Explain measure of central tendency • Compute the mean for a set of scores using the AVERAGE function • Compute the mode for a set of scores using the MODE function • Compute the median for a set of scores using the MEDIAN Function • Use the Analysis ToolPak to compute descriptive statistics • Select the appropriate measure of central tendency to describe variables | | | |
| | Understanding Variability | Handouts provided | |
| <ul style="list-style-type: none"> • Describe why variability is valuable as a descriptive tool • Demonstrate how to compute the range, standard deviation, and variance • Explain how the standard deviation and variance are alike, and how they are different • Use the Analysis ToolPak to compute the range standard deviation, and variance | | | |
| 3 (02/18) | Charts in Excel | Handouts provided | |
| <p>With successful completion of Week 3, students will be able to:</p> <ul style="list-style-type: none"> • Understand why a picture is worth a thousand words • Create a histogram and polygon • Use the Analysis ToolPak to create a histogram • Use the SKEW and KURT functions • Use Excel to create charts • Use Excel to modify charts • Explain different types of charts and their uses • Describe pivot tables and how to use them | | | |

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| 4 (02/25) | Correlation Coefficient | Handouts provided | |
| <ul style="list-style-type: none"> • Explain what correlations are and how they work | | | |

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| <ul style="list-style-type: none"> • Compute a simple correlation coefficient • Use the CORREL function to compute a correlation • Use the Correlation tool in the Analysis ToolPak to compute a correlation and a correlation matrix • Interpret the value of the correlation coefficient • Describe what other types of correlations exist and when to use them | | | |
| 5 (03/03) | To be completed in Class | | Mid-Term Exam |
| <div> <div>March 9th – 13th</div> <div>   </div> <div>SPRING BREAK</div> </div> | | | |
| 7 (03/17) | Concept of Significance | Handouts provided | |
| <p>With successful completing of Week 7, Students will be able to:</p> <ul style="list-style-type: none"> • Explain the concept of significance and why it is important • Describe the importance of and difference between Type I and Type II errors • Discuss how inferential statistics work • Demonstrate how to select the appropriate statistical test for a specified purpose | | | |
| 8 (03/24) | Hypothesis Testing: T-Test | Handouts provided | |
| <p>With successful completion of Week 9, Students will be able to:</p> <ul style="list-style-type: none"> • Identify when the t test for independent means is appropriate to use • Demonstrate how to compute the observed t value • Demonstrate how to use the TTEST function in excel • Demonstrate how to use the t – Test Analysis ToolPak tool for computing the t value • Interpret the t value and understanding what it means | | | |
| 9 (03/31) | Hypothesis Testing: ANOVA | Handouts provided | |

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| <p>With successful completion of Week 10, Students will be able to:</p> <ul style="list-style-type: none"> • Discuss what analysis of variance is and when it is appropriate to use • Demonstrate how to compute and interpret the F statistic • Demonstrate use of FTEST and FDIST functions • Describe how to use the ANOVA: Single Factor Toolpack tool for computing the F value | | | |
| 10 (04/07) | Hypothesis Testing: Chi-Square | Handouts provided | |
| <p>With successful completion of Week 11, Students will be able to:</p> <ul style="list-style-type: none"> • Discuss what Chi-Square Test of Independence is and when it is appropriate to use • Demonstrate how to compute and interpret the Chi-Square Statistic using Excel | | | |
| 11(04/15) | In-Class Work on Final Projects | | |
| 12 (04/22) | Review of Concepts/Projects | | |
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| 13 (04/28) | Final Project Due | Submitted Online no Later than 11:59 p.m. on 04/28 | |
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| 14 (05/05) | Final Exam Due | Submitted Online no later than 11:59 p.m. on 05/05 | |
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