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SWK 350: Research Methods

COURSE SYLLABUS: Spring 2021

INSTRUCTOR INFORMATION

Instructor: Gracie Brownell, PhD., LMSW

Office Location: Henderson Rm 323B

Office Hours: 8:30-9:30am, 2:15-3:15pm (by appointment)

Office Phone: 903-468-8170

Office Fax:

University Email Address: gracie.brownell@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: Instructor will respond to email queries within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Marlow, C.R. (2011). *Research methods for generalist social work* (5th ed.). Belmont, CA: Brooks/Cole.

Software Required

Optional Texts and/or Materials

Course Description

This course develops students' knowledge and skills in the use of research appropriate for the evaluation of practice with all levels of client systems. Students are also taught to critically evaluate the appropriateness of designs used in published research.

Prerequisites: Math 1314 or 1324, 175 or 179; 6 s.h. US Science; SWK 322, 328, 329 and 370. Concurrent enrollment in SWK 325, 331, and 348 is required. This course is restricted to social work majors

RELATIONSHIP TO OTHER COURSES:

Students will build upon their knowledge from HBSE SWK 275 & 322. Students will also use knowledge from SWK 325, 328, 329 and 331 to understand how research relates to practice with individuals, families, groups, organizations and communities.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

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). *Students achieve programmatic goals listed above through demonstration of the following **bolded competencies** for Advanced Generalist Practice (AGP).*

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Student Learning Outcomes (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 for more competencies. Content and Assessment in this course reflect the following practice behaviors:

2.1.6.1 Is skilled at using practice experience to inform scientific inquiry

2.1.6.2 Uses research evidence to inform practice

2.1.10[d].1 Critically analyze, monitor and evaluate interventions

COURSE REQUIREMENTS

Minimal Technical Skills Needed

As an online student your experience will differ from the traditional "face to face classroom" students' experience. To ensure that you are fully prepared for your online courses, please review the following list of expectations and requirements.

Students in a hybrid and/or on-line program should have the following knowledge, skills and/or abilities:

- Be familiar with D2L
- Use an internet browser
- Download, save, and open files
- Find, copy, move, rename, and delete files
- Use copy, cut, and paste functions
- Send and receive e-mail messages with attachments
- Use a word processing program
- Use presentation software
- Run and switch between multiple programs

- Download and install software plug-ins (note: this means that you will need to have administrative rights to the computer you are using or be able to contact someone who can install these for you).

Instructional Methods

Material for this course will be presented using multiple teaching approaches: lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Student Responsibilities or Tips for Success in the Course

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- Identify alternative computer and internet access in case my primary computer crashes or my internet service is unavailable;
- recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course;
- Understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to:

- getting “kicked off” of the system during tests or quizzes;
- having trouble submitting assignments; and dealing with a traumatic personal event.

As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will:

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and
- access my course several times during the week to keep up with assignments and announcements

GRADING

Quizzes	100 points (20% of grade)
Comprehensive Final	100 points (20% of grade)
Literature Review	100 points (20% of grade)
Research Project	100 points (20% of grade)

Total Possible 400 points

Engagement points: 100 points

The final grade is calculated by:

Graded Assignments Percentage + Engagement Percentage/2

Student A – earns 95% of possible points across the assignments

Student A – engaged in 75% of engagement activities provided throughout the course

Student A final grade: $95\% + 75\% / 2 = 85\%$ (B) for the course.

Final Grade will be calculated on the following Scale:

A= 90 - 100% of the total points

B= 80 - 89%

C= 70 - 79%

D= 60 - 69%

F= 50 – 59%

Assessments

SWK 350 Assignments

POLICY ON DUE DATES:

No Late work will be accepted. If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due. You will also need to bring a hard copy to class with you the next time you are in class. If assignments are to be submitted online, you will need to submit these within the designated timeframe.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations. IF exams are offered online, you will need to take those within the designated timeframe

1. **Quizzes (20 points each):** We will have 6 quizzes throughout the semester, consisting of 10 - 20 short answer, multiple choice, and true/false questions. Students' quiz grades will be based on the best five grades (for a total of 100 points).

2. Comprehensive Final (100 points): A comprehensive final exam will be given which includes information for the quizzes and other information discussed throughout the course. The final exam questions will consist of multiple choice and true/false questions. Additional short answer questions may be included Literature Review (100 points): This paper will provide an opportunity for each student to demonstrate an understanding of writing a Literature Review related to one of these search approaches: Practice Evaluation (Single System Design), Program Evaluation, or Needs Assessment. Specific guidelines and the outline will be provided.

3. Research Proposal/Projects (100 points): Students will work in teams to complete an actual research project. Each student will be responsible for submitted a journal/log of their time and activities. Half of the project grade will be based on effort/participation and the other 50% will be on the completed project and resulting paper (one per project).

STUDENTS WILL BE EXPECTED TO LOG ON to D2L for specific weekly activities, discussions, and exercises. THE INSTRUCTOR WILL COMMUNICATE IN CLASS OR THROUGH MyLeo email accounts when activities or assignments are posted. These will be included in the points assigned for Learning Activities. Late postings or failure to correctly follow eCollege directions will result in no points for the assigned week/activity.

TECHNOLOGY REQUIREMENTS

LMS

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>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

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

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Engagement Policy

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you **MUST** reach out to your instructor and let him or her know.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

COURSE OUTLINE / CALENDAR

Week	Topic	Week	Completed Out-of-Class	In-Class Activities
1	Introduction & Overview What is Science?	1/11-17	Text, Ch. 1	
2	Research and Generalist Social Work Practice	1/18-24	Text, Ch. 2	<p>Quiz 1 (Ch. 1) Quizzes and papers are by Sunday of that week unless stated otherwise.</p> <p>Work Sheets 1 and 2 due) Each week, chapter Worksheets are due at the beginning of class. (<u>Tuesdays</u>). While you will not receive points for submitting these sections, there will be 10 points deducted from your final exam grade for not submitting all chapters worksheet.</p>
3	Deciding the Question Research Strategies	1/25-31	Text, Ch. 3	Quiz 2 (Ch. 2-3)
4	Literature Review and Identifying Variables	2/1-7	Text, Ch. 4	<p>Analysis of research Article Due (Not graded but 10pts will be points deducted from your literature review paper if not submitted.</p>

				Papers are due by Sundays unless stated otherwise
5	Research Writing	2/8-14	Ch. 13	Quiz 3 (Ch. 4, 13)
6	Designing Needs Assessments	2/15-21	Text, Ch. 5	
7	Designing Program Evaluations	3/22-28	Text, Ch. 6	Engagement Activity (Peer review introduction of lit review)
8	Evaluation of Practice (SSD)	3/1-7	Text, Ch. 7	Quiz 4 (Ch.5, 6, 7)
9	Selection of Participants	3/8-14	Text, Ch. 8	Literature Review Due
10	Collecting the Data	3/15-21	Text, Ch. 9	
11	Collecting the Data	3/22-28	Ch. 9 continued	Quiz 5 (Ch. 8-9)
12	Organizing the Data	3/29-4/4	Text, Ch. 10	
13	Analysis of Quantitative Data	4/5-11	Text, Ch. 12	Quiz 6 (Ch. 10, 12)
14	Analysis of Quantitative Data	4/12-18		Research Proposal Presentation
15	Analysis of Qualitative Data	4/19-25		Research Proposal Presentation Wrap Up
16		4/26-5/1		COMPREHENSIVE FINAL