



## **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

## **SWK 531: Research for Practice**

COURSE SYLLABUS: Fall 2021

### **INSTRUCTOR INFORMATION**

Instructor: Rebecca G. Judd, Ph.D., LMSW-IPR

Office Location: Henderson 307

Office Hours: Online Live every Tuesday Morning from 7:00 – 9:00 a.m. other times can be scheduled as needed for individual students.

Office Phone: NONE

Office Fax:

University Email Address: [Rebecca.judd@tamuc.edu](mailto:Rebecca.judd@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

Grinnell, R.M. (2021) Foundations of Research Methods for Social Workers: A Critical Thinking Approach.

Social Work Research Proposals: A Workbook (2nd ed.) (2021).

*Publication manual of the American Psychological Association* (2019) 7<sup>th</sup> ed.  
Washington, DC: American Psychological Association

*You will be expected to start to develop your own resource list in your research area. You should also include articles and resources that include ethical issues concerning research with your population/question under study. The reference list*

Software Required: Micro-soft Word

Optional Texts and/or Materials

### Course Description

The scientific method in social work practice is presented. The methods of empirical research for knowledge building, the role of research in theory construction, research designs and data analysis, and methods of practice and program evaluation are introduced. Students learn to apply qualitative and quantitative research methods to the problems of social work practice. Prerequisites students must have been admitted to the MSW Program and be in good standing.

#### RELATIONSHIP TO OTHER COURSES:

This course stresses the importance of evidence-based theory and practice methods. Consequently, it supports the practice courses that emphasize the importance of demonstrating effectiveness in professional interventions. This course draws on materials from practice and HBSE to illustrate social work research principles, and it develops a professional model that utilizes practice evaluation to formulate a continuous improvement cycle in professional practice.

#### 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 to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice. *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 the competency at the generalist level of practice. While content and activities of each course in the MSW curriculum

covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one or more competencies. Content and assessment in this course reflect the bolded competencies and the following practicing behaviors:

2.1.2.4 Is able to apply strategies of ethical reasoning to arrive at principled decisions

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**

Students need technical and academic skills to operate the computer and internet functions necessary to complete an online class; which includes the LMS – D2L; Microsoft Word. Learners need to have basic computer skills, such as sending and receiving emails, uploading and downloading files, navigating the Web, source and evaluate digital content. Proficiency in Word and Power Point software is also strongly recommended.

### **Instructional Methods**

Content will be provided through pre-recorded lectures, feedback on individual assignments and group interactions throughout the semester. Live synchronous sessions are options, as well as one on one virtual meetings at mid-term for all students.

### **Student Responsibilities or Tips for Success in the Course**

#### **Students' responsibilities for online learning:**

- Locate and use academic support resources such as tutoring, writing consultation and library services
- Demonstrate commitment to academic honesty by completing assignments and other coursework with integrity.
- Monitor and ask questions about his/her course grade.
- Save back up copies of assignments and class emails.
- Know and comply with due date and deadline requirements of the course
- Communicate with the instructor and fellow students in a professional, polite manner, using appropriate tone, language, grammar and spelling.

#### **Tips for Success in the Course:**

- Have ready access to a computer and the internet and a backup plan if hardware or internet access fails.
- Have the self-discipline and time management (attention management) skills to work independently and be able to complete assignments within due dates, manage course materials and content effectively.
- Ask questions and seek instructor support as needed.

## GRADING

Weekly Worksheets (15% of grade)	Core Assignments (50% of grade)	Course Exams (35% of grade)
10 @ 15 pts each	Ethics Reaction Paper	Exam #1
	Quantitative Article Analysis	Exam #2
	Qualitative Article Analysis	Exam #3
	Single System Design Article Analysis	
	Review of Literature	

### Grading Scale

90 – 100% of weighted points = A

80 – 89% of weighted points = B

70 - 79% of weighted points = C

60 – 69% of weighted points = D and must repeat the course

Below 60% is F

### Policy on Due Date

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

**Technology problems is NOT a reason for turning in a late assignment**

Social work is profession with heavy documentation requirements. Timely, accurate and professional documentation is required to support and provide services for vulnerable clients we work with daily. The classroom and educational environment are the appropriate place to develop organizational and

attention management skills and demonstrate initiative and motivation, thus I am a stickler on not accepting late assignments.

**(2) NO Exam can be made up.** Exams will be scheduled over a 48-hour time period and students will be expected to log on during that time and complete the exam. If the student does not complete the exam, there will NOT be an opportunity to take it at a future date.

**(3).** ALL written assignments will be submitted in the correct assignment folder, online in Bright Space D2L by the due date and time. **DO NOT email an assignment to me.** In the hordes of email I receive daily, many get lost. It is your responsibility to know how and if your computer software is compatible with Bright Space D2L for uploading assignments.

### Assessments

#### SWK 531 Assignments to Assess Knowledge and Skills

**Ethics Reaction Paper** (core assignment) *each student will watch the movie: The Pregnancy Project, which will be scheduled in class and write a reaction paper using an outline provided by the instructor (50 pts)*

**Weekly Unit Worksheets** *provided throughout the semester, students will complete worksheets that introduce them to research terms, concepts and the basics of descriptive and inferential statistics (10 worksheets @ 15 pts each = 150 pts)*

**Article Analysis** (core assignment) *each student will complete an analysis of a quantitative, qualitative and single-system design empirical study. Instructions and outline can be found on eCollege. (3 article analysis @ 25 pts each = 75 pts)*

**Review of Literature** (core assignment) *each student will complete a 5-page review of relevant literature and information on an assigned topic. The paper must include at least 20 creditable sources to support information in the paper and follow APA guidelines for formatting and referencing. (100 pts)*

**Exam #1** *will cover the concepts and information presented in weeks 1-5 (50 pts)*

**Exam #2** *will cover the concepts and information presented in weeks 6 -10 (50 pts)*

**Exam #3** *will cover the concepts and information presented in weeks 11–13 (50 pts)*

# 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](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](mailto: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](mailto: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.

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

### SWK 531 Research for Practice: Course Schedule Fall 2021

Week	Date	Topic	Assignments
<b>Unit I: The Context of Social Work Research (08/30 – 09/12)</b>			
Unit I 08/30 – 09/12 Weeks 1 and 2	Introduction, Overview of Syllabus and Course Expectations  <b>Topic:</b> The Context of Social Work Research  <b>Topic:</b> Research Ethics & Cultural Competency	<b>Read</b> Chapter 1, 5 and 6 in Text  <b>Worksheet #1</b> Due 09/05 not later than 11:59 p.m.  <b>Assignment: The Pregnancy Project: Ethical Review of the Movie due 09/12</b>	
<p><u>With successful completion of this Unit, Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• List and explain the 3 accountability questions for the social work profession (Assessment: Worksheet #1)</li> <li>• Apply ethical concepts to the process of designing a research study (Assessment: The Pregnancy Project)</li> <li>• Discuss the importance of ethics in social work and how ethical considerations affect social work research</li> <li>• Articulate necessary components of an informed consent (Assessment: Worksheet #1)</li> <li>• Identify and describe guidelines of culturally competent researchers (Assessment Worksheet #1)</li> </ul>			
<b>UNIT II: Approaches to Knowledge Development (09/13 – 10/03)</b>			

<p>Unit II</p> <p>09/13 – 10/03</p> <p>Weeks 3, 4 and 5</p>	<p><b>Topic:</b> Approaches to Knowledge Development</p> <ul style="list-style-type: none"> <li>• The Positivist Approach</li> <li>• The Interpretative Approach</li> <li>• Mixed-Methods Research</li> </ul>	<p><b>Review</b> Chapter 1</p> <p><b>Read</b> Chapter 3, Chapter 7, Chapter 8, Chapter 9 and Chapter 10</p> <p><b>Worksheet #2</b> Due 09/19 @ 11:59 p.m.</p>
	<p><b>Topic:</b> Formulating Research Questions</p>	<p><b>Read</b> Chapter 2</p> <p><b>Article Analysis:</b> Quantitative Study Due 09/26 @ 11:59 p.m.</p> <p><b>Worksheet #3</b> Due 09.26 @ 11:59 p.m</p>
	<p><b>Topic:</b> Writing Literature Reviews</p>	<p><b>Read</b> Chapter 4</p> <p><b>Article Analysis:</b> Qualitative Study Due 10/03 @ 11:59 p.m.</p> <p><b>Worksheet #4</b> Due 10/03 @ 11:59 p.m.</p>
<p><u>With successful completion of Unit II, Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Explain 3 Research Roles of Social Workers (Assessment; Worksheet #2)</li> <li>• Define Evidence Based Practice (Assessment: Worksheet #2)</li> <li>• Name and describe three approaches of the scientific method (Assessment worksheet #2; Article Analysis Quantitative; Article Analysis Qualitative)</li> <li>• Explain and give examples of research question at each level of the knowledge continuum (Assessment worksheet #3; Article Analysis Quantitative; Article Analysis Qualitative))</li> </ul>		

- List and explain the reasons for conducting a literature review (Assessment Worksheet #4)
- Describe and demonstrate ways of organizing and outlining a literature review (Worksheet #4; Article Analysis Quantitative; Article Analysis Qualitative; Assignment: Literature Review paper).

**Unit III: Component of The Research Process (10/04 – 10/17)**

Unit III 10/04 – 10/17  Weeks 6 and 7	<b>Topic:</b> Measuring Variables and Measurement Instruments	<b>Read</b> Chapter 11 and 12 in Text  <b>Exam #1 Instructions to be Provided</b>  <b>Worksheet #5 Due 10.10 @ 11:59 p.m.</b>
	<b>Topic:</b> Sampling & Research Designs	<b>Read</b> Chapters 13, 14 and 15 in Text  <b>Article Analysis: Single Subject Design Due 10/17 @ 11:59 p.m.</b>  <b>Worksheet #6 Due 10.17 @ 11:59 p.m.</b>

With successful completion of Unit III students will be able to:

- Name, define and give examples of levels of measurement (of variables)
- List and define the purpose of measuring a variable
- List and explain criteria for selecting and measuring instrument
- Define reliability and validity for measurements
- Differentiate between probability and non-probability sampling procedures (strengths and weaknesses of each one)

**Unit IV: Data Collection Methods (10/18 – 10/31)**

Unit IV 10/18 – 10/31 Weeks 8 and 9	<b>Topic: Selecting a Data Collection Method</b>	<b>Read</b> Chapters 16 - 17  <b>Worksheet #8</b> Due 10/31 @ 11:59 p.m.
<p>With successful completion of Unit IV, students will be able to:</p> <ul style="list-style-type: none"> <li>• Define and differentiate between a data collection method and a data source</li> <li>• Define and differentiate between firsthand data and secondhand data</li> <li>• Define and differentiate between original data and existing data</li> <li>• Distinguish types of data based on the research process (quantitative/qualitative)</li> <li>• List and explain the eight practical criteria for inform the final data collection method(s) for any given study</li> </ul>		
<b>Unit V: Analyzing Results (11/01 – 11/14)</b>		
Unit V 11/01 – 11/14 Weeks 10 and 11	<b>Topic:</b> Analyzing Quantitative Data  <b>Topic:</b> Analyzing Qualitative Data	<b>Read</b> Chapters 18 and 19  <b>Exam #2</b> Instructions will be provided  <b>Worksheet #9</b> Due 11.07 @ 11:59 p.m. Chapter 18  <b>Worksheet #10</b> Due 11.14 @ 11:59 p.m.
<p><u>With successful completion of this Unit, Students will be able to:</u></p> <ul style="list-style-type: none"> <li>• Explain the difference between descriptive statistics and inferential statistics</li> <li>• Compute basic descriptive statistics in Excel</li> </ul>		

<ul style="list-style-type: none"> <li>• Discuss the 3 major phases involved in a basic qualitative analysis</li> </ul>			
<b>Unit VI: Writing Proposals and Reports (11/15 – 11/28)</b>			
	Unit VI	<b>Topic:</b> Writing Proposals and Reports	<b>Read</b> Chapters 20 & 21
	11/15 – 11/28		
	Weeks 12 and 13		
<u>With successful completion of this Unit, Students will be able to:</u>			
<ul style="list-style-type: none"> <li>• Present the rationale for writing a research proposal</li> <li>• Identify all elements in organizing a research proposal</li> <li>• Differentiate between research proposals and reports</li> </ul>			
<b>Unit VII: Wrap – up and Review</b>			
14	Unit VII	Wrap – up and Review Question & Answers	<b>Exam #3</b> Instructions will be provided
	11/29 – 12/05		
	Week 14		
<b>Ending the Semester</b>			
15	12/05	<b>TBD</b>	<b>Review of Literature on Selected Topic Due 12/05 by 11:59 p.m.</b>
	Week 15		

\* Additional readings may be assigned at the discretion of the instructor