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

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

SWK 590: Research Methods in Advanced Social Work Practice
COURSE SYLLABUS: Spring 2022

INSTRUCTOR INFORMATION

Instructor: Marcella Smith, Ph.D., MSW
Office Location: Henderson 311 (Commerce)
Office Hours: Tuesdays & Thursdays 10am-2pm Commerce
               or by appointment
Office Phone: 903-468-8190
Office Fax:
University Email Address: marcella.smith@tamuc.edu
Preferred Form of Communication**: E-mail**
Communication Response Time: Within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

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

Publication manual of the American Psychological Association (2009). 6th ed. Washington, DC: American Psychological Association

Software Required

Optional Texts and/or Materials

Galvin, J.L. (2009). *Writing literature reviews: A guide for students of the social and behavioral sciences. 4th ed.* Pyrczak Publishing

Grinnell, R.M. Jr. & Unrau, Y.A. (n.d.). *Social Work: Research Proposals: A workbook.* Pairbond Publications.

RECOMMENDED!

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 at the end of this syllabus may also provide some resources for your study.

Course Description

This course provides students with information on advanced techniques of practice and program assessment. Both qualitative and quantitative research designs are taught. Evaluation research design, instrument selection and development and techniques of data analysis are addressed. Ethical and behavioral issues in evaluation research are presented. Prerequisite: SWK 531 or admission to the Advanced Standing Program.

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 builds on research knowledge and skills learned in prior research methods courses taken in a student's BSW coursework or in the Foundation sequence. 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. The course prepares students to develop an advance generalist model that is ultimately autonomous and self-correcting.

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). _Students achieve programmatic goals listed above through demonstration of the following **bolded 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: Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

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

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise 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:

AGP 1.6a Uses research and evaluation to assess intervention, efficacy and effectiveness

AGP 1.6b Develops and shares data to enhance best practices and professional knowledge

AGP1.6c Uses evidence-based research findings to improve practice

AGP 1.10j. Assesses, intervenes, and evaluates complex problems with all systems.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class students will utilize the learning management system (LMS) D2L for class engagement, accessing course resources and posting assignments, therefore students need to have basic understanding of the LMS tools. Additionally, students need basic

knowledge in using Microsoft Word for creating and formatting assignments. Excel spreadsheet and Power Point software for assignment completion.

Instructional Methods

Course instruction is provided through both synchronous and asynchronous methods, with students having the opportunity to engage in weekly interactive, live class sessions with the instructor and peers; request one to one instruction as appropriate, along with discussion activities. Students will have access to pre-recorded lectures and assignment instructions each week.

Student Responsibilities or Tips for Success in the Course

Students are responsible for engaging in active learning. This means to be successful, students should take advantage of the live engagement opportunities (which include bi-weekly live class interactions; seeking guidance from instructor during live office hours each seek; and accessing course content, watching pre-recorded lectures and reading assigned content. Additionally, students should be proactive in completing assignments so as not to fall behind. Best practice is to log into D2L to read course announcements and feedback a minimum of 2-3 times a week; check university email daily, and actively interact with peers and the instructor. Each student is responsible for seeking guidance from the instructor when needed and notifying the instructor when challenges arise, and additional assistance may be needed.
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GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

Assessments
SWK 590 Assignments

1. **Single System Design Project** – Students will identify a problem area, implement an intervention, collect data and write up analysis on a classmate. This will include a 2-

3 page review of relevant literature, written in APA format to support the chosen intervention. (100 pts)

  a. Students are paired up and given time to explore an area for the SSD – **2/21**
  b. Students must submit a statement of the problem, proposed intervention, chosen design and data collection method, and dates of implementation – **2/24**
  c. Students must collect data over a period of at least 4 weeks -
  d. Final report due on **5/1**

2. **Group Research Design**: Students will be placed into groups and given a topic. They will design an electronic survey using Google Survey and each student will send out to family and friends. Data will be reviewed at the next class. (this will be for points) (50 pts) **4/17**

3. **Formal Project Plan**: students will be given a topic and can choose to work in groups of no more than 3 or individually to develop a project plan that falls into the category of program/practice evaluation (group design – survey method) or community needs assessment and develop a formal plan to implement and carryout the investigation in a real-world setting. Students will implement and collect data that will be analyzed in SWK 595 and the final result will be a completed report suitable as an executive summary; report to stakeholders, and/or a research brief. (100 pts)

  a. Students must turn in a working outline for the literature review (supporting evidence and sources no later than: **4/3**
  b. Students must turn in a working draft of the proposed method no later than: **4/24**
  c. Students must turn in draft documents of informed consent and data collection tools no later than: **5/9**

4. **Worksheets**: Students will be given worksheets throughout the semester to be completed for points. The possible points and number of worksheets will be determined as the semester progresses.

 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.

(2). ALL written assignments will be submitted in the correct drop box, 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.

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	Date	Topic	Readings & Assignments
UNIT I: Research Concepts in Social Work Practice			
1	01/31/2022	**Introduction and Overview of Course** **The Research Process:** Tools to help practitioners Paradigms: Quantitative and Qualitative -Ethics	Chapter 1& 2 in text Overview of Concepts Discussion
2	02/07/2022	**The Research Process:** Tools to help practitioners -Research questions	Chapter 3 in text Students given topics to use to develop project plan Worksheet #1 Live Chat
3	02/14/2022	**The Research Process**: Tools to help practitioners	Chapter 13: Quick Guide 10 Checklist for

		Ethical Considerations **Avoiding Plagiarism (cheating)!!!**	Evaluating a Research Manuscript pp 424 – 435 Worksheet #2
**Unit II: Micro Practice and Evaluation**		
4	02/21/2022	**Single System Designs; Case management, Intake data** 1. What is the question or purpose 2. What is the supporting evidence? 3. Who or what is the sample? 4. How will you answer your question or address the purpose? What did you find out?	Chapter 4 in text pp 88 – 104 **Initiate SSD Assignment (1a)** Worksheet #3 Live Chat
5	02/28/2022	**Case Studies (Qualitative Approach)** 1. What is the question or purpose 2. What is the supporting evidence? 3. Who or what is the sample? 4. How will you answer your question or address the purpose? 5. What did you find out?	Chapter 6 in text pp 153-168 Worksheet #4
**UNIT III: Mezzo Practice and Evaluation**		
6	03/07/2022	**Group Designs** 1. What is the question or purpose 2. What is the supporting evidence? 3. Who or what is the sample? 4. How will you answer your question or address the purpose? 5. What did you find out?	Chapter 7 in text pp 194 – 205 Worksheet #5 Live Chat

7	03/14/2022	**SPRING BREAK**	
8	03/21/2022	**Program Evaluations** *Needs Assessment* *Consumer Satisfaction* *Process and Outcome Evaluations* *Cost-Effectiveness Evaluation* *Cost-Efficiency Evaluation*	Chapter 5 in text Worksheet #6
		**UNIT IV: Steps In The Methods (Quantitative Approach)**	
9	03/28/2022	**Sampling** 1. Who or what is the sample? 2. How will the sample be selected 3. The size of the sample 4. The techniques used in selecting the sample 5. The time lines when the sample was obtained and any unique features of the sample. 6. Strategy explicitly named and explained/justified 7. Inclusion or exclusion criteria	Chapter 8 in text **Students must submit a working outline of review of literature (3a)** Worksheet #7 Live Chat
10	04/04/2022	**Measurement** 1. What is the question or purpose 2. How will you answer your question or address the purpose? 3. Description of each measuring instrument that you will use for every variable contained in your research question (all variables conceptualized and operationalized)	Chapter 9 in text Worksheet #8
11	04/11/2022	**Data Collection & Data Entry** 1. What will be done and how? 2. Where the study will take place?	Chapter 10 in text Worksheet #9 **Survey Design for a one shot group**

		3. What sources of data will be used? 4. How will data be obtained? By Whom? When? Study procedure should be clear and complete	**descriptive study (2)** Live Chat
**UNIT V: Macro Practice**		
12	04/18/2022	**Community Needs Assessment** 1. What is the question or purpose 2. What is the supporting evidence? 3. Who or what is the sample? 4. How will you answer your question or address the purpose? 5. What did you find out?	Chapter 5 in text pp 118 – 121 Worksheet #10 **Students must submit a working draft of their proposed method of their project plan (3b)**
13	04/25/2022	**Grant Proposals** – emphasis on evaluation component 1. What is the question or purpose 2. What is the supporting evidence? 3. Who or what is the sample? 4. How will you answer your question or address the purpose? 5. What did you find out?	Chapter 13 in text Pp 413 – 419 **SSD Final Report Due 5/1 @ 11:59 pm** Live Chat
14	05/02/2022	**Independent Group Work Time** – if your group has not made substantial progress on completing your assigned research project, attendance will be mandatory.	
15	05/09/2022	**FINALS WEEK** **Final Project Plan Due: Must be submitted ONLINE**	**Final Project Plan due 05/09 @ 11:59pm**