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 595: Research Literature and Techniques

<mark>COURSE SYLLABUS:</mark> Spring 2022

INSTRUCTOR INFORMATION

Instructor: Rebecca Judd PhD, LCDC, LMSW-IPR
Office Location: Henderson 307 (Commerce)
Office Hours: Live Office hours Tuesday mornings from 7 – 9 a.m./other times by apt.
Office Phone:
Office Fax:
University Email Address: Rebecca.Judd@tamuc.edu
<mark>Preferred Form of Communication</mark>: **Email**
Communication Response Time: Within 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Kyrsik, J.L. & Finn, J. (2018). *Research for Effective Social Work Practice. 4th ed*. New York, NY: Routledge

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

Software Required: Excel

Optional Texts and/or Materials: TBD

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.

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). *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 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

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:

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 REQUIREMENTS

Minimal Technical Skills Needed
Basic knowledge of excel and being able to follow step-by-step instructions on how to run statistical analyses.

Instructional Methods
Instruction will be provided through pre-recorded instructional lectures and demonstrations, written materials, and video feedback. Synchronous sessions will be required during the semester, with days and times to be announced.

Student Responsibilities or Tips for Success in the Course

Students will be required to complete weekly statistics assignments. Keeping up with each week's statistics topic will be very helpful in completing these assignments as well as exams.

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 595 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****.*

Weekly Statistical Assignments (175 pts = 15% 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)* **(25%)**

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.* **(25%)**

Final Research Manuscript (100 pts = 35 % of grade) each student *(individual, not group) will analyze data collected from his/her research project proposal developed in SWK 590 adding their results, findings, and discussion to the proposal (corrected based on feedback from SWK 595), creating a final manuscript.*

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, a arrangement between the instructor and student will be made for submission of assignments.**

    (2) NO exams (mid-term or final) can be made up.

(3). ALL written assignments will be submitted in the correct 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.

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

School of Social Work
SWK 595: RESEARCH LITERATURE AND TECHNIQUES
Spring 2022

(Week) Date	Topic	Reading Assignments	ASSIGNMENT
Jan 31st – Feb 6th	Introduction; Review Course Syllabus and Concepts from Fall 2021		Students need to have revisions for proposal completed with revised proposal submitted by 06/13 to receive approval to begin data collection- if not already approved
	Statistics or Sadistic? It is up to you	Handouts provided	**Homework #1**

With successful engagement of week 1 content and completion of homework students will be able to:

- Explain what statistics is about
- Describe why social work students should take statistics
- Understand how to succeed in this course

- 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

Feb 7th – Feb 13th	Measure of Central Tendency and Computing and Understanding Averages; Percentages and Proportions		**ASSIGNMENT** **Homework #2**

With successful engagement with content and homework in Week 2, students will be able to:

- 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

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- 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			

Feb 14th – Feb 20th	Charts in Excel	Handouts provided	**ASSIGNMENT** **Homework #3**

With successful completion of Week 3, students will be able to:

- 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

	Correlation Coefficient	Handouts provided	

- Explain what correlations are and how they work
- 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

Feb 20th – Feb 27th	Concept of Significance	Handouts provided	**Assignment** **Homework #4**

With successful completing of Week , Students will be able to:

- 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

Feb 28th – March 6th	The concept of Significance	Handouts provided	**Mid-Term Exam** Will be completed within a specified time (a 24- hour) frame prior to _____will cover content week 1 - 4
March 7th – 13th	Hypothesis Testing: T-Test	Handouts provided	**Assignment** **Homework #5 Due**

With successful completion of Week , Students will be able to:

- 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

March 21st – March 27th	Hypothesis Testing: ANOVA	Handouts provided	**Assignment** **Homework #6 Due**

With successful completion of Week 7, Students will be able to:

- 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
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March 28th – April 3rd	Hypothesis Testing: Chi-Square	Handouts provided	**Assignment** **Homework #7 Due**
With successful completion of Week 8, Students will be able to: • 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			
	Hypothesis Testing: Chi-Square	Handouts provided	**Assignment** **Homework #7 Due**
			Final Exam Will be completed within a specified time (a 24- hour) frame prior _____will cover all content for course.
			Final Manuscript Due _____ @ 11:59 p.m.