SWK 350.01B: Social Work Research Methods

Spring 2024
Tuesdays, 1:00-2:15 PM
Henderson Bldg. Room 304
Commerce Campus

INSTRUCTOR INFORMATION

Instructor: **Marta A. Mercado-Sierra (*Dr. MAMS*)**

Office Location: **Henderson Bldg. 323E - Commerce Campus**

Office Hours: **Tuesdays, 10:00 AM - 12:00 PM**

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Preferred Form of Communication: **University Email**

Communication Response Time: The professor will respond to emails within two business days. Emails received on Fridays after 3:00 PM will be answered the following Monday.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Marlow, C.R. (2023). *Research methods for generalist social work* (6th ed.).
Waveland Press.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Software Required:

Microsoft Office 365
Instructions to access FREE

Optional Texts and/or Materials:

Social Work Databases

Mometrix eLibrary: **professional social work certification study guides** and over 1,800 standardized tests and certification exams

Additional required and supplementary instructional material is available in the course shell

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 taught to critically evaluate the appropriateness of designs used in published research.

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 SWK 370, HBSE SWK 2361 & SWK 322. Students will also use the knowledge acquired 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 students to the profession of social work.

Student Learning Outcomes

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. Listed below are the competencies and associated knowledge, skills, values, and cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 4: Engage in Research Informed Practice and Practice Informed Research		
Students will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	by participating and successfully completing the **Research Methods section of the Research Proposal** and **completion of Quiz 5: Chapters 11 & 12- Analysis of Qualitative & Quantitative Data**	knowledge, skills and cognitive affective
Students will use practice experience and theory to inform scientific inquiry and research	by participating and successfully completing the **Literature Review and Theoretical Framework sections of the Research Proposal**	knowledge and skills
Students will use and translate research evidence to inform and improve practice, policy, and service delivery	by participating and successfully completing the **Literature Review section of the Research Proposal**	knowledge, skills and values

Competency 7: Students will assess Individuals, Families, Groups, Organizations, and Communities.		
Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies	by participating and successfully completing the **Research Methods section of the Research Proposal and human subject training**	Knowledge, Skills and Values
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	by successfully completing **Quiz 4: Chapter 7: Designing the Evaluation of Practice and the Human Subject Training**	Knowledge, Values and Skills
Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	by successfully completing **Quiz 3: Chapter 5: Designing Needs Assessments and the Human Subject Training**	Knowledge, Skills and Cognitive Affective
Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	by participating and successfully completing the **Research Proposal**	Knowledge, Values and Skills
Competency 9: Students will Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.		
Students will select and use appropriate methods for evaluation of outcomes	by participating and successfully completing the **Research Proposal** and **Quiz 3: Chapter 6- Designing Program Evaluation**	Knowledge and Skills
Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	by participating and successfully completing the **Research Proposal**	Knowledge and Skills

Student will critically analyze, monitor, and evaluate intervention and program processes and outcomes	by participating and successfully completing the **Research Proposal** and **Quiz 3: Chapter 6-Designing Program Evaluation**	Knowledge, Skills and Cognitive Affective
Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	by participating and successfully completing the **Introduction and Literature Review sections of the Research Proposal**	Knowledge and Skills

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting your assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests—additionally, knowledge and skills in using Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the instructor of the problem.

Instructional Methods

This course will be delivered weekly in person session and online tasks via D2L. It will consist of face-to-face class sessions, pre-recorded lectures, team engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, short lectures, discussion activities, and workshops may be utilized to provide instruction in this course.

Teaching Philosophy

Much of what students learn in the classroom is through the level of effort contributed by the individual (engagement) and the learning community created through shared ownership and collective contributions. This means that we **come prepared** to join in the classroom learning experience by having our reading and other work completed. We also take responsibility for completing assignments in a competent and timely manner. However, much more than this, it also means that we each take **shared responsibility** for the growth and professional development of each of the individuals in our learning community.

Figure 1: Image of Teamwork with ten person shadows liked by their hands

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in an online environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings before engaging with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so that you can be a contributor as well as the receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in this course and the program.
6. Work ahead when possible, completing assignments before the due date so that you are prepared to submit them on the due date.
7. Sign in to the D2L course multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, and, ultimately, growth in knowledge, skills, abilities, and personal and professional attributes.

GRADING

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

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

Evaluation for course grade is according to the following formula:

Assignments	Value
Human Research Training Modules • Social & Behavioral Research-Basic/Refresher, CITI *(20 pts.)* • Responsible Conduct of Research: Social and Behavioral Responsible Conduct of Research, CITI *(30 pts.)*	50 pts.
Team Quizzes *(5*10 pts.)*	50 pts.
Team App. Activities (Participation) *(5*10 pts.)*	50 pts.
Research Proposal Project *(value per section)*	150 pts.
Team Peer Assessment *(5% of course grade)*	15 pts.
TOTAL POTENTIAL POINTS	**315 pts.**

Assessments

Due Date: See Course Calendar in D2L and at the end of this document.

All assignments are posted in D2L and are due by the date indicated in the course calendar. **Late work** will be scored with a **10% reduction for the first 24** hours it is late and **20%** for the next 24-hour period and subsequently until the last day of class. **MAKE-UP** examinations and application activities will not be offered. Note: the lowest grade between team quizzes and application activities will be dropped.

As social work students, you will have many deadlines in practice that you will be expected to meet. Many times, not meeting deadlines can result in an adverse effect on your clients' lives. It can also result in termination of employment. The School of Social Work understands it is for your benefit to help you get into the habit of meeting those expectations now vs. later. Our goal for each of you is to be successful in this course

and the practice setting. Note: In case of extenuating and unforeseen circumstances, students must contact the instructor. Thank you for understanding and your willingness to take the first step toward your success.

Human Subjects Training (1*20 pts. + 1*30 pts.= 50 pts.)
Students must take the Human Subject training specified throughout the semester. To register access to Protection of Human Subjects Training. After completing the training, you will receive a certificate. Upload the certificate in the corresponding assignment folder in D2L.

Team Quizzes (5 @10 pts.= 50 pts.)
Students will take **5 in-class team** quizzes throughout the semester. Each quiz will cover the assigned reading/chapters for the week in which the quiz is given. The quizzes contain 10 multiple-choice, true/false, matching, or short-answer questions. Since the quizzes will assess teams' preparedness for class discussion, key content will be identified in the corresponding weekly folder in D2L at least a week before the class gathering. See quiz chapters and due dates in Appendix B: Course Outline/Calendar.

Team Application Activities (5 @10 pts.= 50 pts.)
Students will complete **5 in-class application activities** over the semester. These activities will strengthen students' research knowledge and skills. These application activities also aim to craft the research proposal throughout the semester. Microsoft Office and other technology tools will be essential to complete the in-class activities. Instructions for each activity will be provided in class and available in the corresponding weekly folder in D2L. See activities and due dates in **Appendix B**: Course Outline/Calendar.

Research Proposal Project (150 pts.)
Students will work individually or in pairs on the **Research Proposal.** Students will select the research topic (social issue/problem) and their partner if working in pairs. The research proposal will be submitted in sections throughout the semester and graded separately. Besides the research proposal, a **Digital Research Poster** will be displayed in a forum at the end of the semester as part of the grade of this assignment. See instructions and rubric at the end of the syllabus: Appendix A: *Research Proposal Project Rubric.*

Peer Assessments (15 pts. (5% of the course grade)
Students will complete a Peer Assessment for each peer at the end of the semester. Students may receive up to 15 points based on the average evaluations received from team peers. These points will count as 5% of the course grade. If students do not submit the assessments to their peers, the said student will not receive their corresponding points, thus affecting their final course grade. The assessment link will be available in the Course shell. Students will also complete an assessment form to self-examine their performance in the class; however, this assessment will not be averaged to the peer assessment points received by peers.

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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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 coursework in a timely and satisfactory manner. Each student needs 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 residence, 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 have technical difficulty with Brightspace, please contact Brightspace Technical Support at 877.325.7778. Other support options can be found in the link below:
https://community.brightspace.com/support/s/contactsupport

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. Instructor will respond to email queries within two 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 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/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf

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

Use of Artificial Intelligence
Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

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 measures, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for 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
Student Disability Services Internal Resources

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom and 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 carrying a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and possess 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.

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

School of Social Work and Council on Social Work Education
Specific Policies

Course Engagement

Final Evaluation and Grade Depends on 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 the course material.
To earn a level of competency within a specific course, students must demonstrate 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 instructors, peers, and 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 of engagement activities as outlined by individual instructors. These activities may include but are not limited to participation in 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 of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

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._

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 the Department Head. More serious offenses 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 the NASW Code of Ethics, located on the NASW website: https://www.socialworkers.org.

University Code of Conduct

This Code is located in the *Student Guidebook* at Student Guidebook or on Campus Life & Student Success University website: Student Code of Conduct

To become aware of university policies related to student academic and behavioral expectations for students, refer to the *Student Guidebook*.

Appendix A
Grading Rubric
Research Proposal Project Rubric

I. Introduction (2 pages, **20 pts.**) **Heading**
    A. Background (history of problem) **Sub-heading**
    B. Brief statement of the problem **Sub-heading**
    C. Significance of the study **Sub-heading**
    D. Implications for social work practice and\or policy **Sub-heading**

II. Review of Literature **(**2 pages, **20 pts.) Heading**
    A. Brief review of current published works with a direct bearing on the problem **(Subheadings as needed)**
        - Review of any classic/original studies related to the problem
        - Establish if reviewed findings are consistent or disagree with each other and explain
    B. Summary (**Sub-heading**)

III. Theoretical or Conceptual Framework **(**1 page, **10 pts.) Heading**
    A. Identify and discuss theory or model **(Sub-heading: Name of Theory Ex. Family Systems)**
    B. Establish relationship to proposal topic (how these theories or models help explain the problem to be investigated? **(Subheading: Name of Theory and Topic   Ex. Family Systems Theory and Child Abuse)**
    C. Summarize section **(Sub-heading: Summary)**

IV. Questions and Hypothesis (1 page or less, **10 pts.**) **Heading**
    A. State three general research questions **(Sub-heading: Research Questions)**
    B. State the null and alternative hypotheses **(Sub-heading: Research Hypotheses)**
    C. State independent and dependent variables (**Sub-heading: Independent and Dependent Variables)**
        - Define variables and concepts **(For example: If depression is your dependent variable, how is it defined within your research)**

V. Research Method (1-2 pages **20 pts.**) **Heading**
    A. Identify and describe type of research design (**Sub-heading: Research Design)**
    B. Population sample (i.e. sample size, sampling techniques, procedures and forms (**Sub-heading: Population Sample)**
    C. Plan of Data collection (**Sub-heading: Data Collection)**
        - Describe how you are going to collect the data
            Develop Informed Consent (**Appendix B**)
        - Explain your instrument or any instruments adopted by other researchers, including items in the instrument
            Develop Questionnaire in Qualtrics (**Appendix A**)
    D. Plan of data analysis (**Sub-heading: Data Analysis)**

VI. Conclusion and Potential Limitations of Study (1 to 2 pages, **10 pts.**) **Heading**
    A. What are the ethical and behavioral considerations when working with this population (use the NASW Code of Ethics)? If there was an ethical dilemma involving this client or study population, how would you resolve it? (**Sub-heading: Ethical and Behavior Considerations**)
    B. How does diversity impact the client or study population? What do social workers need to know? (**Sub-heading: Diversity Impact**)
    C. What is the practice or policy implications that benefit this population? (**Sub-heading: Practice/Policy Implications**)
    D. Summary **(Subheading)**

VII. References (**10 pts.**) **(Heading)**

VIII. Appendices (**20 pts.**) **(Heading)**
    Appendix A: Informed Consent Form
    Appendix B: Questionnaire / Survey

DIGITAL POSTER (30 pts.)

Evaluation Criteria	Emerging (1-5)	Developing (6-10)	Good (11-15)	Excellent (1-20)
Included the title and Intro Content				
Described topics discussed in literature review and included sources of information (references)				
Explained the Conceptual/Theoretical Framework				
Presented the research questions and/or hypothesis				
Presented and described the research design, method and potential limitations				
Organization and clarity of the poster (use of space for laying out information (included title, authors, abstract,) & text was clear and error free (5 pts.)				
Confidence of presenters (all members of a team must present) (5 pts.)				
TOTAL (Max. 30 points)				

Appendix B

COURSE OUTLINE / CALENDAR

Weeks	Theme	Activities		Assignment Due Dates
		Prep Work	**In-class**	
Jan. 10-14	**NO CLASS (Classes start January 10th)**			
Jan. 15-21	**Course Overview**	• Review Material in Week 1 • Read Syllabus, including Rubric and Course Outline/Schedule • Complete Self-ID Form • Think about working the Research Proposal solo or in a pair	**January 16** • Overview of the Course • Discuss Research Proposal Project Rubric • Decide working solo or in pairs on Research Proposal • Organize teams	• Create a User ID and Password in CITI and work on the Human Subject Research Training • Decide on research problem to be studied
Jan. 22-28	**Social Work as a Science**	• Review Material in W. 2 • Read Chapter 1 • Ch. Worksheet (not grade)	**January 23** • **Short Lecture** • **Application Activity 1**	• Work on Human Subject Research Training • Work on Introduction Section
Jan. 29-Feb. 4	**Research and Generalist Social Work**	• Review Material in W. 3 • Read Chapter 2 • Ch. Worksheet (not grade) • Read Appendix C: NASW Code of Ethics Sec. 5.02: Evaluation & Research (Marlow, pp. 299-300)	**January 30** • **Quiz 1: Ch. 1** • **Short Lecture**	• Work on Human Subject Research Training • Work on Introduction Section **Feb. 4:** Submit Introduction

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Weeks	Theme	Activities		Assignment Due Dates
		Prep Work	**In-class**	
Feb. 5-11	**Literature Review & Identifying the Unit of Analisis & Variables**	• Review Material in W. 4 • Read Chapter 4 • Ch. Worksheet (not grade)	*February 6* • **Short Lecture** • **Application Activity 2**	• Work on Human Subject Research Training • Work on the Literature Review Section
Feb. 12-18	**Needs Assessments**	• Review Material in W. 5 • Read Chapter 5 • Ch. Worksheet (not grade)	*February 13* • **Quiz 2: Ch. 5** • **Short Lecture**	• Work on Human Subject Research Training • Work on the Literature Review Section **Feb. 18:** Submit Literature Review
Feb. 19-25	**Program Evaluation**	• Review Material in W. 6 • Read Chapter 6 • Ch. Worksheet (not grade)	*February 20* • **Quiz 3: Ch. 6** • **Short Lecture**	• Work on Human Subject Research Training • Work on the Theoretical or Conceptual Framework
Feb. 26-March 3	**Deciding on the Question**	• Review Material in W. 7 • Read Chapter 3 • Ch. Worksheet (not grade) • Read: Ethical Issues in Developing the Question (pp. 66-68)	*February 27* • **Short Lecture** • **Application Activity 3**	• Work on Human Subject Research Training • Work on the Theoretical or Conceptual Framework **March 3:** Submit Theoretical or Conceptual Framework
March 4-10	**Evaluation of Practice**	• Review Material in W. 8 • Read Chapter 7 • Ch. Worksheet (not grade)	*March 5* • **Quiz 4: Ch. 7** • **Short Lecture**	**March 10:** **Complete** Human Subject Research Training and **upload the certificate** in the assignment folder • Work on Questions and/or Hypothesis

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Weeks	Theme	Activities		Assignment Due Dates
		Prep Work	**In-class**	
March 11-17		**NO CLASS** **Spring Break** **Self-Care Week**		
March 18-24	**Selection of Participants**	• Review Material in W. 9 • Read Chapter 8 • Ch. Worksheet (not grade)	*March 19* • **Short Lecture** • **Application Activity 4**	**March 24:** Submit Research Questions & Hypothesis Section
March 25-31	**Collecting the Data**	• Review Material in W. 10 • Read Chapter 9 • Ch. Worksheet (not grade)	*March 26* • **Short Lecture** • **Application Activity 5**	**March 31:** Submit Research Method Section, Parts A & B
April 1-7	**Organizing Data**	• Review Material in W. 11 • Chapter 10 • Ch. Worksheet (not grade)	*April 2* • **Short Lecture** • **Application Activity 6**	• Work on Parts C & D
April 8-14	**Qualitative Data Analysis**	• Review Material in W.12 • Read Chapter 11 • Ch. Worksheet (not grade)	*April 9* • **Quiz 5: Ch. 11** • **Short Lecture**	• Work on Parts C & D
April 15-21	**Quantitative Data Analysis**	• Review Material in W. 13 • Read Chapter 12 • Ch. Worksheet (not grade)	*April 16* • **Quiz 6: Ch 12** • **Short Lecture**	**April 21:** Submit Research Method Section, Parts C & D (Including the Informed Consent as Appendix A and Data Collection Instrument as Appendix B)

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Weeks	Theme	Activities		Assignment Due Dates
		Prep Work	**In-class**	
April 22-28	**Work on Research Proposal & Poster**		*April 23* • Work on the Conclusion & Limitations section and Poster	• Work on the Conclusion & Limitations section • Work on the Research Poster
April 29-May 3	**Digital Research Poster Presentations**		*April 30* • **Poster Presentations in class**	April 30: Submit complete Research Proposal Paper & Digital Poster
May 4-10	**Final Exams Week**			May 10: Complete Peer Assessments