



TAMUC Logo

SWK 531.01W & .02W & .03W & .04W

Research Methods for Practice

COURSE SYLLABUS

Web-based

INSTRUCTOR INFORMATION

Instructor: **Rebecca Judd PhD, LMSW-IPR**
Office Location: **Henderson 307**
Virtual Office Hours:
Office Hours: **Monday 7:00 – 10:00 a.m.**
Wednesdays 7:00 – 9:00 a.m.
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Preferred Form of Communication: **email**
Communication Response Time: **Within 2 business days**

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

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

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

[Comprehensive Study Guide \(Masters, Clinical, Adv. Generalist\) Version 9.0.](#)
Social Work Examination Services.

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

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

STUDENT LEARNING OUTCOMES

The 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/or cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 4: Engage in Practice Informed Research and Research Informed Practice		
Use practical experience and theory to inform scientific inquiry and research	Literature Review Article Analysis: Quantitative Study Qualitative Study Single System Design	Knowledge, skills, cognitive affective processes
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	Ethical Reaction Paper	Values Cognitive Affective Processes
Use and translate research evidence to inform and improve practice, policy, and service delivery	Literature Review	Knowledge, skills and cognitive/affective processes
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Select and use appropriate methods for evaluation of outcomes	Knowledge Tests #1; #2 and #3	Knowledge, skills Individuals, Families Groups, Organizations and Communities
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	Ethics Reaction Paper Article Analysis: Quantitative Study Qualitative Study Single System Design	Knowledge, skills, values and cognitive affective processes Individuals, Families, Groups, Organizations and Communities

The syllabus/schedule is subject to change.

	Activity/Assessment	Dimension
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Article Analysis: Quantitative Study Qualitative Study Single System Design	Knowledge, skills and cognitive and affective processes Individual, Families, Groups, Organizations and Communities
Apply evaluation findings to improve practice effectiveness at the micro, mezzo and macro levels a	Article Analysis: Quantitative Qualitative Single System Design	Knowledge, skills and cognitive and effective processes Individual, Families, Groups, Organizations and Communities

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use 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 technical issue.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities and 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 a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.

The syllabus/schedule is subject to change.

2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a 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 both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with 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 the course grade is according to the following formula:

Assessments	Weights for Final Grade
Worksheets (10 pts. each)	15%
Core Assignments <ul style="list-style-type: none"> • Ethics Reaction Paper (50 pts.) • Article Analysis (3 @ 25 pts.) • Review of Literature (100 pts) 	50%
Exams (3 @ 50 pts.)	35 %
TOTAL	100%

The syllabus/schedule is subject to change.

Assessments

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 pts each)

Grading Rubric Appendix A

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)

Grading Rubric Appendix B

Article Analysis (core assignment)

Each student will complete an analysis of a quantitative, qualitative, and single-system design empirical study. Instructions and outlines can be found on eCollege. (3 article analysis @ 25 pts each = 75 pts) **Grading Rubric Appendix C**

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 credible sources to support information in the paper and follow APA guidelines for formatting and referencing. (100 pts) **Grading Rubric Appendix D**



EXAMS

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)

Due Date Policy

The syllabus/schedule is subject to change.

Expectations for assignments is that they are submitted on due date indicated on syllabus in in D2L. Each assignment is built on content that precedes it and it is important to stay on track and follow the schedule. If you are unable to submit your assignment on time, please notify me to obtain an alternative date. Please know that if you do not submit your assignments by the scheduled due date, you will not receive feedback or a grade on schedule with students who do submit on due date. **You will not receive an opportunity to redo an assignment to gain additional points if assignments are not submitted by due dates.**

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 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

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The 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 require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Ethical Behavior

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

University Code of Conduct

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

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>

The syllabus/schedule is subject to change.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage (or copy/paste the following URL in your web browser:
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "[Student Appeal of Instructor Evaluation](#)" - [Procedure 13.99.99.R0.05](#).

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:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
[Graduate Student Academic Dishonesty Form](#)

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

University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

AI Use Policy

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

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely 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. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)
[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)



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](#)

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.

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 connections 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 & Council on Social Work Education-Specific Policies

Course Engagement

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 the Instructor, 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 in 80% 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 to successfully complete the course.

Student Conduct

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

Department Code of Conduct

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When "a student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering that program" as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

APPENDIX A GRADING RUBRIC: ETHICS REACTION PAPER

The Pregnancy Project Ethical Review

In social work research and social work practice we often the line between participant/client autonomy and implementing what "we as professionals" believe is "best". As practitioners and researchers, we must always check our values and be sure, we are respecting clients/participants. This movie provides an excellent example of a valuable study wrought with ethical dilemmas for a social work practitioner/researcher.

Assignment

Pop some popcorn, fix some snacks, grab a notepad and settle in to watch an interesting and thought-provoking social study:

[The Pregnancy Project](#)

Watch the movie through the "eyes of a social work researcher". This means do NOT get caught up in the "topic" of stereotypes and prejudices of teen pregnancy, while an important topic, this assignment is about the "research project". The same approach could be implemented for a variety of social problems: racial profiling, drug addiction etc, for purposes of this assignment the "topic" is only important in relation to the Focus on the methods, implementation and outcomes related to the research.

Write a two-page reaction paper that addresses the three overriding ethical principles outlined in the Belmont Report using the outline below:

- Identify the participants in this experiment?
- Provide you thoughts regarding the experiment and how it met and/or violated the following ethical principles. (Do not write in 1st person – write as if you are explaining the criteria in the context of the movie to an audience).

1. **Respect for Persons** People should be treated as autonomous individuals, capable of making informed decisions when provided the information to do so. This principle also recognizes that, due to some circumstances such as age or disability, some persons have diminished autonomy and therefore require additional protection in research. The extent of his protection should depend on the risk of harm and the likelihood of benefit.
2. **Beneficence** The principle of beneficence is reflected in two general rules: (1) do no harm and (2) maximize benefits while minimizing risks. Researchers need to weigh the potential risks and the benefits of the research, including the benefits extended directly to participants. Participants should not be asked to subject themselves to potential harm when they are unlikely to receive any direct benefit from their participation.

3. Justice

It is unfair to expect one group to take most of the risk when a different group will likely realize the benefit. For instance, in the [Tuskegee Study](#), the burden of the research fell to poor, rural, African families, whereas the disease knew no boundaries, including geography, color or income. In this study, one group assumed all the risk, whereas the entire society would benefit from any knowledge about the disease that emerged from the study.

- **Ethical Dilemma:** Is Gaby and her instructor(s) justified in subjecting the participants to the psychological and emotional discomfort incurred? Did the outcome justify the means?

Always include a cover sheet that has your name and assignment identified for each of your assignments.

Grading Rubric Pregnancy Project Ethical Review	
Identified Participants correctly (3 pts)	
Identified 3 ethical principles-giving examples (30 pts)	
Addressed ethical dilemma (7.5 pts)	
Writing quality: Grammar/spelling/sentence structure (7.5 pts)	
Adhered to page limit (2 pts)	
Total points awarded	

APPENDIX B

QUANTITATIVE ARTICLE ANALYSIS ARTICLE ANALYSIS

Instructions and Grading Rubrics

Finding existing evidence (existing literature) is necessary in the preparation for professional social work research and practice. In addition to developing skills to locate relevant information, you must learn to evaluate the evidence you locate to decide the most relevant, useful, and valid evidence to meet your research and or practice needs. To help you begin developing critical appraisal skills in the process of systematically assessing and interpreting existing evidence complete the assignment.

* Locate a published journal article that reports the results of a quantitative study. Select from peer reviewed journals.

* Read the article, format your paper according to the instructions and answer the questions.

(A). For this assigned you must find an article that reports the results of a quantitative research study.

(B). At the top of your paper, include the citation (in APA format) for the article you are using. No Need for in text citations of the article itself. When you submit your paper, also submit a copy of the article for me to have. Answer the following questions in a narrative form -meaning do not use bullet statements, If you use other references you need to include in text citations and a reference page. Include a cover page with this assignment.

(C). Number and write the questions in the same order below, responding to each in complete sentences, paragraph style.

1. What is known about the author(s)? What experience does he/she (they have)? What institution or organization is he/she (they) associated with? What else is known about the author(s)? (2.5 pts)
2. What is the purpose of the study? To inform? To sell? To persuade?/ Who is the intended audience? (3.5 pts)
3. Who/What is the sample population? How and why was the sample selected? How was participation solicited? (3 pts)
4. Are ethical concerns described and/or addressed? (3 pts)
5. What is the data collection method? Are the methods clearly described by the author? (3 pts)
6. Are the conclusions accurate based on the study's findings? (5 pts)
7. Are the conclusions clinically relevant to a particular population? Do the risks outweigh the benefits? (5 pts)

Once completed, upload your paper and a copy of the article into the correct drop box.

Grading Rubric: Quantitative Article Assignment		
Possible Points	Points Awarded	Comments
Question #1 (2.5 pts)		
Question #2 (3.5 pts)		
Question #3 (3 pts)		
Question #4 (3 pts)		
Question #5 (3 pts)		
Question #6 (5 pts)		
Question #7 (5 pts)		
Total = 25 possible points		
Followed instructions yes/no		

QUALITATIVE ARTICLE ANALYSIS

ARTICLE ANALYSIS

Instructions and Grading Rubrics

(A). For this assignment, you must choose a journal article that describes a qualitative research study. The research can be on any topic but must report findings from a qualitative perspective.

(B). At the top of your paper, include the citation (in APA format) for the article you are using. No Need for in text citations of the article itself. When you submit your paper, also submit a copy of the article for me to have. Answer the following questions in a narrative form -meaning do not use bullet statements, If you use other references you need to include in text citations and a reference page. Include a cover page with this assignment.

- I. Is the study useful and does it have scientific merit? (Justify your opinion) (5 points)**
 - A. What is the research question?
 - B. Does the research question have scientific merit meaning is it important to furthering social work knowledge and informing practice, policy or future research? Why or Why not?
- II. Research Participants (5 points)**
 - A. Who are the research participants?
 - B. How was their participation solicited?
 - C. Any special issues (such as ethical dilemmas)?
- III. What information is given regarding ethics? (5 points)**
 - A. Did an ethics committee or IRB approve the study?
 - B. How was informed consent obtained?
 - C. How was information protected?

IV. Findings of the study (10 points)

A. What important categories or meanings are identified or discovered because of this study?

B. What hypothesis has been or could be generated to direct future research? (you develop a hypothesis that could be studied based on the findings)

Grading Rubric Quantitative Article Assignment		
Possible Points	Points Awarded	Comments
Question #1 (5 pts) Is the study useful and does hit have scientific merit?		
Question #2 (5 pts) Who are the participants, how was participation solicited, ethical issues?		
Question #3 (5 pts) Ethics committee?		
Question #4 (10 pts) Important Categories or meanings are identified? What is a hypothesis that could be developed from these?		
Total = 25 possible points		
Followed instructions yes/no	<i>If you do not follow the instructions, you will not receive credit for this assignment</i>	

SINGLE SYSTEM DESIGN

ARTICLE ANALYSIS

Instructions and Grading Rubrics

(A). For this assignment, you must choose a journal article that describes a single system research study. The research can be on any topic but must report the collection of data from subjects using a single system design and be relevant to inform social work profession/practice.

(B). At the top of your paper, include the citation (in APA format) for the article you are using. No Need for in text citations of the article itself. When you submit your paper, also submit a copy of the article for me to have. Answer the following questions in a narrative form -meaning do not use bullet statements, If you use other references you need to include in text citations and a reference page. Include a cover sheet with this assignment.

1. What is the identified problem being addressed in this research article?
2. What is the behavior(s) being targeted? Is it to reduce a behavior or increase a behavior?
3. What is the intervention? Is it observable and measurable? Is it something a client(s) could easily carry out? Why or Why not?
4. Is the research theory driven? If so what theory(ies) are driving the research?
5. What are the independent and dependent variables?
6. How are the variables operationalized?
7. Explain the findings within the context of single system designs i.e are graphs utilized, is there a trend noted, are the results presented in a clear and concise manner?
8. How might you use the reported single system design to further social work knowledge in your current social work setting (or future social work setting).

Focus on the research design when answering this question – not the results or findings. Do not write in first person – explain how the design utilized in the study could be utilized with other populations in social work practice.

Grading Rubric for Single System Design Article Analysis

Question #1 (4 pts)		
Question #2 (4pts)		
Question #3 (4 pts)		
Question #4 (1 pt)		
Question #5 (4 pts)		
Question #6 (4 pts)		
Question #7 (1 pt)		
Question #8 (3 pts)		
Totals		

APPENDIX C Grading Rubric

LITERATURE REVIEW


Category	Possible Points	Points Earned	
Is the chosen topic appropriate for social work and applied to a concept in the current social, economic or cultural environment	0 – 5 pts	The topic selected (should have been approved by instructor) should reflect a contemporary issue that can be used to inform the social work profession	
Comments:			
Does the student demonstrate understanding of topic as evidenced by comparing facts and ideas, giving descriptions and stating main ideas?	0 – 10 pts No evidence of understanding the topic, as the information is only descriptive, lacks insight	10.5 – 13 pts The student demonstrates understanding through information links; depth of information and presentation of facts, ideas and concepts	13.5 - 15 pts In depth understanding of the topic is demonstrated through a narrow focus, comparing/contrasting or linking of information
Comments:			
Is there a synthesis of subtopics to come to a greater understanding of the state of the knowledge about the larger issue? Definition: Synthesis means to combine a number of different pieces into a whole. Synthesis is about concisely summarizing and linking different	0 – 29 pts Information is unorganized; concepts do not link together	30 – 35 pts Information is organized to reflect an annotated bibliography format and not a synthesis of concepts	36 -50 Information is provided in the format of a synthesized topic, organized, with good flow and linkage between concepts and ideas

<p>sources in order to review the literature on a topic.</p>			
<p>Comments:</p>			
<p>Structure of the paper:</p> <p>Grammar/Spelling/Word Usage</p> <p>Does the paper reflect graduate level writing?</p> <ul style="list-style-type: none"> • Note: per guidelines in APA manual page 270 – direct quotes should only be used when reproducing an exact definition; when an author has stated something succinctly and memorable or when you choose to respond to exact wording. Direct quotes are the work of someone else (unoriginal) and a student’s knowledge and understanding cannot be graded based on direct quotes of others. 	<p>0 – 10 pts</p> <p>Multiple spelling grammatical errors, over reliance; poor sentence structure on direct quotes,</p>	<p>10.5 – 13 pts</p> <p>A few spelling/grammatical errors; and/or problems with sentence structure some direct quotes, but primarily paraphrased text;</p>	<p>13.5 -15 pts</p> <p>Less than 1-2 spelling; grammatical or errors of sentence structure. Free from direct quotes and paraphrased in the students own words.</p>
<p>Comments:</p>			



APA Formatting (paper and citations)	0 – 10 pts	In text citations, reference page, formatting of paper (cover sheet, double spaced, paragraphing and headings (if used) follow APA requirements
Comments:		
Appropriate References (number; date and type)	0 – 5 pts	The student used the minimum number of required references (2.5 pts), references used were primarily from peer-reviewed published studies; up to date and reflected information for the selected topic (2.5 pts)
Comments:		
Total Points Awarded		

Appendix B Course Schedule


COURSE OUTLINE / CALENDAR

Unit I: The Context of Social Work Research			
Week	Scheduled Class Meetings	Topic/Content	Assignments/Activities
1 08/26 – 09/01	08/28/2025 (Wed) @ 6:00 p.m. 	Introduction, Overview of Syllabus and Course Expectations Topic: The Context of Social Work Research	Read Chapter 1, 5 and 6 in Text Worksheet #1 Due 09.01.2023 @ 11:59 p.m. Scavenger Hunt Due no later than 09.08.2024
Join URL: Join URL: https://tamuc.zoom.us/j/98762326537			
2 09/02 -09/08		Topic: Research Ethics & Cultural Competency	Read Chapter 1, 5 and 6 in Text Assignment: The Pregnancy Project: Ethical Review of the Movie due 09.08.2023 @ 11:59 p.m.



The syllabus/schedule is subject to change.

UNIT II: Approaches to Knowledge Development			
3 09/09 – 09/15	09.11.2024 (Wed) @ 6:00 p.m. 	<p>Topic: Approaches to Knowledge Development</p> <ul style="list-style-type: none"> • The Positivist Approach • The Interpretative Approach • Mixed-Methods Research 	<p>Review Chapter 1</p> <p>Read Chapter 3, Chapter 7, Chapter 8, Chapter 9 and Chapter 10</p> <p>Worksheet #2 Due 09.15.2023 @ 11:59 p.m.</p>
Join URL: https://tamuc.zoom.us/j/98762326537			
4 09/16 -09/22		<p>Topic: Formulating Research Questions</p>	<p>Read Chapter 2</p> <p>Article Analysis: Quantitative Study Due 09.22 @ 11:59 p.m.</p> <p>Worksheet #3 Due 09.22 @ 11:59 p.m.</p>
5 09/23 – 09/29	Live Session 09.25.2024 (Wed) @ 6:00 p.m. 	<p>Topic: Writing Literature Reviews</p>	<p>Read Chapter 4</p> <p>Article Analysis: Qualitative Study Due 09.29 @ 11:59 p.m.</p> <p>Worksheet #4 Due 09.29 @ 11:59 p.m.</p>
Join URL: https://tamuc.zoom.us/j/98762326537			


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Unit III: Component of The Research Process			
6 09/30 – 10/06		Topic: Measuring Variables and Measurement Instruments	<p>Read Chapter 11 and 12 in Text</p> <p>Exam #1 Instructions to be Provided</p> <p>Worksheet #5 Due 10.06 @ 11:59 p.m.</p>
7 10/07 – 10/13	<p>Live Session</p> <p>10.09.2024 (Wed) @ 6:00 p.m.</p> <p style="text-align: center;">↓</p>	<p>Topic: Sampling & Research Designs</p> 	<p>Read Chapters 13, 14 and 15 in Text</p> <p>Article Analysis: Single Subject Design Due 10.13 @ 11:59 p.m.</p> <p>Worksheet #6 Due 10.13 @ 11:59 p.m.</p>
Join URL: https://tamuc.zoom.us/j/98762326537			
Unit IV: Data Collection Methods			
8 10/14 -10/20		Topic: Selecting a Data Collection Method	<p>Read Chapters 16 - 17</p> <p>Worksheet #7 10.20 @ 11:59 p.m.</p>

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Unit V: Analyzing Results			
9 10/21 – 10/27	Live Session 10.23.2024 (Wed) @ 6:00 p.m. 	Topic: Analyzing Results	Read: Chapter 19 Worksheet #8 Due 10.27 @ 11:59 p.m.
Join URL: https://tamuc.zoom.us/j/98762326537			
10 10/28 – 11/03		Topic: Analyzing Results	Read: Chapter 18 & 19 Exam #2 Instructions will be provided
Unit VI: Writing Proposals and Reports			
11 11/04 – 11/10	Live Session 11.06.2024 (Wed) @ 6:00 p.m. 	Topic: Writing Proposals and Reports	Read Chapter 20 Worksheet #9 Due 11.10 @ 11:59 p.m.
Join URL: https://tamuc.zoom.us/j/98762326537			
13 11/11 – 11/17		Topic: Writing Proposals and Reports continued	Read Chapter 21 Worksheet # 10 Due 11.17 @ 11: 59 p.m.

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COURSE REVIEW			
14 11/18 – 11/24	Live Session 11.20.2024 @ 6:00 p.m. 	Wrap up and Review	<i>Exam #3 Instructions will be provided</i>
Join URL: https://tamuc.zoom.us/j/98762326537			
15 11/25 – 12/01			Literature Review on Selected Topic Due 12.01.2023 no later than 11:59 p.m.
16 12/02 – 12/08			
Finals Week			

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