TAMUC Logo

SWK 590.01/.02 Research Methods in Advanced Social Work Practice

COURSE SYLLABUS
Web-based

INSTRUCTOR INFORMATION

Instructor:	Ahfiya Howard, DrPH, LMSW
Office Location:	Henderson Bldg, 3rd Floor, Room 322
Office Hours:	Wednesday @ 5:00 PM-6:00 PM or by appointment
Office Phone:	(903) 468-3040 (office) or (817) 730-6020 (cell)
Office Fax:	N/A
University Email Address:	ahfiya.howard@tamuc.edu
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

The syllabus/schedule is subject to change.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Farmer, A.Y. and Farmer, G.L. (2021). *Research Methods for Social Work: A problem-based approach*. Sage. ISBN 9781506345321

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

This course provides students with information on advanced techniques of practice and program assessment. Both qualitative and quantitative research designs are taught. Evaluation research design, instrument selection and development and techniques of data analysis are addressed. Ethical and behavioral issues in evaluation research are presented with special emphasis on vulnerable populations.

Prerequisites:

Students must have completed all MSW foundation curriculum requirements; been admitted to the MSW program; and be in good standing in the MSW program.

Relationship to Other Courses

The *syllabus/schedule is subject to change.*

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.

COURSE REQUIREMENTS

	Activity/Assessment	Dimension
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice		
Use practice experience and theoretical underpinning of evidence-based practice models to inform scientific inquiry and research	Research Proposal Group Survey Design	Knowledge Skills Cognitive Affective Processes Values
Apply advanced level critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;	Research Proposal Group Survey Design Article Analysis Assignments	Knowledge Skills Cognitive Affective Processes Values
Integrate and adapt research evidence to inform and improve practice, policy, and service delivery across the rural/urban landscape.	Research proposal Group Research Design	Knowledge Skills Cognitive Affective Processes Values
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities		
Select and use appropriate methods for evaluation of outcomes whether primarily in a rural or urban environment or at the intersection of the two.	Comprehensive Exam Research Proposal Article Analysis	Knowledge Skills Cognitive Affective Processes Values
Critically analyze, appraise, and evaluate	Group Research Design Comprehensive Exam	Knowledge Skills

The *syllabus/schedule is subject to change.*

intervention and program processes and outcomes in both urban and rural environments and the intersection of both.	Research Proposal Article Analysis Assignments	Cognitive Affective Processes Values
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels across the landscape of rural/urban and at the intersection of the two environments.	Group Research Design Research proposal	Knowledge Skills Cognitive Affective Processes Values

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.
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.

The syllabus/schedule is subject to change.

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	Weighted Grade
Core Assignments • **Group Research Design Survey** (50 pts) • **Research Proposal** (100 pts) • **Research Proposal Journal** (50 pts) (200 pts)	50%
Journal Article Analysis Critique (4 @ 25 pts each=100 pts)	20%
Comprehensive Knowledge Exam (100 pts)	30%
TOTAL	**100% (400 pts)**

The *syllabus/schedule is subject to change.*

Assessments

Core Assignments:

1. **Group Research Design (50% of final grade combined with other core assignments) (50 pts)** (Instructions and Grading Rubric found in Appendix A)

   Students will be placed into groups and given a topic. Using their knowledge and skills learned from course content, each group will design an electronic survey using Google Forms. Students will explore ethical and diversity aspects of designing surveys, collecting data and making inferences from the data while considering how personal values and bias may impact this process. Each student in the group will send out to family and friends. Students will apply advanced level cognitive thinking within cognitive/affective processes students will analyze their responses in class.

2. **Research Proposal (50% of final grade combined with other core assignments) (100 pts)** (Instructions and Grading Rubric Found in Appendix A)

   Students will be given a choice of topics (or may choose one of their own) to develop a research proposal that falls into the category of program/practice evaluation (group design – survey method), or community needs assessment. The research proposal will be broken into 2 parts. Students will submit a sample informed consent and questionnaire reflecting formulated research questions and topic. Further students are required to complete Citi Program Human Subjects Protection Training (Social and Behavioral Research-Basic/Refresher) and apply the ethical standards while considering personal values and bias in selecting samples and creating/selecting data collection tools. After completing the training, students will be given a certificate and required to submit it in D2L. Learn more about at
   http://www.tamuc.edu/research/compliance/training/ResponsibleConductInstructions.aspx

3. **Research Journal (50% of final grade combined with other core assignments) (50pts)** (Instructions and Grading Rubric found in Appendix A)

   Students will maintain a journal of their activities, thoughts, and reasoning as they develop their research proposal. Keeping a journal while working on a complex research process encourages the student to make careful and thoughtful decisions along the way, tracking and linking each aspect of the

The syllabus/schedule is subject to change.

proposal while recognizing how personal values and bias can impact their decisions.

    a. Students must turn in a working outline for the literature review (supporting evidence and sources) Date TBD

    b. Students must turn in a working draft of the proposed method Date TBD

    c. Students must turn in draft documents of informed consent and data collection tools: Date TBD

    d. Students will engage in a mandatory class workshop for developing a research plan with mandatory attendance. Date TBD

    e. Final Project Plan Proposal Due TBD

4. Comprehensive Knowledge Exam (30% of final grade) (100 pts)

Students will participate in 1 comprehensive exam. The exam will include M/C, T/F, and/or matching. It will contain concepts associated with research methods and how they are applied in the social sciences. All content on the exam will derive from the textbook and PowerPoint presentations. The exam will open at least 4 days during the assigned week, and students will have extended time to complete it once it is open.

5. Journal Article Analysis/Critique (20% of final Grade) (100 pts)
(Instructions and Grading Rubric found in Appendix A)

Students will be provided with peer-reviewed research studies that utilize survey methods, group research designs, single subject design and qualitative investigations to analyze. Using their knowledge and cognitive/affective processes, they will develop skills in analyzing and evaluating different research methodologies for different problems and the strengths and weaknesses inherent in choosing any of the methods.

Due Date Policy

All students are required to submit assignments on or before the due date. An exception may be granted for those who contact the instructor and make arrangements to submit at a later date due to illness and/or urgent matters.

The syllabus/schedule is subject to change.

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

The *syllabus/schedule is subject to change.*

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

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.

The *syllabus/schedule is subject to change.*

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

The syllabus/schedule is subject to change.

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**

The syllabus/schedule is subject to change.

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

The syllabus/schedule is subject to change.

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
Instructions and Grading Rubrics Core Assignments

Group Research Design Survey Activity

Topic area will be assigned by the Instructor

Research Question

To be assigned by the Instructor

Research Design

You are to develop a pre-experimental, cross-sectional research design to answer this research question (Survey Research). The data collection method will be an online questionnaire using Google Forms.
Data collection method: Online Questionnaire

➢ Create a questionnaire with a minimum of 20 questions; and no more than 2 open-ended questions. This means you must have at least 18 closed-ended questions (with response sets) designed to measure the variables you have chosen in an effort to answer the research question.

➢ You will develop the online questionnaire (including an introduction designed to answer the above research question using Google Docs. Each of you will send the survey out to a minimum of 10 friends, family members, acquaintances (plus you will send it to me at ahfiya.howard@tamuc.edu).

➢ We will then use the data you collect to learn about data analysis concepts.

Google Forms Online Surveys
https://www.google.com/forms/about/
You will need to sign into a Google account or create an account

1. Add Blank Form
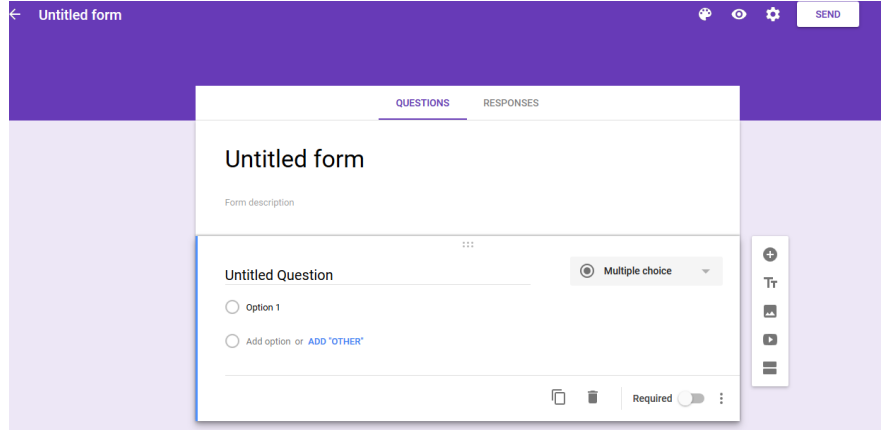
From here you will build your questionnaire document.

Include the following disclaimer statement in your introduction to the survey:
As one part of the class requirements for SWK 595 at Texas A&M University-Commerce School of Social Work, _____ is inviting you to complete the following electronic questionnaire. The purpose of this class exercise is not intended to generate new knowledge or lead to a scholarly presentation or publication. It is **solely a learning activity** to assist me in developing skills in and understanding various aspects of the research process.

This assignment can be assigned as group or individual project. It is solely up to the instructor. As a group project, grades will be awarded based on engagement in the project and peer evaluations of participation.

Students will submit their survey questions as Word Document or pdf from Google Forms via D2L. Also, students will include the link to their survey.

Grading Rubric for Research Proposal

	Does not Meet Expectations 0-69% of pts	**Meets Expectations 70 -89% of pts**	**Exceed Expectations 90%or greater**
Quality of Writing (15 pts)	Numerous grammatical/spelling errors/APA errors/unorganized lacks depth, not indicative of graduate-level writing. Does not follow prescribed formatting guidelines	Some APA errors (3-4): information is informative and flows in an organized manner. Follows prescribed formatting guidelines. Reflective of graduate-level work.	Little to no grammatical/spelling/APA errors, follows prescribed formatting guidelines, exceptional quality indicative of graduate-level work
Background/Introduction of the Problem (10 pts)	Does not provide a background summary of the problem area, or the information provided does not reflect the main themes identified in the literature review	. Provides a succinct (1 – 2 paragraphs) summary of the problem area developed in the literature review with 1-2 key pts missing	Provides a succinct (1 – 2 paragraphs) summary of the problem area developed in the literature review includes all key pts
Literature Review (25 pts)	Information simply defines, describes, identifies, labels, or lists; there is no demonstration of understanding of facts or ideas as evidenced by comparing, translating, interpreting, and/or stating main ideas.	The information presented is applied, related to a concept in the current social, economic, or cultural environment, or is applied to a novel situation.	A synthesis of different subtopics to come to a greater understanding of the state of knowledge about the larger issue;
The literature review should be no more than 5 pages long and must have between 20 and 25 unique references (no more than 10 years old), of which no more than 3 can be websites. Websites are generally used to support relevant statistical information related to a population or problem area.			
Problem Statement (2.5 pts)	Does not provide a problem statement or problem states is unrelated, lacks links to purpose statement and research question/hypothesis	One or two succinct statements accurately reflect the information presented in the introduction and literature review, with only minor revisions needed.	One or two succinct statements accurately reflecting the information presented in the Introduction and literature review with no revisions needed.
Purpose Statement (2.5 pts)	Does not provide a purpose statement or purpose statement is	One statement accurately reflecting the purpose of the study based on the	One statement accurately reflecting the purpose of the study based on the

The *syllabus/schedule is subject to change.*

	unrelated, lacks links to purpose statement and research question/hypothesis	problem statement with only minor revisions needed.	problem statement with no revisions needed.
Research Question/Hypothesis (10 pts)	Does not provide a research question/hypothesis, or there is a lack of links to the problem statement and purpose statement	It accurately reflects the problem statements and purpose statements and is feasible to research inquiry, with only minor revisions needed.	Accurately reflects problem statement and purpose statements and are feasible to research inquiry, with no revisions needed.
Methods Section (20 pts)	Missing methods section or does not provide required details to carry out a research study	Articulates sample characteristics of prospective participants and recruitment methods. Incorporates appropriate measures/instruments to gather data to answer research question or test hypothesis with only minor revisions needed	Clearly articulates sample characteristics of prospective participants and recruitment methods. Incorporates appropriate measures/instruments to gather data to answer research question or test hypothesis
Appendices (15 pts) Informed Consent (5 pts), Questionnaire (5 pts) & Human Subject Certificate (5 pts)			

Grading Rubric for Research Journal: Research Proposal Process

The Purpose and Structure of a Research Journal

A research journal is a supplement to your research work (proposal). This is where you will track your activities. This is entirely private space for you to be yourself, to make notes on the things you find useful, to brainstorm ideas and to check in with yourself about how you feel as you undertake this research project.

- This is a personal journal for this project. Your points earned for this is based on evidence of you using the process and not necessarily on the content you produce in it. Each student's journal will look differently based on how you choose to keep the components. It will be looked at to determine if the processes, thoughts, activities, problem solving align with the research proposal submitted.

Benefits and Components of the Research Journal

A. Planner (10 pts)
This section is your planner, where you can make notes of important dates and milestones for your research project development.
*Due to taking other classes, personal commitments, work commitments and field commitments, it is often that we don't develop a consistent habit of writing or working on assignments. By keeping a research journal – whether digital or a physical notebook – you can develop or maintain a consistent habit of thoughtful writing and reflecting.

B. Thought-Starter (10 pts)
Here you sketch out rough ideas and directions that you might like to take your research. If you are more visually inclined, you could also use your research journal as a sketchbook for drawing out your thoughts and plans, or as a platform for practices such as mind mapping and storyboarding.
* Keeping a research journal can help to facilitate highly effective and powerful research break throughs. The act of actively reflecting on and writing about an issue you are stuck on can help you work past the block. It can be a non-judgmental space to write out your thoughts, ask yourself new questions or consider alternative ideas. Working freely in a safe space where you know you will not be assessed can help you to consider and formulate unexpected, new perspectives and creative solutions.

C. Annotated Bibliography (10 pts)
This is where you include notes on texts and/or articles you have read or plan to read, articles you or lectures/talks/ that may be useful.

D. Note of Accomplishments (10 pts)
Make note of small wins and record significant breakthroughs and accomplishments.
* Keeping a research journal is an excellent way to maintain a record of your progress that can be preserved for posterity. It can help to remind you that you are doing

The syllabus/schedule is subject to change.

important work and achieving something, even in the moments that you feel stuck. It can also be really useful to look back on your journal through the course of developing your research proposal, to track how your ideas have evolved and developed. (*NOTE: Given the recent attention on Generative Artificial Intelligence and its use to write papers, articles, books and produce other products – keeping journal of your activities, including your thoughts problem solving processes and resources used could be a good piece of evidence to combat any potentially unfair accusations regarding your work. This is a by-product of all the positive and proven reasons for keeping a research journal*).

E. Space for Reflection (10 pts)
Reflect on your work, what is going well? What is not going well and why? What steps can you take next? If you are proposing to research highly sensitive issues and working directly with other human participants, you may be confronted with many challenging, emotional moments that could be best chronicled and made sense of by recording in your journal. This offers you space to reflect on your feelings and work through the more personal and emotional components of proposing research study.

APPENDIX B
Instructions and Grading Rubrics Other Assignments

Grading Rubric for Journal Article Analysis/Critique

This assignment aims to help students develop skills in determining which information is most important when reading published research and learn how to write a research report/proposal. Other than developing a research proposal and/or conducting a research study, the best way to learn is to read what others have done. Below is the outline for completing this assignment. Using the Research Process, Chapter 3 of the text, complete the following outline to analyze the research article.

<u>Include the APA formatted reference for the article at the top of the first page.</u>

I. Summary of the Article (5 pts)

Provide a general overview of the article. Consider addressing the rationale for the study (Supporting evidence); research question(s) and purpose of the study; research design (who is the sample? how is the question answered?); important findings (what did they find out?).
Do NOT overemphasize any area/section in the summary of the article. The idea is to give the reader a general sense of the information in the article, while highlighting key points/elements that would draw in readers to locate the original article should they be interested.

II. Evidence-based Social Work Practice (5 pts)

Here you will provide a detailed description of whether this study results in data that an inform evidence-based practice, be sure to support your conclusion. Note the article may include previous literature in the "literature review" section of the article (usually the first few paragraphs of the article and usually NOT labeled as "literature review") indicating the data/results indicate this informs evidence-based practice, but you may need to find additional resources (i.e. scholarly journals) to indicate if in fact this is evidence to inform practice.

III. Research and Statistical Method Use (5 pts)

Here you will provide detailed description of both research design (i.e. one-shot group survey design, group research (true-experimental; quasi-experimental, pre-experimental); and statistical method (descriptive statistics; ANOVA; T-Tests, Multiple Regression etc). Provide examples when necessary

IV. Critique of Research and How or IF the Intervention/Research is important to social work practice. (5 pts)

The syllabus/schedule is subject to change.

Here you will provide your OPINION (do not use first person) supported by evidence (i.e. scholarly sources) as to whether the article and research is (a) rigorous/trustworthy, (b) conducted in an ethical manner, and (c) takes into consideration any cultural aspects. Provide examples when necessary.

V.   Quality of writing (5 pts):

(0-2 pts) – Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work
(3-4 pts) – Some APA errors (3-4). Good quality indicative of graduate level work
(5 pts) Little to no errors. Exceptional quality indicative of graduate level work.

APPENDIX C

COURSE OUTLINE /CALENDAR

Note: Zoom meetings may be adjusted based on instructor and/or student needs.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
Week 1 Aug. 26th - Sept. 1st	**Zoom Meetings are Held Bi-weekly @ 6:00 pm CST** **Wed., Aug. Aug 28th**	• Getting Familiar w/the Course • Chapter 1: Evidence-based Practice • Chapter 2: Research Ethics • Chapter 3: Research Process • Creating a survey using Google Forms • How to write a research proposal? • How to write a literature review? • How to define a research problem? • Become Familiar with APA Style Formatting/Writing (see module)	• Syllabus Overview • Register for the Human Subject Training • Begin to Work on Human Subject Training • Choose Your Research Topic • Work on the Final Exam Study Guide • Begin to Read Chapters 1, 2 & 3 • Begin to work on the Group Research Design Survey • Attend the Zoom Meeting • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 2 Sept. 2nd-8th **Holiday: Labor Day, Sept. 2nd**	**No Zoom**	• Chapter 1: Evidence-based Practice • Chapter 2: Research Ethics • Chapter 3: Research Process • What is an Informed Consent? • What are Open-ended and Closed-ended Questions? • Become Familiar with APA Style Formatting/Writing (see module) • Creating a survey using Google Forms	• Register for the Human Subject Training • Begin to Work on Human Subject Training • Choose Your Research Topic • Begin to Work on Literature Review & Background/Intro • Work on the Final Exam Study Guide • Begin to work on Journal Critique Survey Research • Continue to Read Chapters 1, 2 & 3 • Review all Zoom Recordings and

The syllabus/schedule is subject to change.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			YouTube Videos Assigned for this Week (D2L) • **Group Research Design Survey Due Sunday, Sept. 8**
Week 3 Sept. 9th-15th	**Wed., Sept. 11th**	• Chapter 1: Evidence-based Practice • Chapter 2: Research Ethics • Chapter 3: Research Process • What are independent and dependent variables? • Understanding research designs • Quantitative, Qualitative & Mixed Methods Research	• Begin to Journal Your Research Activities • Continue to Work on Literature Review & Background/Intro • **Journal Article Critique: Survey Research Due Sunday, Sept. 15th** • Continue to Work on Human Subject Training • Work on the Final Exam Study Guide • Continue to Read Chapters 1, 2 & 3 • Begin to Read Chapter 4 • Begin to Work on Journal Article Critique Mix Method • Attend Zoom Meeting • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 4 Sept. 16th-22nd	**No Zoom**	• Chapter 4: Problem Formation	• Journal Research Activities • Continue to Work on Literature Review & Background/Intro, Problem Statement • Begin to Formulate your Research Questions/Hypotheses • Work on the Final Exam Study Guide • Continue to Read Chapter 4

The *syllabus/schedule is subject to change.*

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			• Begin to Read Chapters 5 & 16 • Continue to work on the Journal Article Critique Mix Method • Continue to Work on Human Subject Training • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 5 Sept. 23rd-29th	**Wed., Sept. 25th**	• Chapter 5: Measurement • Chapter 16: Program Evaluation	• Journal Research Activities • **Literature Review, Background/Intro, Problem Statement Due Sunday, Sept. 29th** • Continue to work on Journal Article Critique Mix Method • Continue to Formulate your research Questions/Hypotheses • Begin to Work on the Purpose Statement • Work on the Final Exam Study Guide • Continue to Read Chapters 5 & 16 • Begin to Read Chapters 8 & 9 • Continue to Work on Human Subject Training • Attend Zoom Meeting • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 6 Sept. 30th-Oct. 6th	**No Zoom**	• Chapter 8: Qualitative Research • Chapter 9: Mixed-Methods Research	• Journal Research Activities • Continue to Work Purpose Statement

The *syllabus/schedule is subject to change.*

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			• Continue to Formulate your research Questions/Hypotheses • **Journal Article Critique: Mix Method Due Sunday, Oct. 6th** • Work on the Final Exam Study Guide • Continue to Read Chapters 8 & 9 • Continue to Work on Human Subject Training • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 7 Oct. 7th-13th	**Wed., Oct. 9th**	• Chapter 15: Single-Case Design Evaluation • Chapter 10: Observational Research	• Journal Research Activities • Continue to Work on Human Subject Training • Continue to Work Purpose Statement • Continue to Formulate your research Questions/Hypotheses • Continue to Work on the Final Exam Study Guide • Begin to Read Chapters 15 & 10 • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L) • Attend Zoom Meeting
Week 8 Oct. 14th – 20th	**No Zoom**	• Chapter 15: Single-Case Design Evaluation • Chapter 10: Observational Research	• Journal Research Activities • Begin to Work on Journal Critique Program Evaluation • Continue to Work Purpose Statement

The syllabus/schedule is subject to change.

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			• Continue to Formulate your research Questions/Hypotheses • Begin to Work on the Methods Section • Continue to Read Chapters 15 & 10 • Begin to Read Chapters 6 & 7 • Work on the Final Exam Study Guide • Continue to Work on Human Subject Training • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 9 Oct. 21st – Oct. 27th	**Wed., Oct. 23rd**	• Chapter 6: Experimental Designs	• Journal Research Activities • Continue to Work Purpose Statement • Continue to Formulate your research Questions/Hypotheses • Continue to Work on the Methods Section • Continue to Work on Human Subject Training • Continue to Read Chapters 6 & 7 • **Journal Article Critique: Program Evaluation Due Sunday, Oct. 27th** • Work on the Final Exam Study Guide • Attend Zoom Meeting • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)

The *syllabus/schedule is subject to change.*

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
Week 10 Oct. 28th – Nov. 3rd	**No Zoom**	• Chapter 7: Quasi-Experimental Designs	• Journal Research Activities • Continue to Work Purpose Statement • Continue to Formulate your research Questions/Hypotheses • Continue to Work on the Methods Section • Continue to Work on Final Exam Study Guide • Begin to Read Chapter 11 • Begin to Work on Journal Critique Multiple Baseline • Continue to Work on Human Subject Training • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 11 Nov. 4th – 10th	**Wed., Nov. 6th**	• Chapter 11: Sampling	• Journal Research Activities • Continue to Work on the Methods Section • Continue to Work on the Final Exam Study Guide • Continue to Read Chapter 11 • Begin to Read Chapter 12 • Continue to Work on Journal Critique Multiple Baseline • **Submit the Human Subject Training Certificate Due Nov. 10** • Attend Zoom Meeting • Review all Zoom Recordings and YouTube Videos

The *syllabus/schedule is subject to change.*

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
			Assigned for this Week (D2L)
Week 12 Nov. 11th – 17th	**No Zoom**	• Chapter 12: Survey Research	• Journal Research Activities • Continue to Work on the Methods Section • Continue to Work on the Final Exam Study Guide • **Journal Article Critique: Multiple Baseline Due Sunday, Nov. 17th** • Begin to Read Chapters 12 & 13 • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 13 Nov. 18th -24th	**Wed., Nov. 20th**	• Chapter 13: Quantitative Data Analysis	• Journal Research Activities • Continue to Work on the Methods Section • Continue to Work on the Final Exam Study Guide • Continue to Read Chapter13 • Begin to Read Chapter 14 • Attend Zoom Meeting • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 14 Nov. 25th -Dec. 1st	**No Zoom**	• Chapter 14: Qualitative Data Analysis	• **Research Proposal Journal Due Sunday, Dec. 1st** • **Part II: Research Methods, Purpose Statement, Research**

The *syllabus/schedule is subject to change.*

Weeks	Live Zoom Sessions	Topics & Instructional Material	Activities, Assignments & Examinations
Holiday: Thanksgiving Nov. 28th			**Questions, Sample Informed Consent and Questionnaire Due Sunday, Dec. 1st** • Continue to Read Chapter 14 • Continue to Work on the Final Exam Study Guide • Review all Zoom Recordings and YouTube Videos Assigned for this Week (D2L)
Week 15 Dec. 2nd – 8th	**No Zoom**	• **Wrap-Up**	• **Take the Comprehensive/Final Exam by Sunday, December 8th**
Week 16 Dec. 9th – 14th **Final Exam Week** **Graduate Commencement Dec. 13th**	**No Zoom**		**Take the Comprehensive/Final Exam by Sunday, December 8th**

The *syllabus/schedule is subject to change.*