



SWK 531: Research Methods for Practice

COURSE SYLLABUS:

INSTRUCTOR INFORMATION

Instructor: Rebecca. G. Judd Ph.D., LMSW-IPR

Office Location: Henderson 307

Office Hours: Virtual Office online Wed mornings from 7-9 a.m via zoom or by appointment

University Email Address: Rebecca.Judd@tamu.edu

Preferred Form of Communication: **email**

Communication Response Time: Within 2 business days

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

Publication manual of the American Psychological Association (2019) 7th ed.
Washington, DC: American Psychological Association

Software Required

Optional Texts and/or Materials

All MSW students need to purchase the following set of study materials to prepare for the Graduate Comprehensive Exam that 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.

[www.https://swes.net/studymaterials/comprehensive-study-guide-lmsw/](https://swes.net/studymaterials/comprehensive-study-guide-lmsw/)

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 (Should be measurable; observable; use action verbs)

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
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	Article Analysis: Quantitative 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 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, it is your responsibility to contact support services and to notify the instructor of the problem.

Instructional Methods

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

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible to engage in active learning and reaching out to the instructor if there are problems or challenges that is interfering in optimal learning. Communication is key when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including demonstrating respect for instructor and peers; being open to feedback and guidance throughout this class and in the program.
2. Adhered to the School of Social Work and University student code of conduct, along with NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, with a focus on completing all readings prior to engagement with instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as receiver of knowledge and skills.
5. Actively participate in engagement activities which will include 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 due date so you are prepared to submit on the due date.
7. Sign into the D2L course multiple times during the week 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 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

Assessment Weights:

Worksheets = 15% of final grade

Exams = 35 % of final grade

Core Assignments = 50% of final grade

Assessments

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) [Instructions and Grading Rubric found in Appendix A](#)

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

Article Analysis (core assignment) each student will complete an analysis of a quantitative, qualitative and single-system design empirical study. Instructions and outline can be found on eCollege. (3 article analysis @ 25 pts each = 75 pts) [Instructions and Grading Rubrics Found in Appendix A](#)

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 creditable sources to support information in the paper and follow APA guidelines for formatting and referencing. (100 pts) [Grading Rubric Found in Appendix A](#)

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)

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. 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 all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835 Fax

(903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun.

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal

Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses. Report violations to the University Police Department at 903886-5868 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 both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material. To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities

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 to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner.

Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

University Code of Conduct located in the *Student Guidebook* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

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

Appendix A

Instructions and Grading Rubric for Assignments SWK 531

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

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	

QUANTITATIVE ARTICLE ANALYSIS

SWK 531: RESEARCH FOR PRACTICE

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.
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(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		

Article Critique: Qualitative Study Instructions and Grading Rubric

(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?

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 it 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>	

Instructions and Grading Rubric for Single System Design Article Analysis

(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		

Grading Rubric for Literature Review
Grading Rubric for Literature Review
SWK 531

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:		

<p>Does the student demonstrate understanding of topic as evidenced by comparing facts and ideas, giving descriptions and stating main ideas?</p>	<p>0 – 10 pts</p> <p>No evidence of understanding the topic, as the information is only descriptive, lacks insight</p>	<p>10.5 – 13 pts</p> <p>The student demonstrates understanding—through information links; depth of information and presentation of facts, ideas and concepts</p>	<p>13.5 - 15 pts</p> <p>In depth understanding of the topic is demonstrated through a narrow focus, comparing/contrasting or linking of information</p>
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Comments:

<p>Is there a synthesis of subtopics to come to a greater understanding of the state of the knowledge about the larger issue?</p> <p>Definition: Synthesis means to combine a number of different pieces into a whole. Synthesis is about concisely summarizing and linking different sources in order to review the literature on a topic.</p>	<p>0 – 29 pts</p> <p>Information is unorganized; concepts do not link together</p>	<p>30 – 35 pts</p> <p>Information is organized to reflect an annotated bibliography format and not a synthesis of concepts</p>	<p>36 -50</p> <p>Information is provided in the format of a synthesized topic, organized, with good flow and linkage between concepts and ideas</p>
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Comments:

<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 how words.</p>
<p>Comments:</p>			
<p>APA Formatting (paper and citations)</p>	<p>0 – 10 pts</p>	<p>In text citations, reference page, formatting of paper (cover sheet, double spaced, paragraphing and headings (if used) follow APA requirements</p>	
<p>Comments:</p>			

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		

Course Schedule Spring 2024

Unit I: The Context of Social Work Research			
Week	Scheduled Class Meetings	Topic/Content	Assignments/Activities
1 Jan 13	MEET AND GREET Wednesday 01.31.2024 Zoom link below	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 02.04 not later than 11:59 p.m.
Join URL: https://tamuc.zoom.us/j/94681425802			
2 Jan 20	Live Class Session Wednesday 02.07.2024 Zoom link below	Topic: Research Ethics & Cultural Competency 	Read Chapter 1, 5 and 6 in Text Assignment: The Pregnancy Project: Ethical Review of the Movie due 02.11 @ 11:59 p.m.

Join URL: <https://tamuc.zoom.us/j/94681425802>

UNIT II: Approaches to Knowledge Development

3 Jan 27		Topic: Approaches to Knowledge Development <ul style="list-style-type: none">• The Positivist Approach• The Interpretative Approach• MixedMethods Research	Review Chapter 1 Read Chapter 3, Chapter 7, Chapter 8, Chapter 9 and Chapter 10 Worksheet #2 Due 02.18 @ 11:59 p.m.
4 Feb 3	Live Class Session 02.21.2024 Zoom Link Below	Topic: Formulating Research Questions 	Read Chapter 2 Article Analysis: Quantitative Study Due 02.25 @ 11:59 p.m. Worksheet #3 Due 02.25 @ 11:59 p.m.

Join URL: <https://tamuc.zoom.us/j/94681425802>

5 Feb 10		Topic: Writing Literature Reviews	Read Chapter 4 Article Analysis: Qualitative Study Due 03.03 @ 11:59 p.m.
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			Worksheet #4 Due 03.03 @ 11:59 p.m.
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Unit III: Component of The Research Process			
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6 Feb 17	02.22.2023	Topic: Measuring Variables and Measurement Instruments	Read Chapter 11 and 12 in Text Exam #1 Instructions to be Provided Worksheet #5 Due 03.10 @ 11:59 p.m.
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Wee 7: 03.11 – 03.17 SPRING BREAK			
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<p>8 Feb 24</p>	 <p>Check in After Spring Bring Live Session Wed 03.21.2024 Zoom link Below</p>	<p>Topic: Sampling & Research Designs</p> 	<p>Read Chapters 13, 14 and 15 in Text</p> <p>Article Analysis: <i>Single Subject Design</i> Due 03.24 @ 11:59 p.m.</p> <p>Worksheet #6 Due 03.24 @ 11:59 p.m.</p>
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Join URL: <https://tamuc.zoom.us/j/94681425802>

Unit IV: Data Collection Methods

<p>9 Mar 3</p>		<p>Topic: Selecting a Data Collection Method</p>	<p>Read Chapters 16 - 17</p> <p>Worksheet #7 Due 03.31 @ 11:59 p.m.</p>
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Unit V: Analyzing Results

<p>10 Mar 10</p>		<p>Topic: Analyzing Results</p>	<p>Read: Chapter 19</p> <p>Worksheet #8 Due 04.07 @ 11:59 p.m.</p>
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11 Mar 17		Topic: Analyzing Results	Read: Chapter 18 & 19 <i>Exam #2 Instructions will be provided</i>
Unit VI: Writing Proposals and Reports			
12 Mar 24		Topic: Writing Proposals and Reports	Read Chapter 20 Worksheet #9 Due 04.21 @ 11:59 p.m.
13 Mar 31		Topic: Writing Proposals and Reports continued	Read Chapter 21 Worksheet # 10 Due 04.28 @ 11: 59 p.m.
COURSE REVIEW			
14 Apr 7		Wrap up and Review	Exam #3 Instructions will be provided

15 April 28		Wrap up and Review	Literature Review on Selected Topic Due 05.07.2024
16 May 5		Wrap up and Review	Literature Review on Selected Topic Due 05.07.2024