



SWK 590.03W & 04W: Research Methods in Advanced Social Work Practice

COURSE SYLLABUS

Web-based

Fall 2026

INSTRUCTOR INFORMATION

Instructor: Marcella Smith, PhD

Office Location: Henderson 311

Office Hours: Tuesday & Thursday, 10:00 am -4:00 pm or by appointment

Office Phone: (903) 468-8190

Office Fax: (903) 468-3221

University Email Address: Marcella.Smith@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: Within 48 hours Weekdays

COURSE INFORMATION

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

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.

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.

1. Competency 4: Engage in Practice Informed Research and Research-Informed Practice

Competency 4 Behaviors	Activity/Assessment	Dimension
Behavior B: Identify ethical and culturally informed strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work in urban and rural communities	Research Proposal Human Subject Training Chapter Quizzes	Knowledge Skills Cognitive Affective Processes Values
Behavior A: Apply research findings to inform and improve practice, policy, and programs associated with urban and rural communities	Research Proposal Chapter Quizzes	Knowledge Skills Cognitive Affective Processes Values

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 OR TIPS FOR SUCCESS IN THE COURSE

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

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Weights of the assessments in the calculation of the final letter grade.

Assessments	Percentage
Research Proposal	50% (100 pts)
Human Subject Training	20% (100 pts)
Quizzes	30% (500 pts)
TOTAL	100% (700 pts)

ASSESSMENTS

Research Proposal (50% of final grade = 100 pts):

Students will research and select a topic that disproportionately affects individuals, families, groups, organizations, or communities in urban and rural areas. Next, they develop a research proposal. The following components will be highlighted: the background/introduction, literature review, problem statement, the purpose of the study, research methods, data collection, and implication for social work. **The rubric is located in Appendix A.**

The research proposal will be broken into 4 parts/assignments. The first part consists of the background/introduction, literature review, problem statement and purpose statement regarding the selected topic. For part 2, students will develop the research methods section which includes the study's design, research questions with hypotheses, target population and sampling technique, and instrument. Part 3, consists of the data collection section which includes procedures, statistical test(s), and data analyses software. Last, part 4, students will discuss the implications for social work practice which entails a discussion on selecting appropriate culturally responsive interventions and guiding theoretical framework(s) based on their topic and conclusion. This section will also include scoring for quality of writing skills.

Artificial Intelligence (AI) Use Policy for Research Proposal Assignment

Students are encouraged to use AI tools (such as Microsoft Copilot, ChatGPT, or other platforms) to review their Research Proposal before submission. This may include asking for feedback on clarity, structure, or alignment with the instruction and rubric.

However:

- AI tools may **not be used to write the Research Proposal** or complete the assignment on your behalf.
- Any AI-generated feedback or grading must be clearly identified and used for **revision and learning**, not as a substitute for your own evaluation and cited correctly per APA guidelines. **If used, but not cited/documented, your paper will be considered plagiarism, and you will receive a “0”**
- Here is a link to information to correctly cite the use of AI per APA guidelines
 - <https://apastyle.apa.org/blog/cite-generative-ai-references>
- If you use any AI tool, you must complete the **AI Companion Reflection** (see below) to demonstrate ethical and thoughtful use of AI. **This will be the final section for each part of the research proposal assignment.**

AI Companion Reflection Section

This policy is designed to you students develop responsible AI literacy and enhance their analytical skills through guided support. AI Companion Reflection (Required if AI was used) Students who use AI and do not submit this component of the paper will receive a “0” for the assignment.

If you used an AI tool to review any part of the Research Proposal, please respond to the following in 1–2 paragraphs:

1. **How did you use the AI tool?** (e.g., Which AI tool did you use? What questions did you ask? What kind of feedback did you receive?)
2. **What did the AI get right, and what did it miss?** (Did it help clarify your thinking? Were there any inaccuracies or oversights?)
3. **How did the AI feedback influence your final submission?** (Did you revise anything? Did it deepen your understanding of the research design?)

Your reflection will not be graded for correctness, but for thoughtfulness and transparency. The goal is to help you engage critically with AI as a tool—not a shortcut.

NOTE***Students who use AI and do not submit this component of the paper will receive a “0” for the assignment.

Upload a copy of your final version first (with AI changes included). Next, upload a copy of your paper prior to using any AI assisted tools.

Human Subjects Training (20% of final grade = 100 pts):

Students will complete the Citi Program Training on Human Subjects courses Responsible Conduct of Research and Social and Behavioral Responsible Conduct of Research. These training helps students understand and apply ethical standards, while considering personal values and biases, in selecting samples and creating/selecting data collection tools when conducting research. Students can learn more by accessing the link below and D2L course shell. To learn more visit <https://inside.tamuc.edu/research/compliance/training/protection-human-subjects-training.aspx>

Quizzes (30% of final grade) (5 @100 pts):

Students will complete 5 quizzes. The exam will include multiple-choice, true/false and/or fill in the blank questions. The exam will cover concepts associated with each chapter in the textbook which entails research methods and their application in the social sciences. All content on the exam will derive from the textbook and PowerPoint presentations. The exam will open for at least 4 days during the assigned week, and students will have extended time to complete the test once it is open.

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.

Course Outline/Calendar

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

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
Week 1 Aug. 17th-23rd Classes Begin August 20th		• Getting Familiar w/the Course • Chapter 1: Evidence-based Practice • Creating a survey using Google Form • How to write a research proposal? • How to write a literature review?	• Syllabus Overview • Register for the Human Subject Training • Choose Your Research Topic • Begin to Work on the Quiz Study Guide • Read Chapters 1 • Review all Video recording(s) Assigned for this Week (D2L)

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
		- How to define a research problem? - Become Familiar with APA Style Formatting/Writing (see module)	
Week 2 Aug. 24th -30th	Zoom: Monday, Aug 24 @ 7pm	- Chapter 2: Research Ethics - 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	- Begin to work on Human Subject Training - Choose Your Research Topic - Begin to Work on Part I of the Research Proposal - Work on the Study Guide - Read Chapter 2 - Review all Video recording(s) Assigned for this Week (D2L)
Week 3 Aug. 31st -Sept. 6th		- Chapter 3: Research Process - What are independent and dependent variables? - Understanding research designs - Quantitative, Qualitative & Mixed Methods Research	- Continue to Work on Part I of the Research Proposal - Continue to Work on Human Subject Training - Continue to Work the Study Guide - Read Chapter 3 - Review all Video recording(s) Assigned for this Week (D2L)
Week 4 Sept. 7th -13th Labor Day: Sept. 7th	Zoom: Monday, Sept 7 @ 7pm	Chapter 4: Problem Formation	- Continue to Work on Part I of the Research Proposal Take Quiz 1 by Sun., Sept. 13th - Work on the Study Guide - Read Chapter 4 - Continue to Work on Human Subject Training - Review all Video recording(s) Assigned for this Week (D2L)

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
Week 5 Sept. 14th – 20th		- Chapter 5: Measurement - Chapter 16: Program Evaluation	Submit Part I of the Research Proposal by Sun., Sept. 20th - Continue to Work the Study Guide - Read Chapters 5 & 16 - Continue to Work on Human Subject Training - Begin to Work on Part II of Research Proposal - Review all Video recording(s) Assigned for this Week (D2L)
Week 6 Sept. 21st – 27th		- Chapter 8: Qualitative Research - Chapter 9: Mixed-Methods Research	- Continue to Work on Part II of the Research Proposal - Continue to Work the Study Guide - Read Chapters 8 & 9 - Continue to Work on Human Subject Training - Review all Video recording(s) Assigned for this Week (D2L)
Week 7 Sept. 28th -Oct. 4th		- Chapter 15: Single-Case Design Evaluation - Chapter 10: Observational Research	- Continue to Work on Human Subject Training - Continue to Work on Part II of Research Proposal - Continue to Work on the Study Guide - Read Chapters 15 & 10 - Review all Video recording(s) Assigned for this Week (D2L)
Week 8 Oct. 5th – 11th Fall Break: Oct. 8th	Zoom: Monday, Oct 5 @ 7pm	- Chapter 15: Single-Case Design Evaluation - Chapter 10: Observational Research	Take Quiz 2 by Sun., Oct. 11th - Continue to Work on Part II of the Research Proposal - Continue to Read Chapters 15 & 10 - Continue to Work on the Study Guide - Continue to Work on Human Subject Training

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
			Review all Video recording(s) Assigned for this Week (D2L)
Week 9 Oct. 12th – 18th		Chapter 6: Experimental Designs	Submit Part II of Research Proposal by Sun. Oct. 18th - Begin to Work on Part III of the Research Proposal - Continue to Work on Human Subject Training - Read Chapter 6 - Continue to Work on the Study Guide - Review all Video recording(s) Assigned for this Week (D2L)
Week 10 Oct. 19th – 25th	Zoom: Monday, Oct 19 @ 7pm	Chapter 7: Quasi-Experimental Designs	- Continue to Work on Part III of the Research Proposal Take Quiz 3 by Sun., Oct. 25th - Continue to Work on the Study Guide - Read Chapter 7 - Continue to Work on Human Subject Training - Review all Video recording(s) Assigned for this Week (D2L)
Week 11 Oct. 26th -Nov. 1st		Chapter 11: Sampling	- Continue to Work on Part III of the Research Proposal - Continue to Work on the Study Guide - Read Chapter 11 Submit Human Subject Training by Sun. Nov. 1st - Review all Video recording(s) Assigned for this Week (D2L)
Week 12	Zoom: Monday, Nov 2 @ 7pm	Chapter 12: Survey Research	Submit Part III of Research Proposal by Sun. Nov. 8th - Begin to Work on Part IV of the Research Proposal

Weeks	Live Zoom Sessions (Optional)	Topics & Instructional Material	Activities, Assignments & Examinations
Nov. 2nd – 8th			• Take Quiz 4 by Sun. Nov. 8th • Continue to Work on the Study Guide • Read Chapter 12 • Review all Video recording(s) Assigned for this Week (D2L)
Week 13 Nov. 9th – 15th		• Chapter 13: Quantitative Data Analysis	• Continue to Work on Part IV of the Research Proposal • Continue to Work on the Study Guide • Read Chapter 13 • Review all Video recording(s) Assigned for this Week (D2L)
Week 14 Nov. 16th – 22nd	Zoom: Monday, Nov 16 @ 7pm	• Chapter 14: Qualitative Data Analysis	• Read Chapter 14 • Continue to Work on the Study Guide • Submit Part IV of the Research Proposal by Sun., Nov. 22nd • Review all Video recording(s) Assigned for this Week (D2L)
Week 15 Nov. 23rd - 29th		• Wrap-Up	
Week 16 Nov. 30th – Dec. 6th			• Take Quiz 5 by Sun., Dec. 6th

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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@etamu.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>

STUDENT RESPONSIBILITIES FOR COURSE

CWID AND PASSWORD

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@etamu.edu.

TECHNOLOGY-RELATED ISSUES

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 ETAMU campus open computer lab, etc.

TECHNOLOGY REQUIREMENTS AND SUPPORT

MINIMAL TECHNICAL SKILLS NEEDED

Students will need reliable computer and internet access for this course. Students must be able to effectively use myLeo email, myLeo Online D2L, and Microsoft Office.

LEARNING MANAGEMENT SYSTEM (LMS) – D2L

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements:

- View the [Learning Management System Requirements Webpage](#).
- Learn more on the [LMS Browser Support Webpage](#).

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 on the [Brightspace Support Webpage](#).

COMMUNICATION AND SUPPORT

INTERACTION WITH INSTRUCTOR STATEMENT

If you have any questions or are having difficulties with the course material, please contact your instructor. Correspondence will always be through university email (your “myLeo” mail) and announcements in myLeo online (D2L). You will not RECEIVE email through D2L, so be sure to check your ETAMU email for communication. Students are encouraged to check university email daily.

INCLUDE THE FOLLOWING IN EMAILS WITH INSTRUCTOR:

- Course name and subject in the subject line
 - Salutation (Good afternoon, Dr. Jackson)
 - Proper email etiquette (no “text” emails – use proper grammar and punctuation)
 - Student name and CWID after the body of the email (possibly add to student signature on email)
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COURSE AND UNIVERSITY 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.

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 online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

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*.

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](#).

ETAMU ATTENDANCE

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Face-to-Face Classes

Students are expected to attend classes scheduled to meet Face-to-Face, reflecting the responsibility inherent in developing as a social work professional. Roll call will be taken regularly. Students are expected to be on time and prepared to participate when class begins, as well as, be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers, and other in-class experiential exercises are essential for a student's professional learning and continued development of self-awareness.

For classes that meet **once a week**, students can be absent up to 3 times through the semester with no penalty. If **4 absences** occur, the overall grade will be **dropped 1 letter grade**. If **5 absences occur** (25% of the scheduled classes), the student will be **dropped 2 letter grades** or may result in failing the class.

Online, Web-Enhanced or Blended Classes

Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via D2L, students must log in and complete assignments in a timely manner. Not logging in to D2L to review the instructional material and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students' grades will be significantly impacted by inadequate participation or lack of required time commitment each week established by each Instructor. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, as in traditional F2F classrooms, students are expected to invest time in reading and studying class materials

ACADEMIC INTEGRITY

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

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

[Undergraduate Student Academic Dishonesty Form](#)

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

[Graduate Student Academic Dishonesty Form](#)

USE OF ARTIFICIAL INTELLIGENCE

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

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

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

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

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

East Texas A&M University

Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

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

NONDISCRIMINATION NOTICE

East Texas A&M University 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 East Texas A&M University 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 ETAMU 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.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

EAST TEXAS A&M SUPPORTS STUDENTS' MENTAL HEALTH – COUNSELING SERVICES

The Counseling Center at East Texas A&M University, 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

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 or go to https://studentsupport.telushealth.com/us/about#download_app to download the app and explore the resources available to you for guidance and support whenever you need it.



DEPARTMENT AND ACCREDITING AGENCY STATEMENT:

East Texas A&M University Masters of Social Work Program's mission is to educate professional, advanced practitioners to *lead, innovate and transform communities*.

APPENDIX A

Grading Rubric for Research Proposal

Sections and Points	Does not Meet Expectations 0-69% of pts	Meets Expectations 70 -89% of pts	Exceed Expectations 90%or greater
Part I = 25pts			
Background/Introduction of the Problem (5 pts)	Vaguely provides a clear summary of the problem which includes statistics, literature and/or history of the problem, major revisions needed.	Mostly provides a clear summary of the problem which includes statistics, literature and/or history of the problem, with only minor revisions needed.	Provides a clear summary of the problem which includes statistics, literature and/or history of the problem, with no revisions needed.
Literature Review (15 pts) The literature review should be no more than 5 pages long and must have at least 10 unique references (no more than 10 years old), of which no more than 3 can be websites. Most references should be peer-reviewed research studies.	There is little to no demonstration of understanding or discussing of ideas and/or previous research studies on the main topic and is 1 page or less long double-spaced with major revisions needed.	Somewhat understands and discusses the synthesis of different studies associated with main topic to come to a greater understanding of the state of knowledge about the issue and is at least 1.5 pages long double-spaced, with only minor revisions needed.	Clearly discusses and understand the synthesis of different studies associated with main topic to come to a greater understanding of the state of knowledge about the issue and is at least 2 pages long double-spaced, with no revisions needed.
Problem Statement	Does not provide a problem statement or	Provides one or two clear statements mostly	Provides two or more clear statements accurately

Sections and Points	Does not Meet Expectations 0-69% of pts	Meets Expectations 70 -89% of pts	Exceed Expectations 90%or greater
(2.5 pts)	problem statement is unrelated and/or not clear, major revisions needed.	reflecting the information presented in the introduction and literature review, with only minor revisions needed.	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 unrelated, lacks links to problem statement, with major revisions needed.	Provides one or two statements mostly reflecting the purpose of the study based on the problem statement with only minor revisions needed.	Provides two or more statements accurately reflecting the purpose of the study based on the problem statement with no revisions needed.
Part II = 25 pts			
Research Methods (10 pts)	The aim of the study is not mentioned and/or vaguely explained. The research design is not mentioned and/or vaguely explained and why the design was selected for the study, major revisions needed.	Mostly articulates the aim of the study and its research design and explains why the research design was selected with only minor revisions needed.	Clearly articulates the aim of the study and its research design and explains why the research design was selected with no revisions needed.
Research Question/Hypothesis (5 pts)	Does not provide a research question/hypothesis, no identified IV and DV or there is a lack of links to the problem statement and purpose statement, major revisions needed.	Developed at least 1 to 2 research questions/hypotheses mostly reflecting the problem statements and purpose statements with most identified IV and DV and is feasible to research inquiry, with only minor revisions needed.	Developed at least 2 research questions/hypothesis and accurately reflects problem statement and purpose statements with identified IV and DV and are feasible to research inquiry, with no revisions needed.
Target Population and Sampling Technique (7pts)	Vaguely or did not describe the target population which includes specific characteristics such as age, location, etc. Vaguely or did not	Mostly describes the description of the target population which includes specific characteristics such as age, location, etc. Somewhat articulates	Clearly described the target population which includes specific characteristics such as age, location, etc. Clearly articulates the sampling technique utilized to recruit participate and the reason

Sections and Points	Does not Meet Expectations 0-69% of pts	Meets Expectations 70 -89% of pts	Exceed Expectations 90%or greater
	discuss the sampling technique utilized to recruit participates and the reason why it was selected, major revisions needed.	the sampling technique utilized to recruit participates and the reason why it was selected, with only minor revisions needed.	why it was selected, with no revisions needed.
Instrument/Survey (3pts)	The description and purpose of the survey is vague and/or missing key components. The survey consists of at least 3 or less questions, major revisions needed.	The description and purpose of the survey is mostly explained. The survey consists of at least 4 questions, with only minor revisions needed.	Clearly describes the survey, its questions and its purpose. The survey consists of 5 or more questions, with no revisions needed.
Part III = 20 pts			
Data Collection & Procedure/Steps (10 pts)	Vaguely or did not provide a clear brief opening statement (s) or articulates the data collection procedure, which includes how the survey is administrated, statistical test(s) used or how the data is collected, or mentioning of informed consent and participants identity or missing more than one key component, major revisions needed.	Mostly provides clear brief opening statement(s), clearly articulates the data collection procedure, which includes how the survey is administrated, statistical test(s) used, how the data is collected, mentioning of informed consent and participants identity, or one key component is missing, only minor revisions needed.	Provided a clear brief opening statement(s), clearly articulates the data collection procedure, which includes how the survey is administrated, statistical test(s) used, how the data is collected, mentioning of informed consent and participants identity, with no revisions needed.
Statistical Test & Data Analysis (10 pts)	Vaguely discussed or missing key components of statistical test(s) utilized for the study and why and software program used for data analysis, major revisions needed.	Mostly articulates and identify type of statistical test(s) utilized for the study and why and somewhat discuss the type of software/program used for data analysis, with only minor revisions needed.	Clearly articulates and identify type of statistical test(s) utilized for the study and why. Also, discusses the type of software/program used for data analysis, with no revisions needed.
Part IV = 30 pts			

Sections and Points	Does not Meet Expectations 0-69% of pts	Meets Expectations 70 -89% of pts	Exceed Expectations 90%or greater
Implications for Social Work Practice & Culturally Responsive Interventions and Guiding Theoretical Framework(s) (10 pts)	Vaguely provided and/or missed two or more key components: the opening statement, importance of selecting and using appropriate interventions, therapies and theoretical frameworks when working with specific populations; an identified specific intervention/therapy and theoretical framework that best fit the study's target population and problem and/or did include the history of the theory and intervention, major revisions needed.	Mostly provided and/or missed one key component: the opening statement, importance of selecting and using appropriate interventions, therapies and theoretical frameworks when working with specific populations; an identified specific intervention/therapy and theoretical framework that best fit the study's target population and problem & included the history of the theory and intervention, with minor revisions needed.	Provides an opening statement and clearly articulated the importance of selecting and using appropriate interventions, therapies and theoretical frameworks when working with specific populations, clearly identified a specific intervention/therapy and theoretical framework that best fit the study's target population and problem which includes the history of the theory and intervention, with no revisions needed.
Conclusion (5pts)	Vaguely provided a summary of the study including further investigation of the topic/problem, major revisions needed.	Mostly provides a summary of the study including further investigation of the topic/problem, with minor revisions needed.	Provides a clear summary of the study including further investigation of the topic/problem, with no revisions needed.
Quality of Writing (15 pts) (Overall Total of Research Proposal = 100 pts *100%)	Numerous grammatical/spelling errors/APA errors/unorganized lacks depth, not indicative of graduate-level writing. Does not follow prescribed formatting guidelines. Use AI to review paper and did not or scarcely answer all AI Companion	Some APA errors (3-4): information is informative and flows in an organized manner. Follows prescribed formatting guidelines. Reflective of graduate-level work. Use AI to review paper and somewhat answered all AI Companion Reflection questions and mostly included AI references.	Little to no grammatical/spelling/APA errors, follows prescribed formatting guidelines, exceptional quality indicative of graduate-level work. Use AI to review paper and answered all AI Companion Reflection questions fully and included AI references.

Sections and Points	Does not Meet Expectations 0-69% of pts	Meets Expectations 70 -89% of pts	Exceed Expectations 90%or greater
	Reflection questions and lacked AI references.		