



Bachelor of Social Work Program

SOWK 4320, Section 110, CRN 10024, Social Work Research Statistics

Semester:	Spring 2018
Meeting Time/Place:	Tuesday and Thursday 9:30 p.m. to 10:45 p.m., Warrior Hall, Room # 304
Instructor:	Dr. Michael and Sheena Moore Sheena Moore, LMSW Title IV-E Program Specialist/Lecturer
Office:	Warrior Hall 4th Floor. 420E
Phone & E-Mail:	254-501-5947 (o) s.moore@tamuct.edu
Office Hours:	Monday and Wednesday- 10:45am-5:00pm Tuesday and Thursday- 1:00-5:00pm Friday- 8:00 am-5:00 pm

Important Course Access Information: Canvas
Portions of this course are delivered via Canvas Online Learning at <https://tamuct.blackboard.com/webapps/login/>. Please ensure you have access to Canvas. For concerns, please contact the Online Learning department at <http://www.ct.tamus.edu/departments/online/learners.php>

Email

The social work program, as well as TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M/Tarleton email address. For assistance, please contact Information Technology Services at 254-519-5426, its@ct.tamus.edu, visit them in Founder's Hall room 113 or online at <http://www.ct.tamus.edu/departments/informationtechnology/contact.php>.

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program.



911Shield

Emergency Warning System for Texas A&M University – Central Texas

911Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in 911Shield, university officials can quickly pass on safety-related information, regardless of your location. Please download 911Shield today for your iPhone or Android.

Course Description

This course is designed to provide students with the foundation principals and concepts of the scientific method and social science research. Students also learn the basics of statistical data interpretation and critical analysis of research. Topics include: quantitative and qualitative research strategies, research design and methodology, and inferential and descriptive statistics.

Prerequisite: None

Nature of Course

Research I: Social Work Research and Statistics is designed to build on students' knowledge of the scientific method and provide foundational principals and concepts germane to social science research. Specifically, students in this course review the importance of recognizing, engaging in, and using evidenced-based practice as a form of ethical and best-practice methodology in service. Focus in the course includes understanding the ethics and history behind social science research, exploring the most common research designs for social scientists, and understanding rationale for their use (quantitative and qualitative). Students are also exposed to key concepts most often used at the generalist level of social science research (i.e., variables, relationships, sampling) and engage in an introductory understanding and analysis of basic statistical concepts, to include types of inferential and descriptive statistics.

Teaching Method:

The primary teaching approaches in this course will be lecture and active (applied) learning. Material in the course will be presented through interactive class discussions on readings and discussions on assignments. To enhance learning, students may be given the opportunity to work collaboratively on varied assignments, and learning will be measured through observation and assessment.



Program Mission

The mission of the BSW Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

Generalist Social Work Practice: Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from strength's perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order to continually improve the provision and quality of services most appropriate to client needs.

Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice.

BPD Web Page retrieved from:

http://www.bpdonline.org/bpd_prod/BPDWCMWEB/Resources/Definitions/BPDWCMWEB/Resources/Definitions.aspx?hkey=3e3a936d-fe8a-4bd9-8d41-45fdf190bc68



Program Framework

This course provides content that helps to prepare you, the generalist social work student, to engage in all practice behaviors that define the 9 CSWE Core Competencies as outlined below:

Council on Social Work Education (CSWE) 9 Core Competencies and 31 Practice Behaviors

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The following table shows the relationship between: A) the course objectives, B) the CSWE related competency, and C) the assignments used to assess your ability to fulfill the objective related to the practice behavior:

A. Objectives <i>(By the completion of the course, it is expected that you will be able to...)</i>	B. CSWE Related Practice Behaviors <i>(This is the practice behavior that objective supports)</i>	C. Course Assignments <i>(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)</i>
1. Describe how research is part of generalist social work practice.	211a 211c 212b	<ul style="list-style-type: none"> • Course Engagement Activities • Exams • Quizzes



2. Demonstrate an understanding of various research concepts used in social work practice.	212a 214a	<ul style="list-style-type: none"> • Exams • Quizzes • Homework • Course Engagement Activities
3. Apply critical thinking skills to inform and communicate professional judgment about statistical tests to utilize and/or apply.	211c 214a 214b 214c 215c 217a 218a 219c	<ul style="list-style-type: none"> • Exam • Evidence-Based Research Presentation
4. Demonstrate the ability to accurately apply statistical and research concepts to understand and interpret social work/social welfare related issues.	213a 215b 217b 217d 218b	<ul style="list-style-type: none"> • Quizzes • Exams • Homework • Course Engagement Activities • Evidence-Based Research Presentation

Course Requirements:

Required Text

- Rubin, A., & Babbie, E. (2016). *Essential research methods for social work*. (4th ed.) Boston, MA: Cengage Learning.
- Salkind, N.J. (2017). *Statistics for people who (think they) hate statistics*. (6th ed.). Thousand Oaks, CA: SAGE Publications.
- Texas A & M University-Central Texas Social Work Program Student Handbook

Recommended

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- National Association of Social Workers. (2008). *Code of ethics of the national association of social workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code>

Meet Professor Moore

I am extremely honored to teach students and believe that learning is a lifelong process and the opportunity to share my knowledge, skills, and expertise with others along their journey is always a tremendous honor.



Having received a Bachelor’s Degree in Social Work from Texas A&M University-Central Texas (TAMUCT), a Master’s Degree in Social Work with a Specialization in Homeless Education from Baylor University (Sic .em Bears), and pursuing a PhD, I think it is safe to say that I have “some” experience as a student. Due to being a graduate of this elite university, I have a high standard for the students, along with myself. Prior to joining faculty at TAMUCT, I was an Adjunct, working with defendants that were diagnosed with mental health, and at-risk students and families. I served honorable in the United States Army for 22 ½ years and retired in 2012. I held numerous positions to include First Sergeant and Drill Sergeant, which I believe catapulted my passion for social work. During my tenure, I deployed three times, Iraq, Qatar and Afghanistan. I am happily married with a blended family and currently the Title IV-E Program Specialist, Lecturer at TAMUCT. The courses I have taught include Methods & Skills, Field I, Field II, Block Field for Title IV-E, and Research I.

Final Grades

A total of 1,350 points can be earned throughout the course. Students must receive a grade of “C” or better to pass the course. Point distinctions and corresponding weights are as follows:

Course Assignments and Grades:

<u>Assignment</u>	<u>Total Points</u>	<u>Weight (Percentage)</u>
Concept Mastery Quizzes	300	20%
Homework	225	15%
Exams	450	40%
Evidence-Base Research Presentation	225	15%
Class Attendance	75	5%
Class Preparation & Participation	75	5%
Total Points and Percentage	1,350	100

Points and Corresponding Grades:

90-100 %	A	over	1215	Points
80-89 %	B	over	1080	Points
70-79%	C	over	810	Points
60-69 %	D	over	900	Points
Less than 60%	F	less than	675	Points

* If score is less than 810 student must repeat the course.



Course Assignments

The following activities will be completed during the semester.

Concept Mastery Quizzes

Quizzes will help students solidify their understanding of the concepts presented in the course material and how to apply them. Typically, the quiz will be available on Canvas with an expiration date and time. **If a student misses class, it is the student's responsibility to check Canvas and stay abreast with quizzes. THE QUIZ WILL NOT BE AVAILABLE AFTER THE DUE DATE!**

If the quiz is timed, the student may have some leniency with misspelled words, however, if the misspelling causes confusion about the answer to the question, points will be taken off. At the end of the semester, the student's average numerical grade on all quizzes (including any zeros) will represent their final grade. Quizzes will not be pre-announced, so every day students should come to class prepared for the possibility that a quiz.

Homework:

Students will be required to complete the homework assignments over the course of the semester. Assignments will be designed to support in class lecture/discussion, assigned readings, and to aid with the application and understanding of the material. **Assignment Requirements:** Assignments are due on the date by the time listed in the syllabus. At times this may change due to class needs. If this occurs, the instructor will inform students ahead of time of the new due date and time. Late assignments will not be accepted (see class policies). Unless otherwise indicated by the professor, homework is to be completed by the individual to whom it is assigned. Students found to be collaborating with others or using other sources without the express permission of the instructor will receive a grade of zero (0) for the assignment and potential referral to Student Affairs for academic integrity concerns (i.e. cheating). See class policies in this syllabus for more information regarding academic integrity.

Mid-Term and Final Exam

There will be two tests given in this course, a mid-term and a final exam. See the Course Schedule in this syllabus for exam dates. These exams may include true-false, multiple choice, matching, and/or short essay questions, expecting the student to demonstrate their ability to integrate the learning they have done in the class (from reading, class discussions, research, etc.). The mid-term may be an exam on Canvas, and **students are not allowed to work on the exam together; all work must be the student's own.** For the final exam, given in class, students will be allowed to bring with them two 3x5 inch index cards with handwritten notes on them to use while completing the exams. No other materials can be used during the testing, and ONLY index cards of this size can be used.



Students may be asked to turn in their cards with their exam to verify that what they used complied with these requirements. **No technology, including cell phones, can be visible while students are taking the exam.**

If the midterm and or final exam is timed, the student may have some leniency with misspelled words, however, if the misspelling causes confusion about the answer to the question, points will be taken off.

In an emergency that keeps a student from being able to attend class on the day the final is given, the student is responsible for contacting the professor in advance to see what arrangements, if any, can be made to make up the exam before the day it is actually being given. Since the final exam is being given on the final day of class, it will NOT be possible for a student to make up the exam AFTER the date it is given in class.

Evidence-based Practice Research Presentation (EBP)

This presentation is designed to help you apply key research concepts to a research topic of your choice (social work related and approved by Professor Moore). Although you will not be completing an entire research project, you will be asked to complete the following evidence-based practice steps for a real-life social work issue with a specific population (e.g., PTSD in Iraqi veterans, acculturation experiences of African immigrants, depression in the elderly). The student's research project **will not** be any area associated with the topic in your Policy class. Failure to do this will immediately constitute a failed grade. The final presentation will be the final product of previous assignments turned in and will consist of four parts:

1. Formulate an answerable EBP question.
2. Search for research evidence in peer-reviewed journals to answer that question.
3. Critically appraise the evidence for its validity, impact, and applicability.
4. Integrate the critical with your practice experience and your population's unique circumstances to make recommendations.

Learning to write and present research is a process. Therefore, drafts of portions of this presentation will have individual due dates (see course schedule) so that students can get detailed feedback to strengthen their presentation.

Please use the following outline: (See Rubric for each section)

- 1. Introduction:** Abstract which includes the Problem statement: Educate your audience about your practice problem by briefly describing it (client characteristics, presenting problem/practice issue, and other contextual issues) and present your hypothesis(es). Describe the prevalence of the problem in the general population, population information, and why your practice problem needs to be addressed.



2. Literature Review: The purpose of the literature review is to discover what is already known about the research topic and look for information that may benefit your team in developing your research project. This assignment will be submitted in sections and will cover three articles not to include the article used for statistics.

a. Part 1: **Demographics, Definitions and Program Evaluation** (define who, where of population, terms frequently used for population; should cite US Census data, what does the literature say about defining a program evaluation in this field, how has this topic/population/service been evaluated, assessed or what quality assurance measures are commonly used to determine best practices in the field).

Describe your process for searching for reliable research on the problem (search terms, search engines/databases used, your selection process for articles, etc.). A thorough literature search should include journal articles, books, book chapters, and other trustworthy sources. Emphasis should be given to the most recent research.

b. Part 2: **Topic related to population**-Briefly describe the different approaches that are used to address the problem. Include a description of the interventions and a summary of the available research evidence on its effectiveness. You should review a minimum of three scholarly articles presenting effective interventions, however, the use of more studies will strengthen your presentation and is therefore, strongly recommended. You cannot use articles used in class. Emphasis should be on studies that describe the effectiveness of an intervention for the problem (i.e., outcome studies).

3. Methods Section Review:

a. Based on the studies you reviewed, select and present one strong intervention that you believe presents a viable solution to the practice problem. This intervention should be both relevant to your target population and rigorous enough to be implemented.

b. Describe the practice solution/intervention that was supported by this study/systematic review.

c. Critically appraise the methodology of the study or the studies of a systematic review and describe why the methodology was strong enough you would use it to guide your practice. Include both description and analysis of the study design, sample, sampling procedure, validity and reliability of measures, data collection, and any other relevant aspects of the method. Address both the strengths and limits of the studies.

d. Explain why this intervention has stronger evidence than the other(s) you reviewed.

4. Discussion Section Review:

a. Assess and describe the fit of this practice solution/intervention for your client. Does it seem applicable to your client's preferences, culture, values, and goals? Does it seem realistic (time needed, intervention cost, etc.)? Why or why not? What reservations do you have with using this intervention?



What considerations are there in implementing this intervention in the practice setting? If there are no considerations in that practice setting, chose a practice setting and discuss some considerations needed to implement interventions.

5. Conclusion Section:

a. Conclude your paper by briefly restating the importance of your topic, your EBP's purpose and primary findings. A summation of how the results supported or did not support the hypothesis(es). Discuss gaps in the research literature and suggest directions for future research.

In addition to the above components, conclude the presentation by indicating:

- a. How what you learned from class helped to inform your understanding/readability of the article
- b. How you could use the information from the study in work with future clients. **Include a specific example (i.e. scenario).**

Your presentation should be clear that you have sound knowledge regarding the information; therefore, **it is expected that language from the class/readings will be correctly incorporated in context to demonstrate your understanding of the statistical information presented.**

Structural Requirements

It is expected that the completed paper project will be submitted as follows:

- Inclusion of a correctly formatted APA style presentation
- PowerPoint presentation including an introduction, abstract, and reference slides. The presentation should cover components listed above and should not contain full sentences (unless citing).
- 1 page Handout overviewing research process, findings, discussion and recommendations (but in a more visually appealing format than PP handout) – plan to make 1 copy of PP for Professor Moore
- Appropriate in-text citation of all sources used (citations MUST be included)
- A correctly formatted APA style reference page
- No more than 2 direct quotes in the presentation (no block quotes), with correct APA citations used
- **A copy of each of the articles used to complete the assignment (5 points deducted from final grade for EACH missing article)**

Note: It is strongly recommended that if you have questions/concerns with APA that you obtain an APA manual and/or meet with an APA tutor on campus for assistance. Ensure that you give yourself enough time for editing of the presentation.



Class Attendance

Students are expected to be present for every scheduled class session. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness, doctor appointment, or funeral of a family member is an excused absence; the professor also allows one day’s absence if a deployed significant other returns home. You need to email about **every** absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class.

Students must be present when class begins and are expected to remain until class is dismissed; students are not allowed to arrive late. (See the Code of Conduct for further details.)

Student must be present and on time for class on the day of their presentation. Failure to meet both requirements will result in a zero. Student must pay attention while others are presenting. Failure could result in points possibly being taken off of the student’s presentation.

The following shows the degree to which unexcused absences will impact your attendance grade.

<i>Number of Unexcused Absences</i>	<i>Attendance Grade</i>
1	A-
2	B
3	B-
4	C
5	D
6 or more	F
Being late twice counts as one absence	

Class Preparation & Participation

Professor Moore has an interactive teaching style and expects every student to be an active participant in class. Also just as Professor Moore must be prepared for class, this is your responsibility also. You will learn more from this class if you are prepared and participate. Ask questions, remembering that there is no such thing as a stupid question. Share your reactions to what is being discussed. Reflect on implications of what we are studying (this is impossible to do if you are not prepared).



If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.)

While it is important for students to be willing to discuss the course material, be careful when thinking about bringing up stories from your personal life or work. At times this can get the class off subject and use up valuable time. Think about whether the story you want to relate is important for the entire class to hear. If not, you may want to come talk to Ms. Moore individually about it, away from class. If Ms. Moore is concerned about the class getting sidetracked, she will suggest that you come to talk to her individually so the class can get back on subject. Class time is limited and valuable and needs to be used to best advantage.

Being prepared and an active participant increases understanding of the material for your fellow students as well. Your class preparation and participation grade will be determined by whether you talked during class discussions, quizzes, **and whether your contributions added to the quality of the class sessions.** Professor Moore also reserves the right to call on students in class if they are not participating regularly in the discussions.

Professor's Philosophy & Rationale:

As your Instructor, I look forward to providing support and guidance to assist you on your journey to becoming a generalist social worker. The intent of this course is to provide students with a basic framework for Social Work research. The course prepares students to become critical consumers of research literature as well as active participants in research that evaluates the effectiveness of social work practice. In becoming ethical Social Work practitioners, students will gain the skills and knowledge needed to competently plan and carryout research designs, from single-subject to needs assessments to program evaluations, which will inform their ability to provide quality Social Work services.

The learning model for this class brings together an active process involving reading research, reading about research method, particularly how research methods are used in social work practice, and applying this knowledge to a class research project. The research principles and concepts are developed through assignments culminating in both the completion of your assignments, quizzes, exams and your senior evidence-based research presentation. My desire is that your experiences in this course will help you as you transition for Research II and assist in developing a strong competent, ethical, and efficient generalist social worker



CODE OF CONDUCT FOR CLASSROOMS

Class Policies

The following policies apply to all students enrolled in this course:

1. Students are not permitted to enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor only.
2. Once class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meeting with students and other professors, use the restroom, etc.) before class begins. Students who have a medical/physical condition for which they need to request an exception to this policy are advised to speak with the Disability Services Coordinator and/or discuss this with the professor to see if an exception can be granted. Students leaving the class outside of these parameters should not attempt to re-enter the class and will receive a 0 for class participation and/or attendance that day.
3. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not speak to/hold conversations with/pass notes to other students, use cell phones, or engage in other types of unprofessional behaviors once class has begun. Talking during lecture, out of turn, or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor.
Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students apply classroom etiquette and raise a hand if there is something to share or to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor will eventually call on the student and/or may attempt to vary responses from peers **and not call on the student in an effort to do so.** Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor and can potentially impact the attendance/participation grade. Students are encouraged to use a "parking lot" to for questions that may be better to address after class with the professor.

Please note: This professor will NOT assign seats to students. If behavior accelerates to such a need, a meeting will be requested with the student, the instructor and potentially the department to address appropriateness to be able to continue with the course. If it is determined that the behavior significantly impacts/impairs learning for other students, the student may be asked to leave the class permanently, resulting in an F for the course.



4. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not related to the topic can distract class learning and limit knowledge sharing by the professor and other students. In this regard, please note that the professor reserves the right to redirect/limit such conversations in class unless students are expressly asked to share such information by the instructor.
5. **NO TECHNOLOGY IS PERMITTED DURING IN CLASS EXAMS, QUIZZES, OR OTHER TYPES OF ASSIGNMENTS AS DEFINED BY THE PROFESSOR, UNLESS GIVEN SPECIFIC PERMISSION BY THE PROFESSOR.** During such assignments, students may be asked to turn in cell phones to the professor, place bags beneath desk or to the side of class, or other request to minimize use of such technology. Students discovered to be using cell phones, ipads, e-readers, recording devices, etc. during assignments without expressed, written approval by the professor to do so will receive a zero (0) for the assignment and referred to Student Affairs for academic integrity concerns. Students warned against doing so once and found to do so again in this or any subsequent course will receive an F for the course in which the behavior was identified and referred to Student Affairs.
6. Students are NOT permitted to work collaboratively (together) on *any* assignment unless given EXPRESSED permission by the instructor to do so. This includes homework; take home quizzes, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
7. **All assignments must be turned in (submitted) at the beginning of class on the date and time indicated.** Late work **will not** be accepted or graded unless this has been discussed with and approved by the professor **BEFORE** the due date (not the due time) of the assignment. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date; as a demonstration of professional practice, the student must still arrange to get that assignment turned in to the professor before class starts. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professors, and sends a message that such behavior is professionally “okay,” which it is not. This, as well as all other policies, will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.
8. Unless otherwise noted, hard copies of papers must be submitted. Students should be prepared to submit electronic copies of any paper for class at the discretion of the instructor.
9. All papers submitted for grading MUST adhere to APA 6th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced,



3) use Times New Roman font, 4) use 12 point font, 5) include an APA style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, reviewed over email, read in a text-book, etc.). Further, all typed papers submitted in class MUST be stapled or clipped together (if too large for staple). It is not acceptable, nor professional, to hand in a paper that is not professionally bound (in academia, professionally bound means stapled or securely clipped together). Unless instructed to do so, submitting papers in folders, binders, etc. are not required and should be limited in use.

10. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work, turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it was your own work, taking ideas from classes or readings and putting them in a paper without citations/references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned according to the University and program guidelines.** More information on university policies can be found at www.ct.tamus.edu/studentconduct.
11. **Additional & Important Note on Writing Assignments:** All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed.

While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience.

Students found to excessively quote will be penalized. Students using words, as their own without appropriately citing will be penalized – including failing the assignment and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center, Library, and Owl Purdue are also resources that can help you.



A copy of this statement is located at the end of this syllabus. You are required to acknowledge receipt and understanding regarding the policy for academic integrity in this course by signing and submitting the acknowledgement statement no later than the second (2nd) week of class. Failure to do so will result in consultation with the professor, program faculty and/or Student Affairs and could limit your successful continuation in this course.

12. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA, 2009). This includes avoidance of the use of language that degrades women, people of color, gays, lesbians, bisexuals, transgendered, and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.

Final Note Regarding Class Policies

The aforementioned policies are designed to create and foster a positive and rewarding learning environment for all students. Failure to adhere to the aforementioned class policies, as well as university policies, demonstrates a potential inability to conduct oneself professionally in the field of study. These policies are applicable throughout the program and, as such, students who consistently fail to comply with these policies will be considered inappropriate candidates for field placement and/or the degree of Bachelor of Social Work at TAMU-CT, as their behavior is considered inappropriate for a social work practitioner.

An assessment of student behavior as it relates to class policies, and overall decorum required throughout the TAMU-CT social work program and the University, is provided via the “Rubric for Assessing Professional Behaviors” (attached to this syllabus). Any student in this course found to perform below the standard requirements would be provided with a rubric outlining areas for concern. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student’s ability to be assigned a field placement and/or can result in removal from a field placement.

These behaviors, which align with the National Association of Social Workers (NASWs) core values and ethics, TAMU-CTs Code of Conduct, and the Social Work Program class policies, are considered the expected professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

University Policies

1. **Drop Policy**

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student.



The records office will give a deadline for which the form must be completed, returned, and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

2. **Academic Integrity**

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. More information can be found at www.tamuct.org/studentconduct.

3. **Access & Inclusion**

At Texas A&M University – Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Access & Inclusion is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Access & Inclusion at (254) 501-5836 in Warrior Hall, Suite 212. For more information, please visit their website at <https://www.tamuct.edu/departments/access-inclusion/>. Any information you provide is private and confidential and will be treated as such.

4. **Library Services**

INFORMATION LITERACY focuses on research skills, which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at <http://tamuct.libguides.com/index>.

5. **Tutoring Services**

TAMUCT offers its students tutoring, both on-campus and online. Subjects tutored include: Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at (254) 501-5836. In addition, students desiring assistance with academic writing can receive online support by visiting



Tutor.com. Support can be located at

<https://www.tamuct.edu/departments/academicsupport/tutoring.php>

6. **The University Writing Center**


The University Writing Center at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The center is open 1pm-6pm Monday-Thursday during the summer semester. Students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

7. **Textbook Purchasing**

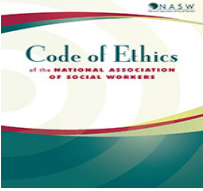
A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.



Course Schedule*

Date	Activity	Readings/Assignments
Module #1: Introduction to Research		
Jan 16 Tue 	Introduction to Research I <ul style="list-style-type: none"> • Welcome to Research-Introductions • Icebreaker • Review Syllabus Student & Professor Introductions • Syllabus Review • Research Fears 	Reading: Syllabus Guest Speaker Visit: Cochran Collaboration and the Campbell Collaboration (read some reviews of interest to you)
Jan 18 Thur	Why Study Research <ul style="list-style-type: none"> • Introduction • How do Social Workers Know Things? • The Scientific Method • Other Ways of Knowing 	Assignment: Discuss Reviews Reading: Rubin & Babbie: Chap. 1
Jan 23 Tue	The Purpose of Research <ul style="list-style-type: none"> • Importance of Evidence-Base Practice • Critical Thinking in Evidence-Base Practice • Steps in the Evidence-Based Practice • Problems in and Objections to Evidence-Base Practice 	Reading: Rubin & Babbie: Chap. 2




Module #2: Ethics & Culturally Component in Research		
Jan 25 Thur 	<p>Understanding the etiology of research ethics:</p> <ul style="list-style-type: none"> • The Deadly Deception – View • Bring to class an image, such as a photo you have taken or located online (give credit per APA) or a meme that reflects/sums up your thoughts about The Tuskegee Syphilis Study. Then, use a 6-word sentence MAX to sum up the image or meme. Points are given based on how well the image and statement reflects the topic and demonstrates critical thinking. 	<p>Read: Rubin & Babbie: Chap. 5</p> <p>FYI: Get more information about memes here: https://www.google.com/search?q=define+meme&oq=define+meme&aqs=chrome..69j57j0l5j3552j0j7&sourceid=chrome&ie=UTF-8</p> <p>Review: NASW Code of Ethics</p>
Jan 30 Tue	<p>Reviewing the lineage of ethics in research</p> <ul style="list-style-type: none"> • Key moments in the history of ethical research development • The Belmont Report • The IRB 	<p>Reading: Rubin & Babbie: Chap. 6</p>
Feb 1 Thur	<p>Continuation of ethics in research</p> <ul style="list-style-type: none"> • Human Subject Protections 	<p>Review: TAMUCT IRB website</p>
Module #3: Starting a Research Study		
Feb 6 Tue	<p>The Research Process</p> <ul style="list-style-type: none"> • Introduction to Quant & Qual • Mixed Methods 	<p>Reading: Rubin & Babbie: Chap. 3</p>
Feb 8 Thur	<p>Starting your Research Study</p> <p>Factors Influencing the Research Process</p> <ul style="list-style-type: none"> • Time Dimension • The Influence of Paradigms • The Influence of Theories • Social Work Practice Models 	<p>Reading: Rubin & Babbie: Chap. 4</p>



Feb 13 Tues	<p>Problem Formulation</p> <ul style="list-style-type: none"> Literature review Selecting a research question 	<p>Reading: Rubin & Babbie: Chap. 7 pages 119-123</p>
<p>Module # 4: Variables, Relationships, & Lit Review</p>		
Feb 15 Thur	<p>Conceptualization and Introduction to Variables</p> <ul style="list-style-type: none"> Developing a proper hypothesis Independent, Dependent, Moderating & Mediating Constants Relationships 	<p>Reading: Rubin & Babbie: Chap. 7 pages 123-129</p>
Feb 20 Tue	<p>Library Orientation</p> <ul style="list-style-type: none"> Introduction and Part I Literature Review 	<p>Assignment: TAMUCT Library Research</p> <p>Homework: Work on Introduction and Part I Lit Review</p>
Feb 22 Thur	<p>Hypothetical and You</p> <ul style="list-style-type: none"> Null Hypothesis Research Hypothesis <p>Central Tendency & Your Topic:</p> <ul style="list-style-type: none"> Using the article research skills you have developed, locate a quantitative article on your topic of interest. Use the article for central tendency information and write post a brief description of the issue. For example, if your topic is teen sexual risk behavior and academic outcomes, you may find an article that indicates the average age of pregnant and parenting teens that quit high school is 16.2. You could write: <i>"My topic of interest is teen sexual risk behavior and academic outcomes. In a study conducted by John, Wells, and Smith (2008), of 1,265 teenagers surveyed, it was determined that the average age of high school dropout following pregnancy was approximately 16 (M=16.2)".</i> 	<p>Reading: Salkind: Chap. 7</p>



Feb 27 Tue	<ul style="list-style-type: none"> Review articles 	<p>Homework: Turn in your research topic, hypothesis, and variables (clearly identified; i.e. Ind., Dep., etc.).</p> <p>Assignment: Bring your (3) article's to class and highlighters</p>
Mar 1 Thur	<p>Computing and Understanding Averages</p> <ul style="list-style-type: none"> Understanding Central Tendency Computing the Mean Computing the Median 	<p>Reading: Salkind: Chap. 2 pages 21-29</p> <p>Homework: Turn in Introduction and Part I Lit Review</p>
Mar 6 Tue	<p>Computing Central Tendency</p> <ul style="list-style-type: none"> Computing the Mode Measures of Central Tendency: Using CT to "describe" and quickly understand facts about the issue 	<p>Reading: Salkind: Chap. 2 pages 29-32</p>
Mar 8 Thur	<p>Midterm</p>	
Mar 12-16		<p>Enjoy!!!</p>



Mar 20 Tue	<p>Understanding the Issue of Statically</p> <ul style="list-style-type: none"> • Variability • Standard Deviation • 34% Rule 	Reading: Salkind: Chap. 3
Module # 5: Measurement & Analysis		
Mar 22 Thur	<p>Operationally Defining and Categorizing</p> <ul style="list-style-type: none"> • Operational definitions • Levels of measurement 	Reading: Rubin & Babbie: Chap. 7 pages 129-139
Mar 27 Tue	<p>Computing Levels of measurement</p> <ul style="list-style-type: none"> • Nominal • Ordinal • Ratio 	Reading: Salkind: Chap. 2 pages 32-42
Mar 29 Thur	<p>Measurement in Quantitative and Qualitative Inquiry</p> <ul style="list-style-type: none"> • Source of measurement error <p>Reliability Measurement</p>	Reading: Rubin & Babbie: Chap. 8 pages 141-146
April 3 Tue	<p>Reliability & Validity in Measurement</p> <ul style="list-style-type: none"> • Validity in measurement • Relationship between Reliability and Validity <p>Locate a valid and reliable measure of one of your study variables. Bring to class your topic, the research question(s), the hypothesis(es), your variables, the name of the measure you would use to assess one of your variables, brief background about the measure that demonstrates why it would be suitable to assess the measure, the statistics related to its reliability and validity, and how you would categorize your variables based on levels of measurement and why. Provide source information for the measure.</p>	Reading: Rubin & Babbie: Chap. 8 pages 146-156



April 5 Thur	<p>Variables & Relationships Continued</p> <ul style="list-style-type: none"> • Types of Correlations • Understanding Correlation Coefficient 	<p>Reading: Salkind: Chap. 5</p> <p>Homework: Turn in Part II Lit Review & Methods Section</p>
April 10 Tue	<p>Quantitative & Qualitative Measurement Instruments</p> <ul style="list-style-type: none"> • Guidelines for Asking Questions • Qualitative Interviewing 	<p>Reading: Rubin & Babbie: Chap. 9</p>
April 12 Thur	<p>Sampling & Surveying</p> <ul style="list-style-type: none"> • Types of Surveys • Strengths and Weaknesses of Surveys 	<p>Reading: Rubin & Babbie: Chap. 10</p>
April 17 Tue	<p>Probability and Why it Counts</p> <ul style="list-style-type: none"> • Normal Curves • Standard Score 	<p>Reading: Salkind: Chap. 8</p>
April 19 Thur	<p>Qualitative Data Analysis</p> <ul style="list-style-type: none"> • Coding • Discovering Patterns <p>A Picture Really is Worth a Thousand Words</p> <ul style="list-style-type: none"> • Histogram • Polygon • Charts 	<p>Reading: Salkind: Chap. 4</p> <p>Homework: Turn in Discussion Section Review & Conclusion Section</p>
April 24 Tue	<p>Significance & Probability</p> <ul style="list-style-type: none"> • Inferential Statistics • Significance & Probability Review 	<p>Reading: Salkind: Chap. 9</p> <p>Reading/Assignment: Work on EBP Presentation</p>
April 26 Thur	<p>One Sample Z-Test</p> <ul style="list-style-type: none"> • Determining the correct statistic 	<p>Reading: Salkind: Chap. 10</p>
May 1 Tue	Evidence Based Research Presentation	
May 3 Thur	Evidence Based Research Presentation	
May 8 Tue	Evidence Based Research Presentation	



May 10 Thur



Final Exam

You Made It!

**MISSION
COMPLETE**

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*Professor reserves the right to amend this syllabus at any time.



Bibliography and Additional Resources:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association, (6th ed.)*. Washington D.C.: Author.
- Coggins, K. & Hatchett, B. (2002). Cultural competence skill building for effective communication and intervention
- Congress, Elaine (1999). Social Work Values and Ethics: Identifying and Resolving Professional Dilemmas. Belmont CA: Brooks/Cole.
- Cournoyer, B.R. (2008). *The social work skills workbook (5th ed.)* Belmont, CA: Thompson/Brooks/Cole.
- Fonagy, Peter, et. al. (2002). What Works for Whom? A Critical Review of Treatments for Children and Adolescents. New York: Guilford.
- Horesji, C. & Garthwait, C. (2002). Cultural diversity. *The Social Work Practicum, (2nd ed.)*. Boston: Allyn & Bacon.
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- Mattison, M. (2000). Ethical decision making: The person in the process. *Social Work, 45(3)*, 201-212.
- Nathan, Peter; and Jack Gorman (2002). A Guide to Treatments that Work, 2nd edition. New York: Oxford University Press.
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- Rothschild, B. & Rand, M. (2006). *Help for the helper: Self care strategies for managing burnout and Stress*. New York: W.W. Norton & Company.
- Rothman, J.C.(1999). *The self-awareness workbook for social workers*. Boston: Allyn & Bacon.
- Spano, R. & Koenig, T. (2007). What is sacred when personal and professional values collide? *Journal of Social Work (4)* 3 1-19.
- Steinman, S., Richardson, N.F., & McEnroe, T. (1998). *The ethical decision making manual for helping professionals*. Boston: Brooks/Cole.
- Stout, Chris E; and Randy A. Hayes (2005). The Evidence-Based Practice: Methods, Models, and Tools for Mental Health Professionals. Hoboken: John Wiley and Sons
- Turner, Francis J (1996). Social Work Treatment: Interlocking Theoretical Approaches, 4th Edition. New York: Free Press
- Walker, V. & Brokaw, L. (2001). *Becoming aware-a text/workbook for human relations & personal adjustment. (8th ed.)* Debugue, Iowa: Kendall Hunt.



Introduction & Part I Literature Review

All three (3) articles

*Statistics article not included

Abstract

- Problem Statement
- Client Characteristics
- Hypothesis
- Prevalence of problem
- Why does problem need to be addressed?

Literature Review

- Demographics (Statistics)
- Definitions (Used for your research presentation)
- Program Evaluation
 - What does literature say about the problem?
 - How has the literature evaluated/assessed problem?
 - What is the results found of each article?
- Search process of each article
 - Where did you find the article?
 - What key words used



Part II Literature Review & Methods Section Review

All three (3) articles

Part II Literature Review

Describe the different approaches used in literature

Summarize of effectiveness of intervention (outcome studies)

Methods Section Review

One (1) Article

Select one strong intervention to practice problem

Describe the practice solution/intervention

Critically appraise methodology

Describing why the methodology was strong enough? Include:

Analyze study design, sample, and sampling procedure

Validity and reliability of measures

Data collection

Explain why this intervention has stronger evidence than the others you reviewed



Types of research approaches

The descriptive study

This approach attempts to identify the characteristics of a problem through description. Because the subject cannot be described in all its detail, careful selection of facts must occur. Facts should be gathered according to pre-determined criteria and for the purpose of demonstrating relationships of interest. To the extent that the descriptive study of a particular problem provides one with a generalized understanding of a phenomenon that, in turn, can be employed to understand other specific problems, this approach is useful and acceptable. An example of this approach would be a description of an unusual planning program in operation in one Municipality, with the objective being to illustrate how the program differs from similar programs found in other Municipalities.

The explanatory study

This approach attempts to find the answer to an enigmatic question. For example, why has an urban area acquired its particular shape, or why has a city council refrained from allowing mobile home parks in the community? The explanatory studies are designed to investigate origin - cause-effect relationships. The typical study includes the collection of empirical data for the formulation of hypotheses or less pretentious hunches and the subsequent test of these hypotheses by any one of a number of ways available to the researcher.

The remedial study

The remedial study seeks to formulate plans to correct or improve undesirable social, economic, political, and environmental conditions. These undesirable conditions, causes and processes associated with them are analyzed. Plans, strategies, and policies are formulated to remedy the undesirable conditions. Implementation methods may be suggested. A remedial study may be directed to the solution of pollution of a lake ringed by cottages or to pedestrian and vehicular conflicts in the central business district.

The methodological study

The methodological study attempts to devise, test or improve new research methods in Planning. The study may deal with the development of a specific technique for the discipline or may take a technique developed by another discipline and attempt to apply it to a Planning context. Possible examples of this approach are innumerable; for example, the application of new forecasting techniques developed in Management Science to a planning problem, or an attempt to develop methods for breaking down cross census information into smaller temporal or areal units.

The historical study

If it is designed to facilitate a deeper understanding of historical processes and is not merely an attempt to fill gaps in our factual knowledge, the historical approach can be very useful. Studies detailing the transference of the modern town Planning movement from Europe to North America or the evolution of company towns in Ontario would be appropriate uses of the historical approach.



Discussion Section Review & Conclusion Section

All three (3) articles

Discussion Section

- Assess and describe the fit of practice solution/intervention for client
 - Does it seem applicable to your client's preferences, culture, and goals?
- Does practice solution/intervention seem realistic?
 - Time needed, intervention cost, etc...
 - Why or why not
- What reservations do you have with using this intervention?
- Consider implementations interventions needed in current practice setting

OR

Chose a practice setting and discuss some of the considerations needed to implement interventions

Conclusion Section

- Conclude your paper by
 - Briefly restating the importance of your topic
 - EPB Purpose
 - Primary Findings
- Summation
 - Discuss how the results supported or did not support the hypothesis
- Discuss gaps
 - In research literature
 - Suggest directions for future research



**SOCIAL WORK EVIDENCE-BASED PRACTICE RESEARCH PRESENTATION
GRADING RUBRIC**

Student Name: _____ Date: _____ Score: _____ /225

Category	The below information needs to be included to receive all points in the category. Missing or incomplete portions may result in fractional or zero points.	Critiques and suggestions to direct student improvement.
Introduction pts _____/20	<ul style="list-style-type: none"> • Abstract • Problem Statement • Client Characteristics • Hypothesis • Why is Problem Significant 	Comments:
Literature Review Part 1 pts _____/25	<ul style="list-style-type: none"> • Demographics • Definitions • What does literature say about problem • How has the literature evaluated/assessed problem 	Comments:
Literature Review Part 2 pts _____/20	<ul style="list-style-type: none"> • Describe the approach used in literature • Summarize the intervention/ practice solution used 	Comments:
Methods Section pts _____/35	<ul style="list-style-type: none"> • Briefly explain the intervention you believe presents viable solution • Briefly describe the practice solution/intervention • Critically appraise and describe the methodology • Analyze sample • Validity and reliability • Data collection • Explain why this intervention has stronger evidence than others 	Comments:



<p>Discussion Section</p> <p>pts_____/20</p>	<ul style="list-style-type: none"> • Assess and describe the fit of practice solution/intervention • Does it seem applicable and realistic • Briefly explain reservations and considerations for implementing intervention 	<p>Comments:</p>
<p>Conclusion Section</p> <p>pts_____/40</p>	<ul style="list-style-type: none"> • A summation of • The importance of topic • Purpose and primary findings • How results did or did not support the hypothesis(es) • Gaps in research literature • Future directions or predictions for future outcomes • Explain how what you learned helped inform your understanding • How could you use information from this EBP research with future clients 	<p>Comments:</p>
<p>Copy of Presentation turned into Instructor</p> <p>pts_____/15</p>	<ul style="list-style-type: none"> • Copy provided • Elaboration of comments • Appearance of PowerPoint slides –Bullet comments no sentences except abstract 	<p>Comments:</p>
<p>Overall Presentation</p> <p>pts_____/20</p>	<ul style="list-style-type: none"> • Graphs/Tables/pictures clearly explained and presented • Appearance of presentation • Creativity • Logical flow of presentation 	<p>Comments:</p>
<p>APA & Organization</p> <p>pts_____/15</p>	<ul style="list-style-type: none"> • Spelling/grammar • Appropriate labeling • Citation • References 	<p>Comments:</p>
<p>Presentation Style & Timing</p> <p>pts_____/15</p>	<ul style="list-style-type: none"> • Eye contact while presenting • Refrain from reading presentation directly • Pace of speech • Professional attire • Within timeframe 	<p>Comments:</p>

Total Points Given _____/225



Bachelor of Social Work Program

Rubric for Assessing Professional Behaviors (RAPB)

Students must demonstrate the ability to maintain scores of 3 or 4 in each of the following 15 professional behavior areas listed below to be considered for a field placement, as these are the expected professional behaviors of social work interns and professional social workers.

Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
1. Attendance: Attends classes and related meetings (CSWE EPAS 2.1.1)	Student has missed a significant (more than 6) number of classes and/or a sufficient number of meetings to impair performance.	Student has missed several (4-5) classes and/or a moderate number of meetings such that it impacts performance.	Student attends almost all classes (missing no more than 3) and/or attends almost all meetings such that absence does not impact/impair performance.	Student attends all classes and/or meetings.
2. Punctuality: Is punctual and present (CSWE EPAS 2.1.1)	Student has been significantly late to class/meetings or left early from class/meetings 3 or more times in a semester.	Student has occasionally (no more than 2 times) been late to class/meetings or left early from class/meetings in a semester.	Student is on time to class/meetings and stays until the end except in truly rare or unusual circumstances that are considered excusable by the professor.	Student is always on time and stays until the end of class/meetings.
3. Initiation of Communication: Initiates communication with the professor/supervisor (CSWE EPAS 2.1.1; 2.1.3)	Student rarely contacts the instructor/supervisor to inform of tardiness/absence, and/or student provides no reason for tardiness/absence.	Student may contact the professor/supervisor to inform of tardiness/absence, but generally does so after the occurrence.	Student almost always contacts the professor/supervisor prior to the occurrence to inform of tardiness/absence. In rare instances when this is not done prior, the student contacts the professor/supervisor immediately after.	Student always contacts the professor/supervisor prior to the beginning of class to inform of anticipated tardiness/absence except in an emergency, and then contacts the professor immediately thereafter.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
4. Respect: Demonstrates respect and support in relationships (CSWE EPAS 2.1.1)	Student is frequently disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is occasionally disrespectful to and non-supportive of classmates, staff, faculty, and/or community members.	Student is rarely disrespectful to classmates, staff, and/or faculty. Student almost always demonstrates support in these relationships/interactions.	Student is never disrespectful to classmates, staff, and/or faculty. Student always demonstrates support in these relationships/interactions.
5. Self-Awareness: Demonstrates self-awareness (CSWE EPAS 2.1.1)	Student rarely shows self-awareness about the impact of verbal and non-verbal communications.	Student occasionally shows self-awareness about the impact of verbal and non-verbal communications.	Student almost always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.	Student always maintains a high level of self-awareness about the impact of verbal and non-verbal communications.
6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity (CSWE EPAS 2.1.1; 2.1.4)	Student's classroom or other student related interactions rarely reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student occasionally reflects respect for and appreciation of diverse opinions, experiences, and/or people in the classroom or during other student related interactions.	Student's classroom or other student related interactions almost always reflect respect for and appreciation of diverse opinions, experiences, and/or people.	Student's classroom or other student related interactions always reflect respect for and appreciation of diverse opinions, experiences, and/or people.
7. Collegiality: Demonstrates collegiality and collaborative interactions (CSWE EPAS 2.1.1)	Student rarely demonstrates collaborative skills in work with others, and/or student has poor relationships with classmates or others involved in student learning.	Student is occasionally reluctant to collaborate with others and/or struggles with maintaining positive relationships.	Student almost always works collaboratively with team members, and/or student almost always engages positively with others.	Student always works collaboratively with all team members, and/or student always engages positively with others.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
8. Course Engagement: Demonstrates appropriate engagement in class activities/discussions (CSWE EPAS 2.1.1)	Student rarely engages in class activities/discussions and does not make an effort to do so following feedback. Or student frequently monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student occasionally engages in class activities/discussions and makes some effort to do so following feedback. Or student occasionally monopolizes the learning space, limiting others' engagement and/or inhibiting the learning environment.	Student almost always engages in class activities/discussions and rarely monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.	Student always engages in class activities/discussions and never monopolizes the learning space in a way that it limits others' engagement and/or the learning environment.
9. Written Expression: Strives for a high level of written expression (CSWE EPAS 2.1.1; 2.1.3)	Student's writing shows significant impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a D or F.	Student's writing shows moderate impairment in content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>low</u> C.	Student's writing demonstrates good content, grammar, spelling, structure, and/or flow. Writing grades are/would be a <u>high</u> C.	Student's writing demonstrates very good to excellent content, grammar, spelling, structure, and/or flow. Writing grades are/would be a B or A.
10. Initiative & Reliability: Demonstrates initiative, reliability and dependability (CSWE EPAS 2.1.1)	Student rarely takes initiative to plan work and complete it in a timely manner, and/or student rarely gets assignments done and submitted on time.	Student only occasionally takes initiative to plan work and complete it in a timely manner, resulting in coming to class minimally prepared and occasionally missing assignment due dates.	Student almost always takes initiative to plan work and complete it in a timely manner, and/or work is almost always submitted on time.	Student always takes initiative to plan and complete work in a timely manner, and/or work is always submitted on time.



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
<p>11. Responsiveness to Feedback: Demonstrates evidence of motivation to improve oneself. (CSWE EPAS 2.1.1)</p>	<p>Student has not demonstrated receptiveness to suggestions and feedback from others and, therefore, makes no effort to adjust performance accordingly.</p>	<p>Student is usually receptive to suggestions and feedback but does not adjust performance accordingly.</p>	<p>Student is almost always receptive to suggestions or feedback and adjusts performance accordingly.</p>	<p>Student is always receptive to suggestions or feedback from others and adjusts performance accordingly.</p>
<p>12. Compliance with Professional Requirements: Demonstrates compliance with the professional conduct policy in the BSW Program, Texas A&M University-Central Texas Code of Conduct, Field Education Manual, and, as applicable, Field Agency Policies. (CSWE EPAS 2.1.1; 2.1.2)</p>	<p>Student demonstrates significant problems in complying with Program requirements, University requirements, and/or the Field manual.</p>	<p>Student occasionally demonstrates non-compliance with the Program requirements, University requirements, and/or the Field manual.</p>	<p>Student almost always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</p>	<p>Student always demonstrates compliance with the Program requirements, University requirements, and/or the Field manual.</p>
<p>13. Compliance with the NASW Code of Ethics: Demonstrates compliance with the Code of Ethics in its entirety (CSWE EPAS 2.1.1; 2.1.2)</p>	<p>Student is consistently non-compliant with one or more components of the Code of Ethics.</p>	<p>Student is only moderately compliant with components of the Code of Ethics.</p>	<p>Student is almost always compliant with the Code of Ethics.</p>	<p>Student consistently demonstrates compliance with the Code of Ethics.</p>



Professional Behaviors	1 Unacceptable	2 Needs Improvement	3 Acceptable	4 Outstanding
14. Quality and Quantity of Work: Strives for high quality work that meets assignment guidelines. (CSWE EPAS 2.1.1)	Student submits assignments that frequently lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is incomplete.	Student submits assignments that occasionally lack neatness, accuracy, organization, and thoroughness, and/or the work submitted is somewhat incomplete.	Student rarely submits assignments that lack neatness, accuracy, organization, and thoroughness. The work submitted is generally complete.	Student always submits assignments that are neat, accurate, organized, and thorough. The work submitted is always complete.
15. Professional Appearance: Displays professional appearance that does not interfere with professional relationships/responsibilities. (CSWE EPAS 2.1.1)	Student's professional attire and presentation is consistently inappropriate for professional and classroom settings.	Student's professional attire and presentation is frequently inappropriate for professional and classroom settings.	Student's appearance is routinely appropriate for classroom and professional settings.	Student's appearance is consistently appropriate for classroom and professional settings.

(Adapted from the University of Vermont Department of Social Work, created 6/17/10)



TAMUCT Bachelor of Social Work Program

ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY & ASSIGNMENT SUBMISSION IN
Research I

All written assignments are expected to be the original work of the student. While paraphrasing and some direct quotations are permitted, it is expected this will be done within the context of your own analysis and synthesis of the information read. Paraphrasing is a skill of reading information and, using your own thoughts, summarizing the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited. Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (""") or placed in a block format within the text. Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience. Students found to excessively quote will be penalized. Students using words as their own without **appropriately citing will be penalized** – including failing the assigned project and up to failing the course. Students found to have plagiarized (using words as your own without giving **proper credit**, whether paraphrasing or directly quoting) will also be referred to the Student Affairs. Therefore, it is **VERY** important that students take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and/or speak with your professor for more guidance. The Writing Center and Purdue OWL are also resources that can help you.

With regard to submitting assignments online, all **assignments must be turned in (received by the instructor) by the due date and time indicated to receive credit.** Late work ***will not*** be accepted or graded unless this has been discussed with **and approved** by the professor **BEFORE** the due **date** (not the due time) of the assignment. Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professor, and sends a message that such behavior is professionally “okay,” which it is not. **This, as well as all other policies related to assignment submission outlined in this syllabus will be held to strict code, and failure to adhere to this policy will result in a zero (0) for the assignment. This is inclusive of all assignments.**



You are being asked to acknowledge receipt and understanding regarding the policy for academic integrity and assignment submission in this course by emailing your acknowledgement statement (in the grey box below) no later than the 2nd week of class. Failure to do so will result in consultation with the professor and could inhibit your successful continuation in this course.

I acknowledge that I have received and agree with the Academic Integrity and Assignment Submission policy for this course. I willingly agree to abide by ALL academic integrity and assignment submission parameters for this course as outlined in this syllabus (including ALL university policies). I understand that should I have issues submitting an assignment via Canvas that I can contact TAMUCT's IT Department directly at 254-519-5466, its@tamuct.edu, helpdesk@tamu.edu, and <https://hdc.tamu.edu> (live chat). I also understand that I should give myself at least an hour of time before the due time and date to submit my assignments. I understand that it is my responsibility to demonstrate that the assignment was successfully submitted and that the University's IT department is available to provide me with the assistance needed. I also acknowledge that I can utilize and/or contact the APA manual, Tutoring Services, Purdue OWL, Tutor.com, and my professor for writing assistance and with questions about academic integrity. I further understand that failure to adhere to integrity and professionalism in writing and assignment submission can result in academic penalties including and leading up to failure of the course and/or referral to Student Affairs.

Student Printed Name: _____

Student Signature: _____

Date: _____

Witness: _____