



Bachelor of Social Work Program

SOWK 4320

Social Work Research Statistics

Semester: Spring 2021
Meeting Time/Place: Online/ Mandatory Class Meetings on WEBEX Tuesdays from 9:00-10:15 am

Instructor: Andreja Lukic, MSW, PhD Candidate

Professor

Office: Warrior Hall 4th Floor.

Phone & E-Mail: alukic@tamuct.edu

By Appointment Only (to be scheduled via ZOOM meeting or phone call)

Office Hours:

I am most reliably reached via my email.

Canvas

Portions of this course are delivered via Canvas. 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>

Important Course Access Information:

Email

The social work program, as well at TAMU-CT, corresponds frequently with students via your student email. Personal email addresses should be connected to your TAMUCT email address.

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



WARRIOR SHIELD

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

Warrior Shield 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, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login)[https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.



Nature of Course

Research I: Social Work Research and Statistics – the purpose of the course is to develop students' competencies related to the scientific method and provide foundation principles and concepts germane to social work and social science research. This content should enable students to engage in evidence based social work and practice evaluation. Specifically, students in this course review the importance of recognizing, engaging in, and using evidenced-based practice as a form of ethical practice and best-practice methodology in service. The focus in the course includes understanding the ethics and history behind social work research, measurement, sampling, research designs for social work, analytic methods, and understanding rationale for their use (quantitative and qualitative). Classical research, quasi-experimental research, practice and program evaluation are covered. 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. The course does require a moderate amount of writing about the intersection of social work and research.

Prerequisite: None

Teaching Method:

The primary teaching approaches in this course will be lecture, discussion, and active (applied) learning. Material in the course will be presented through interactive class discussions on readings and discussions on assignments. Research concepts are often challenging for social work students and it is strongly recommended that students attend class and use the time to clarify the concepts and principles. Supplementary resources will be available on the course CANVAS page. These can be helpful in preparing some of the assignments.

Program Mission

The mission of the Bachelor of Social Work Program at Texas A&M University - Central Texas is to prepare high quality graduates for entry-level generalist social work practice and advanced education through 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 in support of the college and university missions.

Generalist Social Work Practice

The social work program at TAMUCT uses a generalist framework for practice. The program definition of generalist practice as:

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 a 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. (BPD Website)



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. (Source: BPD web page)

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	B. CSWE Related	C. Course Assignments
	Practice Behaviors	
<i>(By the completion of the course, it is expected that you will be able to...)</i>	<i>(This is the practice behavior that objective supports)</i>	<i>(This is the assignment used to assess your ability to fulfill the practice behavior)</i>
1. Describe how research is part of generalist social work practice.	1.1 1.2 2.1	<ul style="list-style-type: none"> • Course Engagement Activities • Exams
2. Demonstrate an understanding of research concepts used in social work practice.	4.1-4.3	<ul style="list-style-type: none"> • Exams • Course Engagement Activities
3. Apply critical thinking skills to inform and communicate professional judgment about statistical tests to utilize and/or apply.	1.1 4.1-4.3 8.1 4.1-4.3	<ul style="list-style-type: none"> • Exam • Evidence-Based Research Presentation • Research Proposal
4. Demonstrate the ability to accurately apply statistical and research concepts to understand and interpret social work/social welfare related issues.	8.1	<ul style="list-style-type: none"> • Exams • Course Engagement Activities • Evidence-Based Research Presentation • Research Proposal



Course Requirements:

Required Text

- Faulkner, S. S. & Faulkner, C. A. (2018). *Research methods for social workers*, (3rd ed.). New York: Oxford University Press.
- Salkind, N.J. & Frey, B. B. (2020). *Statistics for people who (think they) hate statistics*. (7th ed.). Thousand Oaks, CA: SAGE Publications.
- Texas A & M University-Central Texas Social Work Program Student Handbook

Recommended

- American Psychological Association. (2019). *Publication manual of the American Psychological Association*(7th ed.). Washington, DC: Author.
- National Association of Social Workers. (2018). *Code of ethics of the national association of social workers*. Retrieved from <https://www.socialworkers.org/pubs/code/code>

Final Grades

A total of 100 points can be earned throughout the course. Students must receive a grade of “C” or the program requires that the course be re-taken. Point distributions are as follows:

Course Assignments and Grades:

Exams/Quizzes (3) @ 10 points	30
Research Question	10
Research Analysis Paper	40
Poster Presentation	20
Total: 100 POINTS	



Points and Corresponding Grades:

A =	90-100
B =	80-89
C =	70-79
D =	60-69
F =	59 or less

Course Assignments

In addition to the three examinations the following activities will be completed by students during the semester.

Research Question (10 Points)

Students must identify a **Social Work** research question of interest. The topic and question must clearly indicate the connection with social work and must be one that can be researched. No value questions! You must:

- State the question clearly
- Explain why this is a question that can be researched.
- Identify the connection with social work and the audience for whom it would be of interest.
- Explain why this is an important topic to research and what we may learn.

The resultant review should be 2-3 pages double spaced in length, follow APA format and be appropriately cited and referenced.

Starting research questions with terms like *should, can, or what* are not usually productive as these are often not researchable.

Research Analysis Paper (40 points)

In this assignment students are required to identify four **Social Work** articles (10 or less years old & done in the US) that relate to a single research topic of interest. The connection with social work must be made. One of these articles may be conceptual, but the other three must involve some research that is reporting results. The student is then expected to:

- Give an introductory statement as to why this topic is important for social workers to know
- **Summarize** what was discussed in the research reviewed. Description of the articles is not enough. You must explain what was done and its meaning. This may be a summary at the end of each review of at the end of the review of all articles.



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- Clarify something specific that emerged from the readings that tells us something useful for social work
- Explain what we still need to know or where further research needs to be done based on what you read.
- Discuss the levels of measurement, research, and statistical methods used in each article (including sampling) Note: Multiple methods & measures may have been used
- Discuss the strengths and limitations of each method
- Explain for each article how the methods either strengthened or weakened that the results reported were useful.
- Identify how, in at least one article you could have used a different methodology to achieve a stronger result
- Were social work ethical guidelines followed in conducting the research?

The resultant review should be 12-14 pages in length, follow APA format and be appropriately cited and appropriately referenced.

Poster Presentation (20 Points)

Students will complete a research poster based off of their Research Analysis papers. Further details and requirements will be discussed in class. Students will be expected to schedule a time with the professor to present their posters before May 14th.

Quizzes (30 Points- 3 at 10 Points each)

Quizzes will cover chapters from the text book. Each quiz will consist of a combination of multiple choice and true or false questions.

Class Attendance

You are all adult learners and it is your responsibility to attend class and participate as a member of the class. Your decision on how well you do this is up to you. But be assured, that even though no points are awarded for attendance or participation that irregular attendance or participation may negatively affect your grade. This is challenging content and you may need to be part of the discussion. So if you do not come to class you may not be happy with the end result. You should act accordingly. Classes will be held via WEBEX on Tuesdays during our regularly scheduled class time of 9:30am-10:15 am. You are expected to attend every Tuesday.

Note: This course will be conducted both using online platforms, such as Canvas as well as “in person” meetings on Webex. It is your responsibility to login to Canvas weekly. This professor will make announcements regularly on CANVAS to keep the class updated with any reminders and/or changes.



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. It is disruptive. Exceptions will be made with *prior discussion and approval by the professor only*. As per university policy, children may not be brought to class without prior permission of the instructor.
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.
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. Derogatory language should not be used in class.

Students are strongly encouraged to engage in discussion in a respectful and appropriate manner. Shouting out answers, making loud noises, and/or waving a hand vigorously to capture attention is unprofessional, disruptive, and inappropriate behavior. Consistent display of such behavior will result in consultation by the professor.

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.

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. **Giving too much information/help to another student may be as big an academic integrity issue as receiving that information!**

5. **All assignments must be turned in (submitted) at the beginning of class on the date and time indicated.** Late work ***will no t*** 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. Students are not to miss examinations or deadlines for assignments except for university excused absences. Documentation must be provided.**



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6. 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. **No assignments should be submitted email without the prior permission of the instructor.**
7. All papers submitted for grading MUST adhere to APA 7th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double spaced, and appropriately cited. Any exceptions must be approved by the professor.

Use Times New Roman 12 point font, include an APA style cover page, 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. Academic dishonesty will result in a grade of 0 on the assignment.** More information on university policies can be found at ct.tamus.edu/studentconduct. Failure to maintain integrity of one's work is also a violation of the NASW Code of Ethics.
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 and makes the document difficult to read.

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” (see SOWK Student Handbook). 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 RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2Fform%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.



Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

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 a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in



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seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!



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Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [<http://tamuct.libguides.com/index>].

For Spring 2021, all reference service will be conducted virtually. Please go to our Library website [<http://tamuct.libguides.com/index>] to access our virtual reference help and our current hours.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].



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Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.



Bibliography and Additional Resources:

American Psychological Association. (2009). *Publication manual of the American Psychological*

Association, (6th or 7th ed.). Washington D.C.: Author.

Daley, M. R. & Doughty, M. O. (2006). Unethical social work: Comparing licensing and NASW perspectives. *Arete* (30), 2, 35-50.

Daley, M.R. & Pittman-Munke, P. (2016). Over the Hill to the Poor Farm: Rural History Almost Forgotten. *Contemporary Rural Social Work*, 8 (2), pp. 1-17. (9) 1, pp. 1-12. Retrieved from <http://digitalcommons.murraystate.edu/crs/w/vol8/iss2/2/>

National Association of Social Workers (2018). Link on Canvas

TAMUCT Bachelor of Social Work Program

ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY & ASSIGNMENT SUBMISSION IN

SOWK 4320 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



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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:
