Texas A&M University - Central Texas
Bachelor of Social Work Program

SOWK 4321- Writing for Social Work Research

Semester: Fall 2021

Meeting Time/Place: Section 110 TR 12:30 – 1:45 PM, Warrior Hall/Live-In Class Sessions

Instructor: COL Jeffrey S. Yarvis, PhD, MSW, M.Ed., MSS, MS, LCSW, BCD, ACSW

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Office Hours: Before or after class, by appointment 7 days/week, office hours TR 1:45-2:45 Room WH420e or via Zoom

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Emergency Warning System for Texas A&M University – Central Texas
UNILERT 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 UNILERT through their myCT email account.
Connect at Unilert [https://www.tamuct.edu/departments/security/unilert.php] to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

Course Purpose
This writing intensive course builds on the conceptual knowledge of SOWK Research Statistics. This course focuses on the application of these concepts to social work research. Students will develop a **SOCIAL WORK** research topic, develop a related literature review, research question, and develop these into a research proposal with **appropriate methods and analytic tools** (statistics). Student will also learn the purpose and methods of evaluation research. Students should learn and be prepared to apply ethical principles of social work research and evaluation of practice, broadly defined. **This is a writing intensive course. Students will be**

**expected to write drafts of their work, and sound writing is an important part of the grade .
The product should be original work.**
Prerequisites: SOWK 4300 & SOWK 4320
Nature of Course
Writing for Social Work Research serves as a follow-up to SOWK 4320 Research Methods &
Statistics with a focus on the professional writing for social work research. Specifically, this is a
writing intensive course that **builds on the conceptual knowledge of SOWK 4320** and the rest
of the social work curriculum by having students apply that knowledge to facilitate their
understanding, interpretation, and application of research. The focus in this course is on the
evaluation of practice, critical evaluation of published research, and the design and completion of
a professional social work research proposal. Program evaluation in social work, a form of
applied research, will also be covered. **Drafting of sections for the research proposal
is required. Failure to submit drafts in a timely way will negatively affect
your grade.**

*The following course has infused curriculum that prepares students with the necessary
casework skills required by 45CFR 1356.60 Title IV-E Training Program.*

Teaching Method
The primary teaching approaches in this course will be interactive class discussion, lecture, and
active (applied) learning. Some class sessions will focus much like a seminar with discussion
and feedback. Material in the course will be presented through lecture, interactive class
discussions, and student generated discussions on research assignments. Additional
supplemental information will be posted on the course Canvas site. **You will need to read,
prepare material, and discuss your work in class or you will be disappointed with your
final grade for the course. This is a writing intensive class and requires that drafts of
sections for the written assignments be submitted prior to the final version. Lack of
attention to keeping up, discussing progress on the development of the research proposal,
and/or delay in the submission of drafts is likely to negatively affect the grade. An
important part of the learning process is writing drafts, discussion, feedback, and use of the
feedback process. Failure to respond to comments on drafts may also affect your grade on
subsequent assignments. You should expect to be an active part of the learning process.**
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 that 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.

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.

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

Competency Goals Statements (Certification or Standards)

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers that promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and

Communities

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found by reviewing the student handbook.

Course Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in

practice situations

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life

experiences in practice at the micro, mezzo, and macro levels

3

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human

rights at the individual and system levels

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery,

and access to social services

5.2 Assess how social welfare and economic policies impact the delivery of and access to social

services

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. The complete list of practice behaviors can be found on the CSWE website and in the TAMUCT student handbook.

Course Objectives & Related CSWE Practice Behaviors
This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:
The objectives for this course, that support the CSWE related practice behaviors, are:
1.1 Students will be able to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
1.3 Students will be able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
1.4 Students will be able to demonstrate use supervision and consultation to guide professional judgment and behavior in research.
 4.1 Students will be able to demonstrate the use of practice experience and theory to inform scientific inquiry and research.
4.2 Students will be able to demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
4.3 Students will demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery. Students will demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
8.1 Students will demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
9.1 Students will demonstrate the ability to select and use appropriate methods for evaluation of outcomes;

9.2 Students will demonstrate the ability to pply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.3 Students will demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

9.4 Students will demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

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

A. Objectives *(By the completion of the course, it is expected that you will be able to…)*	B. CSWE Related Practice Behaviors *(This is the practice behavior that objective supports)*	C. Course Assignments *(This is the assignment used to assess your ability to fulfill the objective related to the practice behavior)*
1. Demonstrate Ethical and Professional Behavior	**1.1** Students will be able to make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. **1.3** Students will be able to demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.	• Research proposal • Presentation • Class Discussion

2. Engage In Practice-informed Research and Research-informed Practice	**1.4** Students will be able to demonstrate use supervision and consultation to guide professional judgment and behavior in research. **4.1** Students will be able to demonstrate the use of practice experience and theory to inform scientific inquiry and research. **4.2** Students will be able to demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	• Research Proposal • Drafts of research proposal sections • Presentation • Class Discussion • Exams
3. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	**4.1** Students will be able to demonstrate the use of practice experience and theory to inform scientific inquiry and research. **4.2** Students will be able to demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research	• Research Proposal • Drafts of research proposal sections • Presentation • Class Discussion • Exams

	methods and research findings.
	
	4.3 Students will demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery. Students will demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
	
	8.1 Students will demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
	
	    9.1 Students will demonstrate the ability to select and use appropriate methods for evaluation of outcomes;
	
	    9.2 Students will demonstrate the ability to pply knowledge of human behavior and the social environment, person-	

| | in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

 9.3 Students will demonstrate the ability to critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

 9.4 Students will demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. | |

COURSE REQUIREMENTS

<u>**REQUIRED & RECOMMENDED TEXTS:**</u>

- American Psychological Association (2019). *Publication manual of the American Psychological Association (7ᵗʰ ed.).* Washington D. C.: Author. – Recommended (<u>Reference</u>)

- Grinnell, R. M., Gabor, P. A. & Unrau, Y. A. (2019). *Program evaluation for social workers*(8ᵗʰ ed.). New York: Oxford.

- Holosko, M. J. (2006). *Primer for critiquing social research.* Belmont, CA: Brooks/Cole.

- Your research text from SOWK 4320 (if you still have access to it). <u>Recommended as a reference/resource.</u>

- Society for Social Work and Research homepage (<u>On-line</u>, *as a reference*)

FINAL GRADES*

Each assignment is evaluated on the basis of points and the points are added to determine your grade. Grades for individual assignments and the overall total can be found in your on-line grade book. The maximum percentage a student can obtain is 100%. Students must obtain a grade of C (70%) or higher to pass this course. (*Note: This instructor does not provide "make up" or "extra credit" work.) Point and weight distinctions for assignments follows.

Course Assignment	Total possible points
Web Exercise	100
Draft Proposal Part I: Sections Research Question 50, Introduction 30, Problem Statement 20.	100
MIDTERM Research Proposal Part II: Lit Review	200
Research Proposal Part III: Methods	100
Research Proposal Part IV: Expected Findings and Discussion	200
Poster/Presentation	100
Research Proposal Part V: Abstract	100
FINAL: Research Proposal Part VI: Full Paper with Ethical/SW Implications, Conclusion, Full References & Appendices	400
Attendance	100
Participation	75
Academic Integrity Statement	15
Lit Review Matrix & Logic Model/EPIS Framework	10
Totals	**1500**

Final Percentages* and Corresponding Grades are based on the following:

A = 1350-1500   B = 1200-1349   C = 1050-1199   D = 900-1049 F = 899 or less

Posting of Grades

All grades will be posted in the Canvas grade book. No other posting method is used.

No Assignment will be accepted via email. This is a face to face class.

COURSE ASSIGNMENTS

The following activities will be completed during the semester:

1. **Research Proposal:** Students are expected to complete a professional research proposal as a process for evaluating the relevant course competencies demonstrated by the student. The proposal should be professionally written this is a writing intensive course) and follow APA format. The final research proposal in its entirety is generally **between 16-25 pages in length**– which, when complete, includes the following:

    ✓ *Cover page*

    ✓ *Abstract*

    ✓ *List of appendices (if included)*

    ✓ *Introduction/statement of problem and purpose of research*

    ✓ *Literature review*

    ✓ *Clear Statement of the Research Question*

    ✓ *Methods (measures, design, & statistics)*

    ✓ *Discussion*

    ✓ *References, and*

    ✓ *Appendix (or appendices)*

*Note: References must include a <u>minimum</u> of 12 professional references (total – entire paper) – 10 of which must be peer-reviewed articles. A <u>minimum</u> of 8 sources must be from social work (excluding course texts). <u>**US sources are generally preferred unless there is a specific reason to add International sources**</u>. Electronic versions of professional journal articles are acceptable are part of the 10 journal articles. The remainder may be online resources (except Wikipedia),*

books, etc. __*Generally accepted practice is to use primarily articles 10 or less years old and use quotations sparingly.*__ Your textbooks do not count as sources, but they may be used.

      Part I: Introduction/Statement of the Problem: Every good piece of research or research proposal begins with a clear statement of the problem and why this is an important topic to study. To a considerable degree making this case clearly depends on a prior review of the literature in the area. This is where you must lay out the what, why, and how of what you are proposing. This piece will help to frame your proposal. You will also need to include the significance of what you are proposing, **especially as it relates to social work**. In other words, why is this important for anyone to know and what is its relevance to social work? You need to consider your audience in this section. Who will be the primary readers of this (other than the instructor). This section needs to be clear, target your audience, and precede your literature review. This section needs to indicate the purpose of your research. Ultimately you must answer the – So What? – question here. **This should clearly identify a connection to social work and what you propose to do.**

      Part II: Literature Review: This portion of the research proposal introduces the audience to the proposed topic in depth and explains what is known and not known about the topic at hand. Key terms should be clearly defined. Questions like what purpose will it serve the field of social work and/or Society may be addressed. What gap in the knowledge and/or practice will this study serve to fill? To answer these questions, the literature review should include a comprehensive and balanced review of the available literature on the student's research topic. It should begin with a description of the prevalence of the problem and include literature that positively and negatively relates to the student's topic of research. It may, depending on the type of research include at least one theory or perspective that is related to the student's topic. This is important since your methods will need to connect to the literature and prevailing theories or perspectives. The review should conclude with statement summarizing the purpose, research or guiding questions, and hypothesis (es) or research questions. If you are doing program evaluation, at least part of this review must be to describe the program and its objectives. The literature review should serve as the foundation to the structure of the entire proposal, and variables that are to be operationalized should be connected to the review. In this you should demonstrate that you are familiar with your topic. Extensive quotations are to be avoided as they affect the flow. Use paraphrasing – not quotes. **The literature review also needs to include a summary of the review tells us – not just a description of articles.**

Literature Review Submission Requirements: <u>A draft of the Literature review is required before the final version is submitted.</u> The completed literature review must be typed with 12-point, Times New Roman font, double-spaced and 1-inch margins. Citations should be used appropriately. Excessive quotations may not be used in the literature review **(no more than 2)**. Any quotations should be short, essential to make a point, and succinct. A completed reference list following APA 6th edition guidelines must also be submitted with the completed Literature Review. An abstract must also be included along with an APA 6th edition cover page. The introduction should be included before the literature review and a clear transition should be provided between the two. The body of the Literature Review should be roughly <u>8-10 pages in length</u> (this is only a guide).

Part III: Methods Section Review: A draft of the methods section is required before submitting the final methods section. Where the literature review serves to express to the audience *why* you are proposing to conduct the planned research, the methods section serves to provide the *how*. It is the frame to your proposal structure. **<u>Here you have some flexibility in designing your study. You may choose to follow the traditional empirical model, a qualitative approach, mixed methods, evaluation of practice or program, or even historical research. Whatever methods you choose, they must conform to professional models for that type of research.</u>** In this regard, the methods section should include a description of the intended methods, relevant participants in the study, inclusion and exclusion criteria for the participants, and the intended sampling or data collection method. It should include a description of any measures that are going to be used and the established reliability and validity of these measures. It should include the study design and the procedures for the study. **<u>The proposal must also include proposed method(s) for analyzing your data (yes statistics is included!).</u>** While the methods section generally does not include a description of the present study and hypothesis or research question, for the purposes of this paper, this information should be restated at the beginning of the section. You will need to address how you get your sample population for the research. You will have to address IRB approval and if you are using an established measure, you may have to purchase the measures from a company or request permission to use them. So how will you get your measures? You should also identify any limitations that affect the generalizability of your research. Note: if you are doing research that directly affects human subjects you must reference the IRB process (although you don't need to make an application).

Methodology Submission Requirements: Completed Methods Section must be typed with 12 point, Times New Roman font, 1-inch margins and double spaced. Citations should be used appropriately and follow APA 6th edition guidelines. Excessive quotations may not be used **(no more than 2)**. A completed reference list following APA guidelines must also be submitted with the Methods Section. An APA 6th edition cover page must be included. The Methods Section should be about 5 pages in length.

Parts IV & V: Discussion Section Review and Expected Findings: A draft of the methods section is required as a part of submitting the final paper. The discussion section of the research proposal follows the methodology section and serves to summarize for your audience *what* was done. It includes suggestions for future studies as well as limitations of the proposed study. The discussion section puts the finishing touches to the proposal structure. Included in this section should be a brief restatement of some of the relevant literature on the research topic to demonstrate again the need for the research. It should include any ethical issues or implications of your research. It should include the strengths and limitations of your study. It should include implications for social work practice, policy, research, and education that can be anticipated as a result of your study's completion. Also, while in reality the discussion section generally does not explicitly state a description of the present study, for the purposes of this paper, the student will briefly summarize this information. This section should also be thoroughly referenced according to APA 6th edition style. Generally there should not be much new literature here.

Discussion Section Submission Requirements: Completed Discussion Section must be typed with 12 point, Times New Roman font, 1-inch margins and double-spaced. Citations should be used appropriately and follow APA 6th edition guidelines. Excessive quotations may not be used **(no more than 1)**. A completed reference list following APA guidelines must also be submitted with the Methods Section. An APA 6th edition cover page must be included. The Discussion Section should be approximately 2-3 pages in length.

Part VI: Full Research Proposal: Part four of the research proposal includes a revision to the Literature Review, Methodology and Discussion sections, based on draft comments. The purpose of this submission is to allow students the opportunity to make corrections to the submitted components, fine tune writing skills, and create a clean, revised copy of the proposal that can be used in writing sample requests in future academic and professional pursuits.

2. **Poster/Presentation**: Students should prepare a poster identifying the major points you identified in your literature review and what is known about the subject. You should also explain what you hope to learn through your research. This poster should be presented/discussed in class. The proposal presentation serves to assess the social work competencies for this course. Students are expected to develop and give a professional presentation of their work. The presentation should highlight some of the existing research, why the student's research is needed, the research study design, ethical issues, and the implications for social work. You are offered some creative freedom as to how best to get your point across. **The use of electronic posters as a presentation medium is strongly encouraged.**

Please note: If your schedule is such that you find it consistently difficult to arrive to class on time, remain for the full class, or arrive to class at all, it is advised that you find a course that would best meet your scheduling needs.

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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.

4. **NO TECHNOLOGY IS PERMITTED DURING THE 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, smart watches, tablets, laptops, 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.

6. Students are <u>NOT</u> 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!**

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 <u>date</u> (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.

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. **No assignments should be submitted email without the prior permission of the instructor.**

9. 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 Roman12 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 www.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.

13. While assignments may be discussed in class, no individual discussion of the determination of a grade made occur in this context. Discussion of grades is confidential and will not be done in the presence of other students. The proper context for such discussions is in the professor's office.

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 underline 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.

VIII.   University Policies

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. You must confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

1.   **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, 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 reported 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. **I will take off 1 point for each percent for of copied content in the Turnitin plagiarism system with the exception of citations in the Reference Section. THERE IS NO SUCH THING AS ACCIDENTAL PLAGIARISM! The first time there is significant plagiarism (above 15%), I will give you a warning and a re-do. The second time you FAIL the course and reported to the Department of Social Work for Professional Misconduct!** I recommend you get anti-plagiarism software such as "Safe Assign." Work with the university writing center writing tutors about paraphrasing if you have questions.

2. **Access & Inclusion (Disability Services)**

At Texas A&M-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 Department 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 Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage: https://www.tamuct.edu/departments/access-inclusion.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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 seeking accommodations related to pregnancy and/or parenting. For more information, please visit https://www.tamuct.departments/index.php. Students may also contact the institution's Title IX Coordinator. If you would like to

read more about these requirements and guidelines, please visit:
http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf.

3.   **Library Services**

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 72,000 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 TAMUCT 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 twenty-four 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 TAMUCT 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 homepage: https://tamuct.libguides.com/

4.   **Tutoring Services**

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.
Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

5.   **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.

6. **The University Writing Center**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University – Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the Summer semester. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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. In addition, 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. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

Technology Requirements.

This course will use the TAMUCT Instructure Canvas learning management system.
Logon to TAMUCT Canvas [https://tamuct.instructure.com]
Username: Your MyCT username
(xx123 or everything before the "@" in your MyCT e-mail address)
    Password: Your MyCT password

Technology Support.

For technology issues, students should contact Help Desk Central.
24 hours a day, 7 days a week:
Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: http://hdc.tamu.edu
When calling for support please let your support technician know you are a TAMUCT student.
For issues related to course content and requirements, contact your instructor.

Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page](https://www.tamuct.edu/departments/business-office/droppolicy.php):
https://www.tamuct.edu/departments/business-office/droppolicy.php

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed 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.

Attendance: 4 unexcused absences will result in automatic F in the course. You can afford to fall behind in this course.

Some class sessions may be taught on WEBEX, but most will be in class.

COURSE SCHEDULE*

Note: V*isit Canvas to obtain additional readings and handouts*

Date/Week	Activity	Readings/Assignments
Week 1 8/24-8/26	Introduction to Writing for Social Work Research • Introductions • On-line decorum • Syllabus & Course Dynamics Review • Purpose of Research in Social Work-Don't Fear the "R" word • Introduction to the Issue (semester topic)-example subthreshold PTSD • Establishing Your Topic	**Reading:** Syllabus Reading: Holosko , Chapter 1, Grinnell, Chapter 1

(Continued)	Developing Your Topic • Syllabus Q&A • The Basics • Exploring/clarifying the semester research topic • Discussion of the application of Research methods to social work practice –words matter • Grand challenge to measurable/doable projects-funnel • WEBEX Exercise	**Reading:** Holosko, Chapter 2, Grinnell, Chapter 2 **Assignment: Confirmation of Signed Integrity Statement due 8/26** pp. 29-30
Week 2 **8/31-9/2** **Out** 9/7-9/9 RH	Reviewing the literature • Developing an Introduction • Developing a literature review • Requirements of the literature review • Developing an outline • How to engage in critical thinking and articulate ideas accordingly – A-S-A model of critical thinking & writing • WEBEX • The importance of APA, support, editing and a plan	**Reading:** Holosko, Chapter 3, Grinnell, Chapter 3 **WEBEX due 9/9**

Week 3 9/14-9/16 By WEBEX Due to Yom Kippur	Reviewing the literature • Formatting the research question • Summarizing the literature review & empirical support • Establishing your roadmap: questions, predictions, & assumptions • Identifying key variables • Theory Explication and Question Generation • Advancing one theory over others • Establishing your working hypotheses • Operationalizing your variables • 9/16 Lit Review Matrix-Possible Guest Lecture from Dr. Lukic (In person or by WEBEX)	**Reading:** Holosko, Chapter 4, Grinnell, Chapter 7
Week 4 9/21-9/23	Reviewing the literature • Balance in the literature • Resolving competing ideas • Evaluating the quality of information • Connecting the research to social work • Using Logic Models • Research Questions on the Board Exercise	**Reading: Grinnell, Chapter 10.** Review syllabus and all resources to ensure directions for assignment are followed. Review policy on submission and late assignments. **Assignment: Draft Research Question due 9/23 in class.**

Week 5 9/28-9/30	• Review Literature Review • Discussion of Literature review • Revisions for Final draft of lit. review • Discussion of Program Evaluation	**Lit Review Matrix and Logic Models Due 9/28** **Assignment: <u>Draft Introduction due 9/30 in class.</u>**
Week 6 10/5-10/7	Preparing for the methodology • Requirements for the methodology • Abstract to observable • Review of research ethics. • IRB • Informed consent & beneficence	**Reading: Grinnell, Chapter 11, 12** **Assignment: Draft <u>Literature Review due in class 10/7</u>.**
Week 7 10/12-10/14	Developing the methodology • Developing your Informed consent (if necessary) • Cultural considerations • Identifying your sample • Recruiting versus sampling • Sampling techniques • Critiquing research articles **TEST-10/14**	**Reading:** Holosko, Chapter 5 **Reading:** Holosko, Chapter 7 **Test – Grinnell Ch. 1-3,7, 10**

Week 8 10/19-10/21	Data Collection and Quantitative Research Designs • Measurement • Using surveys • Common quantitative designs • Errors in quantitative designs (internal and external validity) Data Collection and Qualitative Research Designs • Common qualitative designs • Issues in qualitative designs	**Reading: Grinnell, Chapters 13-14**
Week 9 10/26-10/28	• Discussion of methodology • Discussion of program evaluation • Discussion of progress on research proposals & problem solving	
Week 10 11/2-11/4	Discussion and Evaluation • Program Evaluation methods • Purposes of Social Work Research • Problem Solving on research proposals	**Final Literature Review 11/4** **Reading:** Review syllabus and all resources to ensure directions for assignment are followed. Review policy on submission and late assignments.
Week 11 11/9-11/11 **No Class 11/11** **Veterans Day**	• Describing and evaluating anticipated findings • Presenting findings • Discussion	**Reading:** Holosko, Chapter 9 **Assignment: Draft Methodology due 11/9 in class**

Week 12 11/16-11/18 Week 13 11/23-11/25	• Discussion of Methodology • Good Abstracts • Writing Abstracts in Class **No Class week of Thanksgiving**-Work on your final paper	**Reading:** Review syllabus and all resources to ensure directions for assignment are followed. Review policy on submission and late assignments. **Draft Abstract Due: 11/18**
Week 14 11/30 -12/2 Week 15 12/7 -12/9 Some flex dates included	Research Mini-Conference Days 12/2 & 12/7 Presentations begin 12/3, 12/5, & 12/10 Research Day-Poster/Potluck 12/9	**Paper Refinement and Peer Reviews** **Draft Expected Findings and Discussion Due 11/30** **Posters Due 12/2** **Full paper due 12/7** **Assignment: Presentations**

*Note: This professor reserves the right to amend this syllabus at any time. The schedule may change based on the progress and events of the semester. Remain flexible amidst COVID-19 and having reliance on technology this semester.

X. Bibliography and Additional Resources:

The following readings can be used by students to provide further information on the topics covered by the course:

ACOSA Website
Nathan, P. and Gorman, J. (2002). A Guide to Treatments that Work, 2nd edition. New York:
    Oxford University Press.
The New Social Worker (Online)
 Social Work Abstracts (Database) in the TAMUCT Library

Society for Social Work and Research (and journal) (available on-line)

Stout, C. E. and Hayes, R.A. (2005). <u>The Evidence-Based Practice: Methods, Models, and Tools for Mental Health Professionals.</u> Hoboken: John Wiley and Sons

Various Research articles (Canvas, on-line)

TAMUCT Bachelor of Social Work Program
**ACKNOWLEDGEMENT AND AGREEMENT FOR ACADEMIC INTEGRITY &
ASSIGNMENT SUBMISSION**
SOWK 4321Research II

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 reading and, using your own thoughts, and summarizing information in a way that supports the topic discussed. Paraphrasing involves your own thoughts and that originate from a source that 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. Students should not use significant quotations. 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/or 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 to take academic integrity in writing very seriously. If you are in doubt, it is always best to cite your source and ask for more guidance. The Writing Center and Purdue OWL are also resources that can help you.

With regard to submitting assignments, 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). 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. You are being asked to acknowledge receipt and understanding regarding the policy for academic integrity and assignment submission in this course 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.*

Signature_____   Date_____

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 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.