Angelo State University
Department of Social Work
SWK 3355: Social Work Research I

Mondays 4:00pm – 7:00pm
Chance Academic Center Building (CAC) #104

Fall Semester, 2020: August 17, 2020 to November 14, 2020
Online Section D10

Dr. Denetria Brooks-James
Social Work Coordinator
Main #: 210-486-1744
CAC #136J
dbrooks-james@alamo.edu

OFFICE HOURS: By appointment only

Course Syllabus Statement on Required Use of Masks/Facial Coverings by Students in Class At Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.

Also, due to COVID-19, there will no food or drink allowed in any classrooms, seminar rooms, or public gathering areas in the Health and Human Services building until further notice. The only exception to this policy is a student may have bottled water or water in a container that able to be sealed and not spill or leak

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Course Description

Presentation of the methods used in scientific inquiry and program evaluation; knowledge of how scientific evidence informs social work practice and how social work practice informs scientific inquiry is of primary concern. Focuses on the skills related to conducting research and practice evaluation. Ethical, cultural, and professional value considerations in the research process are emphasized. Prerequisite: SWK 2307 and Admission to the B.S.W. degree program.

Course Introduction

This course will present an introduction to research methods used in generalist social work practice and social work research. This course consists of classroom lectures, discussions, and requires the creation of a program evaluation proposal. Students will learn to apply social work ethics to the research enterprise, and will learn the relationship that research has with generalist social work practice that is evidence-based. Lastly, but not least in importance for this course, students begin to develop skills necessary to find, read, evaluate, and apply social work research in a systematic and critical manner. The importance of research guided social work practice and practice guided social work research holds primacy status in this course.

Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

**Course Materials**

*Required Texts:*


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Grading Information

Grading Scale:

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

Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:

Professional Performance and Discussion Board 10%

This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and so forth. An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class. It is expected that all other demands of your time- work, family, appointments, other courses, etc. will be negotiated with this in mind. Students will be requested their full presence in class, physical and intellectual presence.

Each student will be placed into groups and will post a weekly group response to Discussion Board questions in Blackboard. Each student will also respond individually to another group’s Discussion Board posting weekly.

Examinations 30%

There will be three (3) timed examinations in this course, consisting of two parts. There will be multiple choice questions online and in class short answer/essay. Each of these examinations is worth 30% of your total course grade.

Testing via Respondus™ Monitor

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Access to quizzes and exams will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

· Computer with MAC or Windows Operating System
· High Speed Internet Access
· Ethernet Cable
· Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements:
http://www.angelo.edu/distance_education

Technical Assistance: If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on the weekend, most likely you will not be able to get assistance until the following week day, so please plan accordingly.

Other Notes:
- Be sure not to mute your microphone. It is important that the audio be on.
- Be sure to have a light source in front of or next to your computer monitor. If your image is dark and difficult to see on the “Student Photo” step, please add lighting to the front of your computer and retry.
- Make sure that on the “Student Photo” step, you are nicely framed so your face and shoulders can be seen as well as some of the background.
- ****Use an Ethernet cord to “hard wire” your computer to the router helping to ensure you will not lose connection with Blackboard.

Peer Reviewed Journal Article Summaries 30%

Students will find a peer reviewed journal article (PRJA) to write a summary about for each of the three sections in the Program Evaluation Proposal below. Each student will

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locate PRJA from the university library and write a summary identify the introduction section, literature review section, and the evaluation methods sections. This will be due at indicated in the syllabus. Each student will submit a copy of their PRJA along with the summary of the section due.

Program Evaluation Proposal 30%

This assignment is designed to foster student understanding of program evaluation strategies that may be used in generalist social work practice (e.g., the analysis, monitoring, and evaluation of interventions in a particular program). Consequently, each student will write a program evaluation proposal that must contain the following elements (taken and modified from Royse, Thyer, Padgett, & Logan, 2006):

I. Introduction
   A. Description of the program
   B. Questions about the program to be explored
   C. Purpose of the evaluation and it’s rational

II. Relevant Literature Review
   A. The context: theoretical/historical perspectives for understanding the program
   B. A review of relevant literature

III. Evaluation Methods
   A. Design
   B. Procedures
   C. Description of clients in the program
   D. Sampling strategy
   E. Instrumentation
   F. Proposed data analysis

IV. Proposed Time Line and Budget

V. References

VI. Appendices

Course Policies

- Please do ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

- Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations, which is available on the web at: http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf

- All students are expected to follow the National Association of Social Workers Code of Ethics.

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• Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: http://www.angelo.edu/forms/pdf/Honor_Code.pdf

• Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.

• Late assignments are not accepted for any reason unless the reason is approved by the course instructor.

• Electronic devices, including cell phones, Blackberries, laptops, and so forth, are not to be turned on or used in class. If the use of these devices is detected by the course instructor, the particular student using the device will be asked to leave the class for that day.

Persons with Disabilities

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: http://www.angelo.edu/services/student_life/disability.html

Course Schedule

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1 8/17-8/23</td>
<td><strong>Course Introduction</strong></td>
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<tr>
<td></td>
<td>Reading: Chapter 1 (Yegidis, Weinbach, &amp; Myers)</td>
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<td></td>
<td>Lecture Topic: Toward Evidence-Based Practice</td>
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<td>Week 2 8/24-8/30</td>
<td>Reading: Chapter 2 (Yegidis, Weinbach, &amp; Myers)</td>
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<td>Lecture Topic: Ethical Issues in Research</td>
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<td>Assignment: Locate Program for Evaluation</td>
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<td>Week 3 8/31-9/6</td>
<td>Reading: Chapter 14 (Yegidis, Weinbach, &amp; Myers)</td>
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<td>Lecture Topic: Writing the Research Report and Disseminating Research Findings</td>
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<td>PRJA for Section 1 Due</td>
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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Reading: Chapter (Yegidis, Weinbach, &amp; Myers)</th>
<th>Lecture Topic:</th>
<th>Assignment:</th>
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<tr>
<td>4</td>
<td>9/7-9/13</td>
<td>Chapter 3</td>
<td>Developing Research Problems and Research Questions</td>
<td>Draft Section I of Program Evaluation Proposal</td>
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<td>9/7 Labor Day Holiday</td>
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<td>5</td>
<td>9/14-9/20</td>
<td>Chapter 4</td>
<td>Conducting the Literature Review and Developing Research Hypotheses</td>
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<td>6</td>
<td>9/21-9/27</td>
<td>Chapter 5</td>
<td>Quantitative Research</td>
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<td>PRJA for Section 2 Due</td>
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<td>Exam 1: Chapters 1-5 &amp; 14</td>
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<td>7</td>
<td>9/28-10/4</td>
<td>Chapter 6</td>
<td>Qualitative Research</td>
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<td>Assignment: Draft Section II of Program Evaluation Proposal</td>
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<td>8</td>
<td>10/5-10/11</td>
<td>Chapter 7</td>
<td>Evaluating Programs</td>
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<td>9</td>
<td>10/12-10/18</td>
<td>Chapter 8</td>
<td>Evaluating Individual Practice</td>
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<td>10</td>
<td>10/19-10/25</td>
<td>Chapter 9</td>
<td>Sampling Issues and Options</td>
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<td>11</td>
<td>10/26-11/2</td>
<td>Chapter 10</td>
<td>Measurement Concepts and Issues</td>
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<td>PRJA for Section 3 Due</td>
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<td>Exam 2: Chapters 6-10</td>
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<td>12</td>
<td>11/2-11/8</td>
<td>Chapter 11</td>
<td>Methods for Acquiring Research Data</td>
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<tr>
<th>Week</th>
<th>Assignment/Notes</th>
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| Week 13 11/9-11/15 | **Assignment:** Draft Section III-VI of Program Evaluation Proposal  
Reading: Chapter 12 (Yegidis, Weinbach, & Myers)  
Lecture Topic: Data Collection Instruments |
| Week 14 11/16-11/22 | Reading: Chapter 13 (Yegidis, Weinbach, & Myers)  
Lecture Topic: Analyzing Data  
**Assignment:** Program Evaluation Proposal Due  
Program Evaluation Proposal Presentations |
| Week 15 11/23-11/24 | **Final Exam 3: Chapters 11-13** |