TWU-UNT Joint MSW Program Syllabus
SOWK 5403  (3 credits)
Social Work Research Methods

Instructor Contact
Mahasin Saleh, Ph.D., M.S.W.
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Phone number 940.565.4181
Office Hours:
Mondays 12pm-1pm UNT
Thursdays 11am- 1pm UNT
and By Appointment

Class Meeting Information
Class Location: Language Building 319 UNT
Class Time: Thursdays 2:00-4:50PM

Course Description
Covers foundational concepts, principles, and methods of scientific inquiry, focusing on quantitative and qualitative designs and analysis and use of existing research in practice and policy. Examines evidence-based practice as a process of inquiry. Explores cultural and ethical considerations and the role of research in advocating for under-served and special populations.

Pre-requisite(s):
None.

Course Objectives

<table>
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<tr>
<th>Core Competency</th>
<th>COURSE OBJECTIVES</th>
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<tbody>
<tr>
<td>Engage in Practice-Informed Research and Research-Informed Practice (EPAS C4)</td>
<td>1. Use practice experience and theory to inform scientific inquiry and research.</td>
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<td>2. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</td>
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<td>3. Use and translate research evidence to inform and improve practice, policy, and service delivery.</td>
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</table>
| Assess Individuals, Families, Groups, Organizations, and Communities (EPAS C7) | 4. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.  
5. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.  
6. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |

*Council on Social Work Education Educational Policy and Accreditation Standards (EPAS) Social Work Core Competencies

### JMSW Program Policies

**Attendance Policy:** Attendance and Professionalism are vital in Social Work education. It is an expectation that students attend class, seminar meetings, faculty appointments, and other obligations. It is the general policy of the Social Work program that students who miss the equivalent of more than two (2) sessions of a Social Work class (3 hour class) will be awarded a failing grade for that class. *An absence is defined as missing all or part of a class period.*

**Social Media/Cell Phone Policy:** Cell phones should be turned off prior to class except students on “emergency on-call” with an employer or placement. This includes texting. Students may not leave class to make or receive calls. Use of laptops during class is at the discretion of the instructor.

**Intellectual Property:** All course materials and course content are the intellectual property of the instructor and/or your classmates. As a result, recording audio or video of the class, as well as the duplication of or forwarding of e-mail and Blackboard postings is prohibited without written permission. This means, for example, that you may not post materials from the class, audio of lectures, or video of the class to personal web pages, Facebook, YouTube or any other electronic medium without the written consent of the instructor, and if appropriate, all relevant class members. Students may, however, request permission from the instructor to record course lectures for personal academic use.

### UNT Policies

**Academic Integrity**
Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, UNT promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship. Academic dishonesty includes cheating, plagiarism, forging the signature of the instructor or of another student, fabrication, and/or facilitating or sabotaging the academic dishonesty of other students.

Any suspected occurrence of academic dishonesty will be investigated and handled in accordance with UNT policy and procedures. The following academic penalties may be assessed at the instructor’s discretion upon determination that academic dishonesty has occurred. *Admonitions and educational assignments are not appealable.*

1. **Admonition.** The student may be issued a verbal or written warning.
2. **Assignment of Educational Coursework.** The student may be required to perform additional coursework not required of other students in the specific course.
3. **Partial or no credit for an assignment or assessment.** The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.
4. **Course Failure.** The instructor may assign a failing grade for the course.

Should the procedure for appeal of a case of academic dishonesty extend beyond the date when the instructor submits course grades for the semester, the student will be assigned a grade that reflects the penalty, which shall be adjusted, as appropriate, at the conclusion of any appeal process.

Specific details and description of UNT’s Policy on Student Standards of Academic Integrity (18.1.16) and students’ right to appeal are available at [https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16](https://policy.unt.edu/policydesc/student-standards-academic-integrity-18-1-16).

**DISABILITY ACCOMMODATION**

In accordance with university policies and state and federal regulations, UNT is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide the student with an accommodation letter to be hand delivered to the instructor to begin a private discussion regarding the student’s specific needs in the course.
Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Every semester, students must obtain a new letter of accommodation, and they must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to request that students discuss such letters during their designated office hours in order to protect the privacy of the student.

For additional information, visit the Office of Disability Accommodation (ODA) in Sage Hall, suite 167, or their website at http://disability.unt.edu. You may also contact the ODA office by phone at 940.565.4323. Specific information on UNT’s policies related to disability accommodations is available at http://policy.unt.edu/policy/18-1-14.

Please note that disability accommodations are not retroactively applied to the start of a course. Accommodations in the course become effective after the student has delivered an official accommodation letter from UNT’s ODA.

**STUDENT CONDUCT**

Any student behavior that interferes with an instructor’s ability to conduct class or other students’ opportunity to learn is unacceptable and will not be tolerated in any instructional setting at UNT. This includes traditional face-to-face classes, online or blended classes, labs, discussion groups or boards, field trips, and verbal and/or written (including email) communication with the instructor and/or other students. Examples of unacceptable behavior include, but are not limited to, disrespectful treatment of other students (verbal or written), disrupting lecture, and use of inappropriate or profane language or gestures in class or other instructional settings.

A student engaging in unacceptable behavior may be directed to leave the classroom or other instructional setting and may also be referred to the Dean of Students to consider whether his/her conduct violates UNT’s Student Code of Conduct.

**CAMPUS CARRY & CONCEALED HANDGUNS**

In accordance with state law and UNT policy, students who are licensed may carry a concealed handgun on campus premises except in locations and at any function, event, and program prohibited by law or by this policy. Students may learn more about UNT’s concealed handgun policy at https://campuscarry.unt.edu.

**SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained
to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

STUDENT PERCEPTIONS OF TEACHING (SPOT)

The Student Perceptions of Teaching is a requirement for all organized classes at UNT. This short survey will be made available to you through My UNT at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class. Instructions on how to access SPOT will be given late in the semester.

Online course evaluations (SPOT) will be available for students to complete. Please take time to visit my.unt.edu and fill out the evaluation form – your feedback is appreciated!

If 90% of students (or more) complete the evaluation form, all students will receive extra points on the final paper.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find support. Take control. Be prepared. Get involved. Be persistent. To learn more about campus resources and information on how you can achieve success, go to succeed.unt.edu

EMERGENCY NOTIFICATION AND PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all currently enrolled students. Please make certain to update your phone numbers at https://my.unt.edu/. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Required Textbook

**Recommended Textbook**


Additional materials including selected articles, textbook chapters, and videos will be utilized during the semester. These materials will be available through links within the course Blackboard Learn platform and/or placed on reserve through the library.

**Course Assignments:**

1. **Quizzes and Question Assignments:** Written response to the review questions at the end of each chapter comprise the weekly assignments. The goal of this assignment is to ensure that the required reading materials are completed in a timely manner. This level of preparation fosters productive in-class discussions and a richer learning environment for all students. You may discuss review questions in dyads or small groups, but are required to write your answers individually to ensure that you understand the material. Please type your assignments. Quizzes will be done individually.

2. **IRB On-line Training:** Protecting Human Research Participants. NIH Office of Extramural Research Due 9/6/18. Go to https://phrp.nihtraining.com/users/login.php and register as a new user. This training provides information on research ethics and protecting human research participants. Please print out both a) the Review Completed Quizzes Screen and b) the Training Certificate and turn them in.

3. **Draft Assignments of Proposal turned in on time:**
   Please note the “Turnitin” program may be utilized and will be discussed in class.
   These assignments include:

   a) **Literature Review Topic and Research Question Assignment, Rationale and Plan Assignment.** This is a formative to help you prepare for your larger research proposal assignment. A handout will be given in class with detailed instructions. Due September 27, 2018.

   b) **Draft of Introduction and Literature Review** (Due 10/18/18); and

   c) **Methodology Draft** (11/01/18). Students are expected to turn in proposal related assignments on time ensuring that the research proposal process progresses in a timely fashion. Also, be prepared to share your drafts in a small group in class.
4. **Research Proposal:** The primary assignment in the class will be the development of individual research proposals. This assignment supports the course objectives of writing a literature review and designing a feasible study that addresses an applied research questions with scientific rigor. It will prepare students to develop and conduct a research project in the future as well as to conduct the library research necessary for the other components of an Advanced Generalist Practice project (policy, social justice, etc.). Detailed guidelines will be provided for the research proposal. **The assignment is due December 6, 2018.** Please include in your binder the following: a) Final Research Proposal; b) Draft of Introduction and Literature Review; c) Methodology draft; and d) Literature Review Topic and Research Question Assignment, Rationale and Plan Assignment.

5. **Presentations of Research Proposal:** Each student will give an electronic presentation of her/his final research proposal. Detailed instructions on the electronic presentations will be handed out and discussed in class. The electronic presentation and related assignments will serve as the final exam for the course. (The presentation dates are December 6 and December 13, 2018).

6. **Attendance, Participation and In-class assignments:** Each of these is very important as they also give students ‘hands on’ class experience, the opportunity to learn from others and contribute to the learning process. This includes that students will sign up in weeks 2 and 3 for mini-class presentations on research topics throughout the semester.

**Grading Criteria:**

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<tr>
<th>Task</th>
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<tbody>
<tr>
<td>1. Weekly assignments/Quizzes</td>
<td>20%</td>
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<td>2. IRB On-line Training</td>
<td>5%</td>
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<td>3. Draft assignments for proposal turned in on time (3 Items)</td>
<td>15%</td>
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<td>4. Research Proposal</td>
<td>40%</td>
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<td>5. Presentation of Proposal</td>
<td>5%</td>
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<tr>
<td>6. Attendance and Participation—Including in class assignments and mini presentations</td>
<td>15%</td>
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**Grading Scale:**
Course Related Policies:

ASSIGNMENTS AND MAKE-UP POLICY

If you miss one of the scheduled classes for any reason, you are expected to get copies of notes and handouts from your colleagues. I do not accept assignments after the deadline. Please plan ahead.

Attendance Policy: Attendance and Professionalism are vital in Social Work education. It is an expectation that students attend class, seminar meetings, faculty appointments, and other obligations. It is the general policy of the Social Work program that students who miss the equivalent of more than two (2) sessions of a Social Work class (3 hour class) will be awarded a failing grade for that class. An absence is defined as missing all or part of a class period.

Instructor’s philosophy: Students learn in a variety of different ways, thus my teaching methods include lecture, small and large group discussion, small group exercises, guest speakers, readings, written assignments, and student presentations. As well, I use other techniques to develop knowledge, skills, and attitudes. Learning the relevance of research to your practice can be very meaningful. So, a couple of the course goals are actually to have fun and to recognize how research is related to and can enhance your practice. My door is always open. I invite you and am available to meet with you to talk and/or respond to your questions outside of class. Please feel free to contact me!

Course Policies:

- All students are expected to be active participants, learners, and teachers in the classroom.
- Students are expected to complete the assigned readings and homework before class.
- I do not accept assignments after the deadline. Please plan ahead.
- Intellectual integrity and academic honesty are expected from all students.
- Students are expected to display respect of fellow students’ unique characteristics including race, color, gender, religion, creed, ethnic or national origin, age, veteran status, disability, socioeconomic status, and sexual orientation. All written assignments will use nondiscriminatory language.
- **Class E-mail List Serv** For this course, students will be asked to sign up for a class listserv and instructions will be handed out in class. You will receive emails from the instructor regarding class announcements and resources. Please check your email regularly to be aware of any class announcements.

**Course Outline: Proposed schedule of topics and assignments due. Instructor reserves the right to alter the following schedule as needed.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Completed for Today</th>
<th>Assignments Due Today and/or Presentations</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>August 30, 2018</strong></td>
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<td>Course Overview and Review</td>
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<td>Purchase Texts</td>
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<td>Syllabus</td>
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<td>Read NASW Code of Ethics</td>
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<td>Evidence Based Practice</td>
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<td>International Federation of Social Workers (IFSW) Statement of Ethical Principles (ifsw.org)</td>
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<td><strong>Unit 1: CONCEPTUALIZING THE STUDY</strong></td>
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<td>Formulating a question and understanding the background and rationale for the question</td>
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<td><strong>Week 2</strong></td>
<td><strong>September 6, 2018</strong></td>
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<td>Definitions and Ethics of Research. In class Review Detailed Proposal Assignment Instructions—handout provided</td>
<td>Chapters 1-2 (Drake and Jonson Reid text—abbrev. DJR text)</td>
<td>a) IRB Training Completion Form due</td>
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<td>Sign up for mini presentations</td>
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<td>b) DJR Review Questions Assignment 1—p. 20 Only questions 10 through 14.</td>
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<td>Preview Choosing your Literature Review Topic</td>
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<td>Research Questions</td>
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<td>Week 3</td>
<td>September 13, 2018</td>
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| **Meet in the Willis Library Room 443 for the whole class.**  
Jen Rowe Social Work Librarian will give a presentation during class  
The Literature Review: How to find practice Relevant literature, documenting your searches. The State of the Art of your Literature | **Chapter 3 (DJR text) required**  
Other handouts will be provided. |

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<tr>
<th>Week 4</th>
<th>September 20, 2018</th>
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| **Literature Searches/ State of the Art of your Literature/ Your Proposal Topic**  
Bring your research proposal topic and research question to discuss with the instructor and possibly small groups. Suggestion to bring notes.  
The State of the Art of the literature | **Chapter 3 (DJR text) required**  
Be prepared and bring your proposal topic and research question.  
Bring 3 or more articles of your topic area to interest to class  
**Meet in Computer Lab (Willis Library Room 136 from 2 to 3:30pm) Then regular classroom after break.** |

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<tr>
<th>Week 5</th>
<th>September 27, 2018</th>
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| **Literature Critiquing Quiz Review** | **Review Chapter 3 (DJR text) required**  
**DJR Review Questions** |
<table>
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<tr>
<th>Week 6</th>
<th>Research Design Overview—Key Characteristics of Research Design</th>
<th>Chapter 4 (DJR text) required</th>
<th>DJR Review Questions Assignment 4—p. 115 Questions 1-10 Ungraded Quiz—Be able to name the main Elements of a Research Study/article</th>
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<tbody>
<tr>
<td>Week 7</td>
<td>Design Issues</td>
<td>Chapter 4 (DJR text) required</td>
<td>Chapter 4 Quiz—Key Characteristics of Research Design</td>
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<tr>
<td>October 18, 2018</td>
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**Week 8 October 18, 2018**

**Week 9 October 25, 2018**

**Week 10 November 1, 2018**

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<tr>
<th>Week 9</th>
<th>Experimental Designs for Evaluating Programs and Practice</th>
<th>Chapter 4 (DJR text) required</th>
<th>DJR Review Questions Assignment 6—p. 116 Questions 32-43 and 51-55</th>
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<tbody>
<tr>
<td>October 25, 2018</td>
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<td>November 1, 2018</td>
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<td>Week 11</td>
<td>Qualitative Methods and Qualitative Thematic Analysis</td>
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<tr>
<td>November 8, 2018</td>
<td>Experiential In Class Mini In-Depth Interview Exercise—Notes from this exercise will be due prior to class next Thursday</td>
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<td>Chapter 6 (DJR text) required</td>
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<tr>
<th>Week 12</th>
<th>Qualitative Thematic Analysis Wrap up</th>
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<tr>
<td>November 15, 2018</td>
<td>In class Review Quiz based upon chapter 6.</td>
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<tr>
<th>Week 13</th>
<th>No Class –Thanksgiving Holiday</th>
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<tr>
<td>November 22, 2018</td>
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<tr>
<th>Week 14</th>
<th>Single System Design</th>
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<tr>
<td>November 29, 2018</td>
<td>Chapters 8 (DJR text) required</td>
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<td>In class Review Quiz based upon the practice test at the end of chapter 13 Dudley.</td>
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**Quantitative Data Analysis and Basic Statistics**
<table>
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<tr>
<th>Week 15</th>
<th>December 6, 2018</th>
<th>Wrap up Review and Proposal Presentations</th>
<th>Final Written Proposal Due</th>
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<td>(Please include in your binder the following: a) Final Research Proposal; b) Draft of Introduction and Literature Review; c) Methodology Draft, and; d) Review Question Assignments)</td>
</tr>
<tr>
<td>Week 16</td>
<td>December 13, 2018</td>
<td>(Final Exam Period) Proposal Presentations Continued</td>
<td>Proposal Presentations</td>
</tr>
</tbody>
</table>

Research shows that you begin learning in the womb and go right on learning until the moment you pass on. Your brain has a capacity for learning that is virtually limitless, which makes every human a potential genius.  –Michael J. Gelb
Social Work Research Methods


Austin, TX: 3C Press.


Freisthler, B., Svare, G. M., & Harrison-Jay, S. (2003). It was the best of times, it was the worst of times: Young adult stepchildren talk about growing up in a stepfamily. *Journal of Divorce & Remarriage, 38*(3/4), 83-102.


Web Resources APA Formatting and Style Guide

Check out other resources on the right side of the screen

[http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

APA style wizard
http://StyleWizard.com

APA FAQs

Grammar Girl podcast
http://grammar.quickanddirtytips.com/

Online writing lab: Avoiding plagiarism
This Purdue University website offers advice on how to avoid plagiarism.
http://owl.english.purdue.edu/owl/resource/589/01/

Literacy and Plain Language
http://www.plainlanguage.gov/howto/wordsuggestions/simplewords.cfm

Netiquette. Netiquette, or network etiquette, consists of rules that ensure consideration of others in our online communication. There are widely accepted standards for using e-mail and discussion boards.

http://www.davesite.com/webstation/inet101/nets01.shtml

http://otal.umd.edu/~probinso/Online/netiquette.html