Instructor: Bruce D. Friedman, PhD, ACSW, CSWM, LCSW
Office Location: 429 Health Sciences
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Email: bdfriedman@utep.edu
Office Hours: virtually accessible Monday – Thursday from 9:00 am to 6:00 pm Fridays from 9:00 to 3:00 pm or by appointment

I. Course Description

Research Applications is a class that helps students understand various processes for building knowledge for practice and for evaluation of service delivery. The concept and processes of evidence-based practice as utilized in social work will be learned and applied. Ethical standards, use of critical thinking, and writing skills will be emphasized. Theoretical constructs for conducting culturally sensitive, quantitative/qualitative research in the borderland’s region will be examined.

Students will acquire skills in the use of technology, such as the internet, on-line discussion groups, and use of statistics for social work research.

II. Course Objectives (linked to EPAS)

Social work courses are designed to improve students’ competence through instruction, practice, and application of knowledge, values, and skills. “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (CSWE, 2015, p. 6). Through course assignments, students demonstrate the ability to meet courses objectives related to EPAS Competencies. This course focuses specifically on three aspects of social work competence: ethical and professional behavior (Competency 1), research-informed practice and practice-informed research (Competency 4), and evaluation of practice (Competency 9). Course assignments will assess and summarize students’ competency levels. Upon completion of this course students will be able to:
<table>
<thead>
<tr>
<th>Competency</th>
<th>Course Objectives</th>
<th>Methods of Assessment</th>
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</thead>
<tbody>
<tr>
<td>1A</td>
<td>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</td>
<td>Class Discussion &amp; Project</td>
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<tr>
<td>1B</td>
<td>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</td>
<td>Homework</td>
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<tr>
<td>1C</td>
<td>Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication</td>
<td>Class Discussion, Homework &amp; Project</td>
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<tr>
<td>1D</td>
<td>Use technology ethically and appropriately to facilitate practice outcomes</td>
<td>Assignment &amp; Project</td>
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<tr>
<td>1E</td>
<td>Use supervision and consultation to guide professional judgment and behavior</td>
<td>Group discussions, assignments &amp; Project</td>
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<tr>
<td>4A</td>
<td>Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings</td>
<td>Group discussions, assignments &amp; Project</td>
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<tr>
<td>4B</td>
<td>Use and translate research evidence to inform and improve practice, policy, and service delivery</td>
<td>Project</td>
</tr>
<tr>
<td>9A</td>
<td>Select and use appropriate methods for evaluation of outcomes</td>
<td>Project</td>
</tr>
<tr>
<td>9B</td>
<td>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes</td>
<td>Group discussions, assignments &amp; Project</td>
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<tr>
<td>9C</td>
<td>Critically analyze, monitor, and evaluate intervention and program processes and outcomes</td>
<td>Group discussions, assignments &amp; Project</td>
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<tr>
<td>9D</td>
<td>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</td>
<td>Project</td>
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### III. TEXTS

**Required:**
IV. COURSE REQUIREMENTS, EVALUATION, GRADING

1. Professional Conduct. The mission of the UTEP Department of Social Work is to prepare competent and ethical social work practitioners who possess the knowledge, skills, and values required to prevent social problems, intervene in problem areas, and improve the social conditions of the region through culturally sensitive practice. Personal responsibility is a necessary part of the professional practice of social work. Attendance, punctuality, and participation are necessary components of personal responsibility. As a hybrid class, attendance means being active in the BlackBoard Course through discussions and when there are virtual meetings. Professional participation requires familiarity with the assigned readings. Assignments are to be submitted by Sunday at 11:59 pm of the week they are due. Late assignments will be accepted only after consulting with the instructor with a justifiable rationale. Problems of unprofessional conduct will be addressed through the advisement and student status review procedures outlined in your student handbook.
2. **Academic Honesty**: Rigorous honesty is necessary for the practice of professional social work. The statement on academic honesty in the university catalog is the minimum standard that will be applied in this course. See also the *NASW Code of Ethics* and the *Publication Manual of the American Psychological Association*. Students who display dishonesty will be referred to the Student Status Review process with a possible consequence of being recommended for discharge from the program.

3. **Writing Standards**: The ability to communicate using Standard Written English is a necessary component of professional practice. All assignments are to use Standard Written English. You cannot pass this class unless you demonstrate the ability to use Standard Written English. Refer to the *Publication Manual of the American Psychological Association*, which is the stylebook required for this department. Written work is to be typed or printed using one-inch margins and 12-point type using New Times Roman font. All assignments will be e-mailed through BlackBoard to retain confidentiality.

4. **TECHNOLOGY REQUIREMENTS**

   Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

   You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

   If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

   **IMPORTANT**: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

**NETIQUETTE**

As we know, sometimes communication online can be challenging. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette
(network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

  **BLACKBOARD COLLABORATE SESSIONS**

- This class requires that you participate in scheduled Blackboard Collaborate sessions. The purpose of these sessions is for us to have some face time about the course material and/or to participate in small discussion groups with your classmates. These sessions will be held from 3:30 to 5:30 pm on Tuesday or Thursday. We will meet the following dates:

  August 27th,

- Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard.

- If you are unable to attend a Collaborate session, please let me know as soon as possible so that accommodations can be made when appropriate.

**COVID-19 Accommodations**

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

*classes with on-campus meetings*) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities.
5. STUDENTS WITH DISABILITIES:
Americans with Disabilities Act. The University of Texas at El Paso is committed to both
the spirit and letter of federal equal opportunity legislation; reference Public Law 93112-
The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation
entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The
Rehabilitation Act, there is renewed focus on providing this population with the same
opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities
so they have equal access and opportunity to complete their education. University policy
states that the student is responsible for informing the Center for Accommodations and
Support Services (CASS) of their disability, and for requesting accommodations within
two weeks of the start of each semester. CASS determines whether students need
accommodation, and assists the instructor in providing accommodation. If you have or
suspect a disability and need accommodations, you should contact CASS at Union
Building East #106. Phone: (915) 747-5148 voice or TTY. Fax: (915) 747-8712 Web:
http://www.sa.utep.edu/cass.

Title IX Statement
Title IX of the Education Amendments of 1972 (Title IX), prohibits discrimination on the
basis of sex in education programs or activities operated by recipients of Federal financial
assistance. Sexual harassment of students, which includes acts of sexual violence, is a
form of sex discrimination prohibited by Title IX. Sexual violence refers to physical
sexual acts perpetrated against a person's will or where a person is incapable of giving
consent due to the victim's use of drugs or alcohol. An individual also may be unable to
give consent due to an intellectual or other disability. A number of different acts fall into
the category of sexual violence, including rape, sexual assault, sexual battery, sexual
coercion, stalking, and relationship violence. All such acts of sexual violence are forms
of sexual harassment covered under Title IX. In accordance with Title IX of the
Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the
operation of its educational programs and activities. This commitment to non-
discrimination applies to both employment in and admission to such programs and

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator:
Gabriel Ramirez, JD, Title IX Coordinator (Investigation of concerns related to Faculty
and Staff)

915-747-8358 gramirez2@utep.edu

Resources for Student Success and Well-Being

For help with writing: The University Writing Center (UWC) (Library Building 2nd
[ground] floor, #227 (915)-747-5112 provides walk-in assistance with writing to all
UTEP students at no cost. If you struggle with writing, the tutors at the UWC can help
you. Check out their website – http://academics.utep.edu/writingcenter.

If you have a personal problem or issue that is affecting your studies, please contact the
University Counseling and Psychological Services at (915) 747-5302. The center provides counseling, career advice, workshops on academic skills and personal-worth. Walk in appointments available. You can also visit a counselor in the Student Union at 202 Union West, www.utep.edu/counsel.

The Student Health Center is located in the Union Building East, Suite 100 (915) 747-5624.

Mental Health Crisis Line (915) 779-1800

National Suicide Prevention Hotline 1-800-273-8255 and Veterans Crisis Line 1-800-273-8255

National Alliance on Mental Illness (NAMI) (915) 534-5478

Related Resources

Center against Sexual Assault Family Violence Helpline: (915) 593-7300 or 1-800-727-0511

El Paso Police Department (911) or UTEP Police Department (915) 747-5611

Suspected harm of children or older persons, Child/Adult Protective Services 1-800-252-5400

National Domestic Violence Hotline 1-800-799-SAFE (7233)

V. Course Content

ASSIGNMENTS:

Attendance & class participation – this class is a hybrid class using BlackBoard. As a result, class attendance will include both when you log onto the course via BlackBoard as well as when you are in the virtual class sessions. Participation will be identified both by virtual class attendance and your posts to the class discussion. The initial participation will be done by a welcome message that must be completed before the end of the second Friday of the course. All initial discussion board posts should be completed by Thursday at 11:59 pm and responses to your classmates by Sunday at 11:59 pm.

Assignments – there are five assignments, each worth 10 points that are required throughout the quarter and will total 50% of your grade. The assignments are: 1) complete the CITI Human Subjects Protection course (go to: citiprogram.org – register for human subjects research and then social behavioral researchers) (see attached PowerPoint) and then submit a copy of certificate of completion; 2) write an evidence-based research question; 3) review five articles that will assist
you in developing a design for an evidence-based study based on your question; 4) translating your question into study goals and objectives; and 5) provide a logic model for how you will gather the data. Assignments will be more specifically outlined on BlackBoard and can be downloaded, completed and resubmitted electronically.

**Discussions** – There are a number of discussions throughout the course. To better enhance discussions, you will be placed in a base group for the semester. These will be the classmates with whom you are expected to interact on a regular basis. You are expected to provide an initial response by Thursday at 11:59 pm with a response to at least two class members by Sunday at 11:59 pm. This assignment is worth 20%. The discussion will be graded based on the rubric above.

**Presentation of a research study** – building upon all the previous assignments, a proposal to conduct a research study will be submitted. This presentation will be made within the base groups. Grading rubric will be posted on BlackBoard. Follow the guidelines for submitting an IRB protocol. The paper is to be typed and in APA format, not to exceed five pages. **Due beginning of week 14.** This assignment is worth 20%.

. **Topics to be Covered**

1. Introduction to social work research
2. Foundations to social work research, the role of theory
3. How to develop a researchable question through problem formation.
4. Searching, reading, and understanding the literature –
   a. How to critically analyze the literature
   b. How to write a literature review
5. Problem formulation and measurement
6. Constructing measures
   a. Research by the numbers - statistics
7. Research Design
   a. Experimental, Qualitative, Mixed Methods
   b. Reliability and Validity
   c. Survey
   d. Single Subject
8. Sampling
9. Protection of Human Subjects
10. Presentation of data – Reporting findings

VIII. Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Attendance &amp; class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Multiple assignments (5 assignments at 10% each)</td>
<td>50%</td>
</tr>
<tr>
<td>Discussion participation</td>
<td>20%</td>
</tr>
<tr>
<td>Presentation of a research study</td>
<td>20%</td>
</tr>
</tbody>
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Final grades will be determined as follows:

- 90% and above: A
- 80% to 89%: B
- 70% to 79%: C
- No Credit

IX. COURSE OUTLINE (subject to revision) – Weekly lectures are posted on Blackboard

Week Number:
1. Introduction to course and BlackBoard. Syllabus is available on BlackBoard with expectations, and written assignment, presentations, required readings, class structure and organization of assignments. Defining concepts associated with Evidence-Based Practice.

   **Readings:**
   Friedman (2017) Chapter 1

2. Steps in the EBP Process and various research hierarchies. Developing a researchable question assignment is due.

   **Readings:**
   Friedman (2017) Chapter 2 & 4 & 10
   Gibbs (2007) (on BlackBoard)

3 & 4 Literature review and how to do it. Ascertaining need.

   **Readings:**
   APA Manual Chapters 1 – 3
   Friedman (2017) Chapter 3
5, 6, & 7 Experimental, Quasi-Experimental, Single Subject Designs, Systematic Reviews, and Meta-Analyses.

Literature Review Assignment due

**Readings:**
Friedman (2017) Chapter 7 & 8

**8 - 11** Quantitative Studies and Data analysis

**Readings:**
Friedman (2017) Chapter 5, 6, 9, 11

Instrumentation, validity, and reliability.

Goals and Objectives, translating them into intervention strategies. Formative and

**12 & 13** Qualitative Studies

**Readings:**
Friedman (2017) Chapter 12

Deciding how to implement and report the measures. Writing a proposal, research report, journal article.

Complete the IRB Human Subjects Training.

**Readings:**
Friedman (2017) Chapter 13

15  Wrap-up and assessment. Presentation of Research Study due Week 15

Putting the social back in social work.

**Additional Reading and Resources**


Poole, D. L., & Colby, I. C. (2002). Do public neighborhood centers have the capacity to be instruments of change in human services? *Social Work, 47*(2), 142-152.


Websites:

On-Line Stat Texts (free)
http://www.onlinestatbook.com/

Robert Wood Johnson Program Evaluation Examples

Tools and Resources for Assessing Social Impact
http://trasi.foundationcenter.org/browse.php

Community Tool Box: Needs Assessment
http://ctb.ku.edu/en/tablecontents/sub_section_main_1042.aspx

W. K. Trochim, The Research Methods Knowledge Base
http://www.socialresearchmethods.net/kb/

Logic Model Resource
https://templatelab.com/logic-model/