SOWK 5313: Research Projects
CRN: 21638 and 23488
TERM: Spring 2024
MEETING TIMES: Mondays 3:00 to 5:50PM or Wednesday 6:00 to 8:50PM

Professor: Jennifer J. Salinas
Email: jsalinas7@utep.edu
Phone: (915)747-7292
Office Hours: Mondays 9AM to 3PM and by appointment

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

This course provides students the opportunity to integrate theoretical research knowledge in order to participate in an origianl research project. Specifically, students will be offered hands-on experience in conducting key research activities under the direction of the instructor. Topics covered throughout this course include: hypothesis formulation, operationalization of key concepts, data collection, data processing, analyses of quantitative and qualitative data, interpretation of results, and guidelines for reporting analyses.

During the semester, seven (7) research principal modules and steps applied to social work research will be covered.

DIVERSITY STATEMENT

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution’s identity. As the United States’ leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community’s backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

COURSE GOALS

The goals of this course are to:
1) Examine the purpose of scientific research methods in evaluation of social work theory and practice.
2) Illustrate the basic principles of research design.
3) Use statistical techniques to describe data and inferential statistics.
4) Analyzing different forms of data (qualitative and quantitative).
5) Developing explanatory models/theories in the field of social work.
6) Design, develop, implement, and evaluate social work practice and programs.
7) Employ effective approaches to professional presentations writing, and evaluation of scientific inquiry.

COURSE OBJECTIVES

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, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being” (CSWE, 2022, p. 7). Through course assignments, students demonstrate the ability to meet courses objectives related to EPAS Competencies. Situated within the context of social work practice in the multicultural, bi-national U.S.-Mexico border region, this course focuses specifically on six aspects of social work competence: ethical and professional behavior (Competency 1); human rights and social, racial, economic, and environmental justice (Competency 2); anti-racism, diversity, equity, and inclusion in practice (ADEI) (Competency 3); research-informed practice and practice-informed research (Competency 4); assessment of individuals, families, groups, organizations, and communities (Competency 7); and evaluate practice with individuals, families, groups, organizations, and communities (Competency 9). Course assignments will assess and summarize students’ competency levels. Upon completion of this course, students will be able to:

Course assignments will assess and summarize students’ competency levels.

<table>
<thead>
<tr>
<th>1. Demonstrate ethical and professional behavior.</th>
<th>Lectures and course material readings; group research project.</th>
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</thead>
<tbody>
<tr>
<td>GB1.1 Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context.</td>
<td><strong>SB1.1</strong> Engage in culturally responsive ethical decision-making processes that take into consideration the histories, diverse needs, and contexts reflected in the border region.</td>
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<tr>
<td><strong>SB1.2</strong> Reflect upon the impact of life experience, potential biases, and positionality on the provision of services in the border region at the micro, mezzo, and macro levels.</td>
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<tr>
<td>2: Advance human rights and social, racial, economic, and environmental justice</td>
<td>Lectures and course material readings; group research project.</td>
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<tr>
<td>GB2.2 Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</td>
<td><strong>SB2.1</strong> Utilize integrative, decolonizing, anti-oppressive, and antiracist frameworks to advocate for equitable access to high quality services and resources for the diverse populations served in the border region.</td>
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<tr>
<td><strong>SB2.2</strong> Through action, address issues related to immigration, poverty, homelessness, food insecurity, education, health and wellness, and/or environmental challenges.</td>
<td>Lectures and course material readings; group research project.</td>
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<tr>
<td><strong>3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice</strong></td>
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<tr>
<td><strong>GB3.1</strong> Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</td>
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<tr>
<td><strong>SB3.1</strong> Identify the impacts of racism, oppression, discrimination, and other “isms” on border communities, and use this knowledge to advance ADEI efforts throughout the border region.</td>
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<tr>
<td><strong>4: Engage in Practice-Informed Research and Research-Informed Practice</strong></td>
<td>Group research project assignments.</td>
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<td><strong>GB4.1</strong> Apply research findings to inform and improve practice, policy, and programs.</td>
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<td><strong>SB4.1</strong> Critically evaluate literature and research for applicability and cultural responsiveness to border region communities.</td>
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<td><strong>5. Engage in policy practice.</strong></td>
<td>N/A</td>
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<tr>
<td><strong>6. Engage with individuals, families, groups, organizations, and communities.</strong></td>
<td>Group research project assignments.</td>
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<tr>
<td><strong>SB6.1</strong> Apply culturally responsive social work theories, frameworks, perspectives, and models to effectively and authentically engage border region clients, constituencies, and organizations.</td>
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<td><strong>7. Assess individuals, families, groups, organizations, and communities.</strong></td>
<td>Lectures and course material readings; group research project.</td>
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<tr>
<td><strong>GB7.1</strong> Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.</td>
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<tr>
<td><strong>SB7.1</strong> Apply culturally responsive social work theories, frameworks, perspectives, and models to engage in effective and authentic assessment practices with border region clients, constituencies, and organizations.</td>
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<tr>
<td><strong>SB7.2</strong> Critically reflect upon the impact of personal life experiences, potential biases, positionality, and potential cultural barriers on the assessment process with families, groups, organizations, and communities in the border region.</td>
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<tr>
<td><strong>8. Intervene with individuals, families, groups, organizations, and communities.</strong></td>
<td>N/A</td>
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<tr>
<td><strong>SB8.1</strong> Apply social work theories, frameworks, perspectives, and models to collaboratively identify and implement culturally responsive interventions with border region clients, constituencies, and organizations.</td>
<td>Lectures and course material readings; group research project.</td>
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<tr>
<td>**A. <strong>SB8.2</strong> Critically reflect upon the potential for client experiences of privilege, oppression, marginalization, and discrimination to influence the intervention process.</td>
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REQUIRED MATERIALS


COURSE ASSIGNMENTS & GRADING

This course will include lectures, group activities, discussions, and presentations. All classes will be in person and will begin promptly. Students will be active participants and discussants throughout the class.

Grade Distribution

100% - 90% = A 89.9% - 80% = B 79.9% - 70% = C 69.9% or lower = F

<table>
<thead>
<tr>
<th>Class Activity</th>
<th>Total Points</th>
<th>Due Date</th>
<th>Final Grade %</th>
<th>Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Lecture and Discussion (2 Total 250 Points each)</td>
<td>500 points</td>
<td>16.7%</td>
<td>16.7%</td>
<td></td>
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<tr>
<td>Citi Training Certificate</td>
<td>100 points</td>
<td>1/24/24</td>
<td>3.3%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Proposal</td>
<td>100 points</td>
<td>1/31/24</td>
<td>3.3%</td>
<td></td>
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<tr>
<td>Research Design Outline</td>
<td>100 points</td>
<td>2/14/24</td>
<td>3.3%</td>
<td></td>
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<tr>
<td>Variables and Measures</td>
<td>100 points</td>
<td>2/21/24</td>
<td>3.3%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Analysis Plan</td>
<td>100 points</td>
<td>3/6/24</td>
<td>3.3%</td>
<td></td>
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<tr>
<td>Data Analysis</td>
<td>200 points</td>
<td>4/3/24</td>
<td>6.7%</td>
<td></td>
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<tr>
<td>Elevator Pitch Presentation</td>
<td>500 points</td>
<td>4/17/24</td>
<td>16.7%</td>
<td></td>
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<tr>
<td>Final Paper</td>
<td>500 points</td>
<td>5/5/24</td>
<td>16.7%</td>
<td></td>
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<tr>
<td>Participation and In-class Assignments</td>
<td>800 points</td>
<td></td>
<td>26.7%</td>
<td>26.7%</td>
</tr>
</tbody>
</table>
TOTAL POINTS | 3000 points | 100% | 100%

FORMAT AND REQUIREMENTS

CLASS READINGS: Completion of assigned readings before the session scheduled for discussion. Readings not found within the text can be accessed through electronic reserves or through the UTEP Library website.

ASSIGNMENTS

All course assignments must be completed in an appropriate manner and on time. Assignment rubrics are available on Blackboard and can be downloaded. There are ten assignments:

1. Class Lecture and Discussion (16.7% of the grade): On the first day of class, you will be assigned into thematic groups that you will work with to plan and present lecture material for two assigned weeks. During class, your group will be allotted time to meet, name your group, and begin planning how you are going to work as a team. Weekly topics are listed on the calendar at the end of this syllabus.

   During their assigned weeks, each group will present a lecture on the assigned calendar topic for the week. This will include review of the reading, examples and activities to assure understanding of the material. All students are expected to read and be prepared to discuss this article as part of this activity regardless of whether your group is presenting. However, the presenting group will be evaluated on their mastery of the content and effectiveness in engaging their peers. **They are expected to be prepared for a lecture and discussion that lasts at least 60 minutes.**

   The second half of the class time will be devoted to the research project. This will include instruction on upcoming components that are due and time to work with your groups.

2. Citi Training Certificate (3.3% of the grade): 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 by 1/24/24. If you have already completed the training, you can submit that certificate. **YOU DO NOT need to retake the training.**

3. Research Project

   **Overview**

   Students will use their teams as support for the course primary assignment, however, **will not** be required to work together on the assignment. Groups can have as many 'sub-projects' as they wish, however, students should think carefully about the work required throughout the semester when making this decision. **Each project will be evaluated the same whether there is one or five people working on the project.** Option details are outlined in the ‘Proposal’ description. This is the major assignment for the class and in total is worth 73.5% of your final grade. Throughout the semester, groups will submit parts of the research project. Each part will be graded, and, contribute to their overall research project grade. Groups will be given feedback on each assignment and can revise and submit with the final research project packet. The final paper will be due at the end of the semester and will include each of the assignments, plus a literature review, discussion of the findings and reflection on what went well and what could have been done better. **Please see below for more details on each assignment.**
Proposal (3.3% of the grade):

The proposal will be the first research project assignment for the semester and is due 1/31/24. Groups can select their own topic but must use one option below as their methodological approach. For example, a program evaluation at Child Protective Services (CPS). Choosing from the options below assures timeliness of project completion and no unanticipated barriers related to IRB. Student groups should write a 1-2-page proposal describing their projects. Please refer to the assignment rubric for more detailed instructions. The proposal should include the following subheadings: title, rationale, methodological approach, significance to social work.

Options:

1. Community-Based Participatory Research (CBPR): A study that involves collaboration between the student and community members/organizations.

2. Program Evaluation: A systematic analysis of a program’s activities, characteristics or outcomes.

3. Secondary Data Analysis: Conducting statistical analysis on existing publicly available data that is hypothesis-driven and supported by an extensive literature review.

4. Systematic Review: A thorough review of the literature using standardized methods to synthesize what is known about a social work-related topic.

Research Design Outline (3.3% of the grade):

The research design should be 1 to 2 pages long and is due on 2/14/24. It should include the following subheadings: overview, sample, study design, dependent variable, independent variable, proposed data collection plan, proposed analysis, timeline. Please refer to the assignment rubric for more detailed instructions.

Variables and Measures (3.3% of the grade):

The variable and measurement should be at least one page and is due on 2/21/24. Subheadings should include: dependent variable, independent variable, confounding variables. A detailed description of each variable should be included. If you choose to use an index, you should include the index citation, reliability and validity of the instrument. You should also provide rationale why you choose to use that particular index. Please refer to the assignment rubric for more detailed instructions.

Analysis Plan (3.3% of the grade):

The analysis plan should be at least one page and is due on 3/6/24. You should include details on how you will describe your sample, as well as a description of each hypothesis/research question analysis. This should include a detailed plan on how you are answering your hypothesis or research questions. Please refer to the assignment rubric for more detailed instructions.

Data Analysis (6.7% of the grade):

Your final assignment before the group presentation and final paper is due is the data analysis. The data analysis is due on 4/3/24 and should be closely aligned to the analysis plan. This assignment should be presented in table or graph format. Please refer to the assignment rubric for more detailed instructions.
**Final Paper** (16.7% of the grade):

The final paper is due on 5/5/24 and should include all the submitted assignments, PLUS, an introduction with literature review and relevant social work theory that encompasses your proposed project, strengths and weakness, and self-reflection on the research process (i.e. what went right and what went wrong). A detailed description of how the final paper should be organized and what is included can be found in the assignment rubrics folder on Blackboard.

4. **Elevator Pitch Presentation** (16.7% of the grade): The elevator pitch presentation is due on 4/17/24 so that I can give you feedback, and you have adequate time to make changes before our final class. You will create a 5-minute elevator pitch video about your research project that you will present during our final class period. A detailed description of how the elevator pitch should be prepared and organized can be found in the rubric folder on Blackboard.

5. **Class Participation and In-class Assignments** (26.7% of the grade): Students are expected to be active participants during the class, discussions, presentations, and any other class related activities. Students will participate in class in person, be on time, and remain for the entire session. Attendance in each class will count as 10 points each (14 classes total will be counted). In-class Assignments will be due the same class that they are presented and are worth 50 points each. Descriptions of each assignment are located in the weekly folder.

**TECHNOLOGY REQUIREMENTS**

Course content is delivered via the internet through the Blackboard learning management system. Ensure that 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 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 Office365 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 to assist you than I might be in several cases! I will work hard to assist you in times that I am able to!

**Course Communication:** How we will stay in contact with each other

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** Mondays 9AM to 3PM and by appointment (in-person or virtual).
- **Email**: jsalinas7@utep.edu  
  UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.

- **Phone**: (915) 747-7292

- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

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### CLASSROOM ETIQUETTE

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 your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other’s ideas.
- Respect and courtesy must always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else’s message, address, and respectfully challenge the ideas, never 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. In line with the National Association of Social Workers (NASW) Code of Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

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### Course Policies: What do you need to do to be successful in the course

### PARTICIPATION

Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements.
- Participation in engaging discussion with your peers on the discussion boards and during course meetings
- Other activities as indicated on Blackboard

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

### EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course (more than 3 absences in this course), the instructor may drop the
student from the class with a grade of ‘W’ before the course drop deadline and with a grade of ‘F’ after the deadline.” The deadline for this semester is March 28, 2024. See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24-hour advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar’s Office to initiate the drop process. If you do not, you are at risk of receiving an ‘F’ for the course.

CLASSROOM BEHAVIOR

Students are expected to treat all others in the class with respect. Specifically, the information shared in in-class and virtual discussions, when responding to your peers. The culture of the learning environment is one of challenging ideas, not individuals. Personal attacks on your peers online and in-class will not be tolerated.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty’s ability to teach, compromises the safety of the learning environment, and/or inhibits students’ ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Dean of Students.

DEADLINES, LATE WORK, AND ABSENCE POLICY

Any assignment that is not turned on the day and time that it is due will be considered late. If for some reason assignments are turned in late, the following policy applies to the grade for the assignment.

1. Up to 12 hours late, 20% reduction.
2. 12-24 hours late 50% reduction
3. More than 24 hours – you will receive no points.

MAKE-UP WORK

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me –in advance if possible– and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare if you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion posts, quizzes, and other work) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit.
If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can e-mail me your back-up document as a last resort.

‘INCOMPLETE’ GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodation will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them cass@utep.edu or apply for accommodation online via CASS portal.

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodation.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one’s own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is permitted in this course for the following activities, which must be noted or cited:

Conduct research and develop concepts related to your research project.

However, you may not use AI tools to complete the following activities:
As substitute for conducting research or completing any required assignment.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP’s acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:
Technology Resources
- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources
- https://www.utep.edu/library/UTEP_Library: Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources
• **Military Student Success Center:** Assists personnel in any branch of service to reach their educational goals.

• **Center for Accommodations and Support Services:** Assists students with ADA-related accommodations for coursework, housing, and internships.

• **Counseling and Psychological Services:** Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

• **Center Against Sexual and Family Violence (CASFV):** 915-593-7300 or 1-800-727-0511

• **UTEP Food Pantry.** Provides food and support for students and staff who are experiencing food insecurity.

• **Foster Homeless Adopted Resources.** Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.

• For crimes, contact the El Paso Police Department or UTEP Police Department (915-747-5611)

• For suspected abuse of children or older persons, Child/Adult Protective Services 1-800-252-5400

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

• Respect Is (Dating Abuse Prevention) at loveisrespect.org

• Mental Health Crisis Line 915-779-1800

• National Suicide Prevention Hotline 1-800-273-8255

• Veterans Crisis Line 1-800-273-8255

• NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or 915-534-5478

### WEEKLY SCHEDULE

<table>
<thead>
<tr>
<th>SPR 2024</th>
<th>Assigned Readings &amp; Course Outline</th>
<th>Topics and/or Assignments</th>
<th>Competencies Addressed and/or Measured*</th>
</tr>
</thead>
</table>
| **Week 1** | **Class:** 1/17 | **Readings:** None | **Lecture 1:** Introduction to Research Projects.  
**Group Assignments** |
| **Week 2** | **Class:** 1/24 | **Readings:**  
Chapters 6,7 in *Social Work Research and Evaluation: Foundations of Evidence-Based Practice. 11th Edition.* | **Lecture 2.** Ethics in Research  
**Assignment Due:** CITI Training Certificate. |
| **Week 3** | **Class:** 1/31 | **Readings:** | **Group Lecture 3.** Evidence-Based Research  
**Assignment Due:** Proposal Due |
<table>
<thead>
<tr>
<th>Week 4</th>
<th>Class: 2/7</th>
<th>Readings:</th>
<th>Group Lecture 4. Research Design.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 5</strong></td>
<td>Class: 2/14</td>
<td>Readings:</td>
<td>Group Lecture 5. Measurement.</td>
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<tr>
<td><strong>Assignment Due:</strong> Research Design Outline</td>
<td><strong>Assignment Due:</strong> Variables and Measures</td>
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<td><strong>Week 7</strong></td>
<td>Class: 2/28</td>
<td>Readings:</td>
<td>Group Lecture 7. Quantitative Data Analysis</td>
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<td><strong>Week 8</strong></td>
<td>Class: 3/6</td>
<td>Reading:</td>
<td>Out of Class Video and Assignment. Qualitative Data Analysis.</td>
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<td><strong>Assignment Due:</strong> Analysis Plan</td>
<td><strong>Assignment Due:</strong> Analysis Plan</td>
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<td><strong>Week 9.</strong></td>
<td><strong>NO Class: 3/13</strong></td>
<td><strong>SPECIAL BREAK</strong></td>
<td><strong>SPECIAL BREAK</strong></td>
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</tbody>
</table>
**Chapter 25 in Social Work Research and Evaluation: Foundations of Evidence-Based Practice. 11th Edition.**

| Week 12. Class: 4/3 | Readings: Read two articles listed in the Week 12 folder.  
What is implementation science.  
CFIR | Group Lecture 12. Implementation.  
Assignment Due: Data Analysis |
|---------------------|-------------------------------------------------|

|----------------------|-------------------------------------------------------------|

Assignment Due: Elevator Pitch |
|----------------------|----------------|---------------------------------|

<table>
<thead>
<tr>
<th>Week 15 Class: 4/24</th>
<th>Readings: None</th>
<th>Lecture 15. Work Time/Questions</th>
</tr>
</thead>
</table>

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<tr>
<th>Week 16 Class: 5/1</th>
<th>Readings: None</th>
<th>Lecture 16. Elevator Pitch Videos.</th>
</tr>
</thead>
</table>

**SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR’S DISCRETION**  
**ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS**