



**UT Tyler** SOCIAL  
WORK

## **SOCW 3308: Research Methods**

**Spring 2025**

### **Instructor Information**

---

**Instructor:** Kristin Mycke, LCSW

**Office:** 137

**Email Address (preferred method of communication):** [kmycke@uttyler.edu](mailto:kmycke@uttyler.edu)

**Office Hours:** Tuesdays/Thursdays 12:30-2:00pm Other hours available by appointment in person or via video conferencing

### **Course Information**

---

**Credit Hours:** 3 Credit Hours

**Course Format:**

**Time and Place of Class Meetings:** Tuesdays 2-3:20pm. Thursdays are hybrid

**College of Arts and Sciences Building (CAS) in Room# 104**

**Description of Course Content:** This course examines qualitative and quantitative world views and introduces basic research methods, including developing single subject, survey and grounded theory research designs in evaluating practice. Critiques of research articles and applications to existing social work knowledge and empirical research are utilized to design interventions with individuals, families, groups, communities, and organizations. Students apply knowledge and skills through individual and group projects incorporating mixed-methods research.

**Prerequisites:** SOCW 2361, SOCW 2362, SOCW 2371, SOCW 3303

**Corequisite:** SOCW 3108

**Course Overview:** The purpose of this course is to introduce students to the fundamental skills of understanding, using and conducting research to advance the knowledge base of the profession of social work. Students will assess and explore the effectiveness of social work interventions in generalist social work practice. The course content will reflect the Council on Social Work Education's (CSWE) requirements for accreditation.

**Student Learning Outcomes:**

Below are the Nine (9) CSWE Core Competencies established by the Council on Social Work Education. Each of the competencies is included as an objective to understand and be met as appropriate for each course learning objective.

**Competency 1: Demonstrate Ethical and Professional Behavior**

**Competency 2: Engage Diversity and Difference in Practice**

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

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

**Competency 5: Engage in Policy Practice**

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

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

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

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

The Nine CSWE Core Competencies are the basis for the Learning Outcomes that follow.

**Student Learning Outcomes for SOCW 3308:**

Upon successful completion of this course, students will be able to demonstrate the following outcomes as progression in the noted areas of the nine Core Competencies established by the Council on Social Work Education (EPAS 2015):

1. Describe the differences and similarities between qualitative and quantitative data and approaches to social work research and how each can contribute to the development of the delivery of services that promote economic wellbeing. **Core Competencies 3, 4**
2. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. **Core Competency 5**
3. Demonstrate research knowledge by identifying and developing researchable questions. **Core Competencies 4, 7**
4. Demonstrate research knowledge and skills by locating existing social work research relevant to practice questions or issues, and by critically evaluating existing social work research articles. **Core Competency 9**
5. Apply critical thinking to inform and communicate professional judgments. **Core Competencies 1, 6-9**
6. Use knowledge and skills in locating and evaluating empirically based knowledge to analyze problem/issue dynamics and identify and define variable and concepts. Develop practical interventions of research to advance the dignity and rights of all populations while prioritizing economic justice. **Core Competencies 3, 8 and 9**
7. Demonstrate knowledge of single case designs, including identifying and measuring target behaviors as applicable to evaluating practice interventions with individuals, families, groups, organizations, and communities. Respond to contexts that shape practice. **Core Competency 8**
8. Demonstrate knowledge of survey research, including development of research questions, designing survey instruments, administration, coding, and analysis of data and how to apply this knowledge to practice situations. **Core Competencies 4, 7**
9. Demonstrate knowledge of ethnographic research, including development of research strategies, generation of semi-structured questionnaires, data, coding, data analysis, and process of theme and theory development from data. Understand the significance how research can be used to develop applications to improve circumstances at all social levels, by applying knowledge of human behavior and the social environment. **Core Competencies 2- 4**

10. Describe concerns in social work with diverse populations, specifically at-risk populations, Native Americans, Latino Americans, and other populations. **Core Competency 2**
11. Understand the importance of conducting all social work research in an ethical manner with strict adherence to professional conduct. Identify as a professional social worker and conduct oneself accordingly. **Core Competency 1**

**Required Textbook and Other Course Material:**

Rubin, A., & Babbie, E. *Research methods for Social Work, 10<sup>th</sup> Ed.* Belmont, CA: Cengage, 2025, ISBN: **978-0357764701**

**Census Date: 1/27/2025**

***Use of Artificial Intelligence and other generated tools:***

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

***For this course SOCW 3308***

I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA/MLA/Chicago Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work.

APA Citations: [How to cite ChatGPT](#)

## Descriptions of Major Assignments and Examinations:

### Final Exam (20% of Final Grade)

There will be one Final Exam which will cover the course material reviewed in the course and will be comprehensive.

### Weekly Assignments (70% of Final Grade)

Each week, students complete weekly assignment(s), which both correspond with that week's course material and build upon knowledge learned in previous weeks. Examples of assignments may include: Quizzes, discussion posts, reading summaries, brief writings, class presentations, and research activities. **Participation during in-class activities is key!** Additional information, instruction and rubrics for each week's assignment will be posted in Canvas. Due dates for each assignment are listed in the course schedule.

### Participation: (10% of Final Grade)

Instructor will consider the extent of student involvement in discussions. This is a subjective evaluation by the instructor of your overall participation and engagement.

## Grading Information:

### Grading:

Assignments	%
Participation	10
Final Exam	20
Weekly Assignments (14 weeks @ 5% each)	70
<b>Total</b>	<b>100</b>

All written assignments must be grammatically correct using APA style. Assignments with many grammatical errors, misspellings, and/or evidence of plagiarism will not receive a satisfactory grade. All written assignments will be due on the date listed on the course schedule. Typically, due dates are by 11:59pm the day prior to Monday class.

### Late assignments accepted for grade reduction.

90 – 100 =A

80 - 89.9 = B

70 –79.9 = C

60 - 69.9 = D

Below 60 =F

A grade of incomplete will not be given for this class.

### Make-Up Exams:

No make up exams offered for this class

### Late Work Policy

Students are responsible for submitting all assignments on time. Late Assignments accepted for grade reduction.

### Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

## Attendance:

Due to the interactive style and group projects, attendance is required. Students are expected to be present and participate each class period. Group projects and participation grade will be reflective of attendance. **Students are given 3 free absences. Additional absences (regardless of reason) will result in 10 points off for each absence.** Students who miss more than 5 classes will not pass the course.

## Course Schedule

---

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Any changes will be communicated in a timely manner through UT Tyler email and announcement(s) in Canvas.

Week	Topics	Required Readings/ Activities	Assignments Given and Due
1	-Course Overview -Research Accountability	-Syllabus -Chapters 1 & 2	Write Formulate a research question Within your problem area for each one of the 3 knowledge levels: Exploratory, Descriptive, and Explanatory.
2.	Evidence Based Literature Review	-Chapters 3 & 4	List and discuss the characteristics that social work Researchers must possess. Identify one Characteristic that you think you may have trouble with as a Future researcher and delineate the ways you could grow in this area.
3	Research Ethics and Cultural Competency	Chapter 5 & 6	Discuss how your biases as a social work Researcher can affect the research process in Relation to ethnocentrism. Also discuss your biases As a social work researcher process in relation to Enculturation. Provide as many examples as you can to justify your response.
4	The Scientific Method	Chapter 7&8	Discuss the qualitative (interpretive) way of thinking. Now discuss the quantitative (positivistic) way of Thinking. Compare and contrast the two ways of Thinking using one common social work example Throughout your discussion.
5	The Quantitative Research Approach	Chapter 9&10	What are independent variables? What are Dependent variables? What are the main Differences between them? Provide social work Examples to illustrate your points.
6	The Qualitative Research Approach	Chapter 11&12	Discuss the qualitative way of thinking from this Chapter. Now discuss the quantitative way of Thinking from Chapter 8. Compare and Contrast The two ways of thinking using one common social Work example.
7	The Mixed-Methods Research Approach	Chapter 13&14	There are six situations for which a mixed-methods Research approach is better to use than only a Quantitative or only a qualitative research approach. List all six and provide a hypothetical social work Example relation to how a mixed-methods research Approach is better suited for each type of study than Using either only a quantitative or only qualitative Approach.
8	Measurement	Chapter 15&16	The measurement of variables has four basic Functions. List each function and then discuss Why each one is important for social work Researchers and practitioners to know. Provide

			Social work examples throughout your discussion to illustrate your main points.
9	Sampling	Ch. 17&18	List and discuss the two sampling procedures. Provide as many social work examples as you can To illustrate your main points for each sampling Method.
10	Spring Break		No class
11	Single Subject and Group Designs	Chapter 19&20	In your own words, list and discuss the Advantages of single-subject designs. Provide a single social work example Throughout your discussion.
12	Data Collection	Chapters 20&21	In your own words, discuss the differences Between a <i>data-collection method</i> and a <i>Data source</i> . Provide a social work example Throughout your discussion.
13	Analyzing Data, Proposals, and Reports	Chapter 22&23	What are the four levels of measurement for Quantitative data? Provide an example of each And discuss how it can be used in a social work Research situation and a social work practice Situation.
14	Review for final exam		<u>Group discussion and review for exam</u>
15			<b>FINAL EXAM-TBD</b>

## Institutional Information

---

### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

### Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

### Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

### UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

## **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waiver through Financial Aid State-Mandated

## **Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

## **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

## **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to

inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair



- academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](#) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](#) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](#) (903.566.7254)