COURSE DESCRIPTION:

This seminar requires students to integrate content from all their social work coursework. The student applies knowledge, values, and skills gained in their graduate program to a specific intervention or evaluation undertaken in the concurrent field practicum placement. Critical thinking skills, self-assessment, and practice evaluation requirements are developed and demonstrated in a major paper. Students must take this course during their final semester in which they plan to graduate. Prerequisites: SWK 595; Concurrent enrollment in final semester of field.

MSW PROGRAM GOAL & COMPETENCIES:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions. Graduates will be able to demonstrate the following competencies:

   C 1.1 Apply critical and independent analysis of practice situations and effectively communicate their judgments, reasoning and decision-making processes (2.1.3)
C 1.2 Apply and contribute to evidence-based and best practice approaches to continuously assess and improve the efficacy and effectiveness of practice (2.1.6)

C 1.3 Differentially apply theories and frameworks of HBSE and critique interactions between and among biological, psychological, social, spiritual and cultural systems and their reciprocal relationships with HBSE. (2.1.7)

C 1.4 Demonstrate autonomy in dynamic practice activities that involve (2.1.10):

C. 1.4 (a) Effective relationship-building interactions at all levels of systems focused on enhancing client choice, motivation, and hopefulness in the change process

C. 1.4 (b) Use of a variety of multi-dimensional evidence-based assessment tools and intervention approaches

C. 1.4 (c) Effective intervention with complex problems and multi-level systems that provides amelioration as well as prevention strategies

C. 1.4 (d) Response to the evaluative feedback process for interventions implemented with client systems

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change. Graduates will be able to reflect the following competencies:

C. 2.2 Apply social work ethical principles to resolve dilemmas and create positive change among individuals, families, groups, organizations & communities (2.1.2)

C. 2.3 Demonstrate the ability to build strengths based on mutual engagement with diverse populations (2.1.4)

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life. Graduates will be able to reflect the following competencies:

C. 3.1 Exemplify and model professional social work standards and strive to enhance their professional growth and development (2.1.1)

C 3.2 Use leadership skills indicative of an advanced generalist practitioner to proactively respond amidst changing contexts (2.1.9)

C 3.4 Effectively intervene with individuals, families and groups, and provide administrative leadership and direction in organizations and communities as advanced generalist practitioners. (** New AGP Objective)
COURSE OBJECTIVES:

This course is designed to provide the student with the opportunity to integrate the knowledge, values, and skills of advanced generalist practice in social work. The student is expected to select a social work assignment from the field practicum and conduct an assessment of the client system, develop a plan of intervention, program evaluation, or needs assessment and to implement the plan in accordance with appropriate values, knowledge, and skills, and evaluate the effectiveness of the intervention. The student will conduct an assessment of his/her success in achieving the defined goals with the client system, identify strengths and areas of needed growth in professional knowledge and skills, and outline a program of post-graduation professional development.

1. Students will demonstrate the ability to apply the problem solving process to generalist practice intervention with client systems at all levels, taking into account the rural or urban practice context.

2. Students will demonstrate the values and skills needed for autonomous practice.

3. Students will demonstrate the knowledge and skills needed to provide leadership in social work organizations.

4. Students will demonstrate an understanding of the importance of evidence-based knowledge and methods in designing interventions that take into account the rural or urban context.

5. Students will demonstrate an understanding of social work values and ethics in professional interventions with clients and colleagues and demonstrate effectiveness in taking into account cultural difference among clients and colleagues.

6. Students will demonstrate an ability to critically analyze social policies as these influence practice in the field agency.

7. Students will demonstrate the ability to assess and develop social policies that can enhance the client’s well being in situations similar to those addressed in the field practicum.

8. Students will develop a plan for continuing professional development that takes into account the successes and problems encountered in the field practicum experience.

9. Integrate knowledge gained from entire social work curriculum into final paper

10. Conduct original research at field agency

11. Write summary of research conducted

12. Present summary of research to class and instructor
STUDENT LEARNING OUTCOMES:

1. Student will conduct an independent research project.
2. Student will develop the skills to collect and analyze data.
3. Student will utilize evidence-based practice literature.
4. Student will use constructive feedback from the instructor to produce a major paper.
5. Student will report the results of their research project to the class.
6. Student will integrate the experience of the social work curriculum into the completion of this project.
7. Student will discuss the impact of agency and social policies on conducting research.

RELATIONSHIP TO OTHER COURSES:

This course builds upon foundation and advanced generalist content. It builds upon exposure to professional values and ethics, particularly the NASW Code of Ethics.

This course draws upon SWK 590 and SWK 553, 555, 557, and 559 to engage research methods and skills in evaluation; critical thinking skills utilize research and empirical evidence.

REQUIRED TEXT:


GRADING & OVERVIEW OF ASSIGNMENTS:

The grade for this course will be based on the final integrative paper and presentation of the research process and findings.

Before beginning research project: Students will submit a proposal describing his or her project on the revised university internal review form (IRB) within the first two weeks of the semester. The IRB request must be signed by the student’s field instructor, or person at the field placement who can approve the research. The instructor will review the IRB form to determine that no person or agency will be at risk as a result of the project. Once the IRB clearance has taken place the student will be given permission to begin the research project.
1. Grade is based on completion of five of the integrative paper, and a Power Point presentation of the research project given to class members and instructor. (See paper outline on pages 9-11).

The individual sections of the paper total 100 points. The Power Point presentation is worth 25 points. **Students must complete the research paper (Due: April 28, 2015.), present their findings in a Power Point presentation to the class with a 70% score (Due: April 21 & 28).**

### Research Paper & Power Point Presentation

- 100-125 A
- 90-99 B
- 80-89 C
- 79 and below F.

### CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students who are tardy to class will be counted as absent unless they notify the instructor otherwise.

**MSW classes (once a week) - 15 week course:**
- 2 absences allowed;
- 3rd absence = Grade drop
- 4th absence = student will be dropped/failed

Students are allowed 2 absences (excused or unexcused) without any penalty. On the 3rd absence (excused or unexcused), a letter grade will be deducted from the student’s final grade. Students with “university approved absences” will be allowed to make up any missed work, but will still have the aforementioned letter grades deducted due to the inability to participate in the class interaction.

The 4th absence (which is approximately 20% of class days) can result in the student receiving an “F” in the course. If a student is unable to attend class regularly, then he/she should drop or withdraw from the course until such a time that consistent attendance is possible. Class participation has three components: (1) appropriate verbal and non-verbal interactions with classmates, (2) attentiveness, and (3) active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given verbal or written feedback if problems are evident.

Active participation in class lectures, discussions, and exercises is expected. Students should come to class prepared to discuss assigned readings and material presented in lectures. Students are responsible for information contained in the assigned readings, regardless of whether it is discussed in class. Students are required to utilize the required text. Students must come to class prepared to discuss and articulate in detail with critical thinking and analysis, each assigned chapter.
Full participation includes individual contribution to class discussion and respectfully providing thoughtful feedback to classmates. Students are expected to participate actively by drawing from field and other related experiences and by sharing with the rest of us anything of interest you may have found between classes (e.g., articles, media stories, handouts, etc.). As adult learners with a variety of professional and personal experiences your contributions are valued. If participation is limited or it becomes clear that assigned readings are not being completed, weekly quizzes over the required readings may be administered.

WRITTEN ASSIGNMENTS:

All written assignments must demonstrate acceptable writing style: including the use of Standard English, acceptable grammar, and the use of the American Psychological Association (APA) style of reference citation.

Part of the grading process for all written assignments will include an evaluation of presentation, including clarity, coherence, logic and organization of the assignment. All assignments must be typewritten, using double-spacing and standard margins. It is the student’s responsibility to ensure the paper is in the possession of the instructor by the designated time. Any papers left in the mailbox or any other place are not the instructor’s responsibility.

At the discretion of the instructor, it may be required to submit written assignments via “Turn-It-In”, a program utilized to determine instances of plagiarism. Please follow-up to ensure I have received your paper by the date assigned. If a paper is found to be plagiarized, the student will receive an “F” for the course and referred to the Department for further possible action.

Below is a partial list of factors that are addressed in the grading process:

- Any error in APA reference or citation format from the latest edition
- Lack of quotation marks at the beginning and end of all direct quotes
- Extra or missing punctuation (i.e. commas, semi-colons, colons, periods)
- Incomplete sentences (i.e., sentences without a verb)
- Run-on sentences (i.e., sentences that run together without appropriate punctuation and capitalization delineating each sentence)
- Incorrect spelling
- Inappropriate and inconsistent verb tense
- Lack of noun-verb agreement
- Incorrect use of capitalization (e.g., social work is generally not capitalized)
- Incorrect use of possessives (examples of correct use are Shawn’s book, the parents’ child)
- Any contractions (e.g., I’m, can’t, won’t), except in direct quotes from another source
- Lack of neatness (e.g., hand written corrections, uneven indentations)
- Papers that are not typewritten
- Use of a size other than #12 fonts
- Lines not double spaced
Margins that are less than or wider than 1 inch
Failure to indent the first line of a paragraph
Incoherent sentences

POLICY ON DUE DATES:

All assignments are due at the beginning of the class period on the due date stated in the Course Schedule. Late assignments will automatically have 15 points deducted from the overall research paper grade per day, beginning with the due date and each day thereafter.

Final and approved sections due dates are noted on the course schedule. Final and approved means that all corrections and required editing must have been made and approved by the required date. If you have not received an email stating that the section(s) have been approved by the date on the schedule, the section will be considered late.

POLICY ON DUE DATES:

All assignments are due at the beginning of the class period on the due date stated in the Course Schedule. Late assignments will automatically have 15 points deducted from the overall research paper grade per day, beginning with the due date and each day thereafter.

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In”) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:
“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the NASW Code of Ethics to guide social workers’ conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

CORRESPONDANCE:
Students are expected to stay in communication with the instructor of this course either verbally, in writing or via e-mail. **The preferred method of contact for the instructor is email.** Only Texas A&M-Commerce University email accounts will be used in corresponding with the instructor.

**CELL PHONES/PAGERS:**

Please turn your cell phone and/or pager (and other electronic devices) off during class. If you are on-call for your work, please place the cell phone or page on silent mode. If you utilize a laptop to take class notes, please be aware of potentially distracting others around you and seat yourself accordingly. Please be considerate of other students and avoid texting or inappropriate uses of your computer or cell phone. *You may be asked to leave the class if it is determined you are utilizing a computer to do outside work, surf the web inappropriately or communicate personal conversations.*

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Students’ Guide Handbook, Policies and Procedures).

**OUTLINE FOR RESEARCH PAPER:**

1. **RESEARCH PAPER (100 Points):**

   **Guidelines:**

   1. The final paper must be typed or word-processed. The paper must be double spaced and must follow the format set forth in the most recent Style Manual of the American Psychological Association. APA format includes: title page, an abstract, table of contents, and an appendix.

   2. The paper is expected to be clearly legible, utilize a standard typeface (e.g., Times New Roman), and size 12 font. Papers must be free of spelling, grammatical, typographical, and punctuation errors. It is the student’s responsibility to ensure that papers have proper syntax and grammar. Grades will be significantly lowered if such errors exist. Please review the section addressing written assignments for additional information.

   3. The text of the paper is to be no less than twenty-five pages in length. This excludes all cover sheets, tables of contents, appendices, features, displays, or reference list.

   4. Students must include at least 15 references from current (within the last 7 years) professional literature. Twelve of the reference must be journal articles. Resources for paper preparation are available in the Databases include PsycLit, ERIC, Sociofile, and Dissertation Abstracts. These materials may be checked out through the library reference desk. The library also has computer labs available for paper preparation. Schedules of computer time availability can be secured from the library.

   5. Paper must include a Title page, Table of Contents, Abstract, All 4 sections, Appendices with IRB, Informed consent, & Survey tool, plus charts and graphs (at least 3 in color)
with an explanation below the table.

2. **Power Point Presentation (25 points)**

**OUTLINE OF REQUIRED ELEMENTS**

*Introduction & Agency Description & Goals/proposed outcomes:*

I. 
A. **Hypothesis:** State your research question (s).

B. Explain how you became interested in this particular topic. Provide any relevant background experiences describing the selection of the project or client population. These experiences can be personal or professional.

C. Describe the agency where research project will occur:
   1. Physical location
   2. Background information:
      a. Involvement with community
      b. Demographic information of client population
      c. Management structure
   3. Diversity Issues

D. Describe the data/observation sources and processes used to make these assessments. What information did you use to assess the agency where your research will take place?

E. Specify the specific problems selected for the project. What are you hoping to learn?

F. Describe your expected outcomes for your project. What do you expect to find?

II. **Literature Review**

A. Introduction and general findings in this area of study

B. Significant findings relevant to this study, key terms or variable definitions

C. Application and discussion of any applicable theories

D. Gaps in the literature

E. Review should lead directly to your research question; place research question at the end of the review

F. 15 current (within past 7 years) references
III. **Methods**

A. Design

1. Which design was be used?
2. Why this design?

B. Measurement

1. All variables defined and operationalized (how did you measure them?).
2. If treatment or intervention involved, describe treatment or intervention
3. Measures: Discuss reliability and validity
4. Supporting information, i.e. other studies, studies demonstrating reliability and validity?
5. Copies of measures in Appendix

C. Sample

1. Sampling strategy: Purposive vs. nonpurposive
2. Inclusion and exclusion criteria

D. Procedure

1. Informed consent procedures? Did you need permission from supervisors or stakeholders?
2. What sources of data were used? How were they obtained? By Whom? When?
3. Is study procedure clear and complete?
4. Were there any changes to the procedure during the course of the study?

E. Ethical Issues

1. Any ethical issues that arose during the course of the project?
2. Describe Informed Consent process.

IV. **Results & Discussion:**

A. What statistical tests were used?
1. Why were they used?
2. What were the statistical results? What was significant? What was not significant?

B. Discussion
1. Relate results to what is known, or not known, from literature (Section III).
2. Were outcomes expected or unexpected?
3. What are implications of results, i.e. how do results impact agency or treatment?

5. Limitations
   1. What were the limitations of the project?
   2. How could you improve the project in the future?

**VI. Appendices:**

A. Include original signed IRB form, consent form, and any measures used in the project.

**Paper must include:** Title page, Table of Contents, Abstract, Five Sections, References, & Appendices including charts and graphs printed in color.

**SUBMISSION OF INDIVIDUAL SECTIONS:**

1. Strict policies are enforced regarding the submission and evaluation of the comprehensive examination paper sections.

2. Sections are due on the date notated on the course outline. Late sections will be considered in the determination of the final grade and may result in a student failing the course. Please see the policy regarding late assignments for further information.

3. Sections due dates are noted on the course schedule.

4. Instructor will grade all sections weekly and return them to students. It is the student’s responsibility to make corrections in each section.

**SUBMISSION OF FINAL PAPER:**

1. Strict policies are enforced regarding the submission and evaluation of the comprehensive examination paper.

2. All sections must be approved before submission of final paper.

3. Formatting of paper must be approved before submission of final paper.

4. All papers must be submitted to the department by the class deadline in finished copy form.

5. Partially completed papers or papers otherwise not meeting the guidelines will be regarded as having failed to meet the submission deadline. It is not acceptable to receive an “X” (incomplete) in this class.
6. One hard copy and one electronic copy must be on file at the department by the final due date (April 28, 2015). Original papers are retained in the department’s files. Students should retain a copy in the event a rewrite is required.

7.
8. Please submit electronic copy to Janis.Cirkles@tamuc.edu and the Instructor (Linda Openshaw@tamuc.edu) as an attachment by the final due date (4/28/15).

9. Hard copies are not to be bound.

10. Failure to properly submit complete final copies will result in the student not being allowed to graduate.

11. Papers not turned in by the deadline will not be read. All work must be completed during the semester or student will be required to take the course again. Failure to meet the deadline will result in failure to graduate, since resubmission may not be allowed until the following semester. Students will be required to be enrolled in at least two credit hours in the semester the examination paper is submitted and evaluated.

PAPER EVALUATION:

A. A score of seventy (70/100) or more must be assigned in order for the paper to receive a passing grade.

B. Papers will be evaluated on completeness, or how well the paper addresses the elements described in the outline.

C. Papers will also take writing into consideration. Five general considerations in evaluating writing are:

1. Follows APA style - organization of text and references using the designated style manual governing margins, page layout, headings, spacing, citations, and references.

2. Free of typographical, grammatical, and spelling errors - papers are expected to be error free and to meet university thesis document requirements.

3. Clear and concise expression of ideas - clarity of expression, avoiding repetition, and structuring of the content that communicates the writer’s intent without undue demands on the reader.

4. Comprehensive development of ideas - the writer is expected to develop ideas fully and to support them appropriately. Do not assume the reader will fill in missing material or make connections between sections or ideas. The burden is placed on the writer to elucidate thinking and activity in the case presentation.
5. Use original research. **Do not plagiarize other’s work. Student papers will be checked for plagiarism.**

6. Please see the section discussing written assignments for more details.

**PRESENTATION (25 points):**

1. Students will present their papers during class at the end of the course. Students may invite another faculty member or his or her field instructor to the presentation.

2. Students must present at their assigned day and time.

3. Students must be present for the all classmate presentations. Absences will result in a lowered presentation grade.

**CLASS SCHEDULE FOR SPRING 2015**

The following outline is provided as a guide though variations may occur. Assignments are due at the beginning of the class period.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>CLASS MEETING</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/20/15</td>
<td>Online</td>
<td>Syllabus; Introduction IRB Discussion, Informed consent document and survey tool</td>
<td>Please e-mail an overview of your project to the instructor. <strong>Send in applications to the graduate school by Feb 6, 2015</strong></td>
</tr>
<tr>
<td>2</td>
<td>1/27/15</td>
<td>In-Class Discussion Section I &amp; IR</td>
<td>Discussion of Sections I</td>
<td>Consent form, IRB and survey due</td>
</tr>
<tr>
<td>3</td>
<td>1/27/15</td>
<td>In-Class Discussion on statistics overview</td>
<td>Section II Discussion IRB, consent, and survey</td>
<td><strong>Graduation applications due February 6, 2015</strong></td>
</tr>
<tr>
<td>4</td>
<td>2/3/15</td>
<td>No Class</td>
<td>Complete revisions on literature review</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/10/15</td>
<td>In-Class</td>
<td>Individual meetings with instructor</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/17/15</td>
<td>In-Class</td>
<td>Section II due</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/24/15</td>
<td>In-Class</td>
<td>Section I due</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>3/3/15</td>
<td>In-Class</td>
<td>Discussion of Methodology</td>
<td>Data collection should be underway</td>
</tr>
<tr>
<td>9</td>
<td>3/10/15</td>
<td>In-Class</td>
<td>Individual Meetings with Instructor</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/17/15</td>
<td>NONE</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3/24/15</td>
<td>In-Class</td>
<td>Data Analysis &amp; Presentation Discussion</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3/31/15</td>
<td>In-Class</td>
<td>Individual Meetings with Instructor</td>
<td>Section III Due</td>
</tr>
<tr>
<td>13</td>
<td>4/7/15</td>
<td>In-Class</td>
<td>Data Analysis</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/14/15</td>
<td>In-Class</td>
<td>Section IV Due &amp; entire paper due</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>4/21/15</td>
<td>Class Presentations Begin</td>
<td></td>
<td>PRESENTATIONS</td>
</tr>
<tr>
<td>16</td>
<td>4/28/15</td>
<td>In-Class</td>
<td>PRESENTATIONS &amp; FINAL REVISED PAPER DUE</td>
<td></td>
</tr>
</tbody>
</table>
** Schedule subject to revisions – changes may be made at the discretion of the instructor. All corrections due and final paper must be turned into professor by 6:00pm; Electronic copy must be e-mailed to Janis.Cirkles@tamuc.edu.
APPENDIX A

Internal Review (IRB)—Description of Proposed Research
Department of Social Work-Texas A&M University-Commerce
Integrative Seminar SWK 595

Student Name: ____________________________
Date: ____________________________

Purpose and Potential Benefit:
Summarize the background, rationale, nature, and significance of the proposed research.

Location of Study:
Identify all sites at which research will be conducted.

Dates of Study:
Include month/day/year of start and estimated end dates of study. Any research that extends beyond a one-year period must obtain IRB approval for continuation.

Subjects:
Include estimated number and description of types of subjects (e.g., normal volunteers, pregnant women, and students), age, gender, inclusion and exclusion criteria for subject selection, and source of subjects (including any referral sources).

Methods and Procedures:
This should include but not be limited to details on subject recruitment, apparatus, procedure, copes and descriptions of all instruments (including reliability, validity, and permission for use or copyright information, if applicable), nature and type of evaluation(s), subject’s time commitment, proposed follow-up, debriefings when indicated, and any other information necessary to evaluate the methodological soundness of the research. If there are significant benefits that are available to subjects because of inclusion in the research, then the issue of exclusion of potential subjects should be addressed.

Participant Payment or Costs:
Indicate whether the subjects will be offered an incentive to participate in the student and if so, in what for (e.g., cash, meals, taxi fare, etc.) and in what amount.

Subject Confidentiality:
Indicate the extent to which confidentiality of records identifying subjects will be maintained. Be specific—how will confidentiality be protected and where will the records be maintained? Who will have access to the records?
Potential Risks to Subjects:
Specify any risks (physical, social, psychological, emotional, legal); indicate precautions instituted to minimize risks; and describe procedures to be followed in the event of problems. Specify the results of pilot work or the work of others with similar procedures.

Risk/Benefit Ratio:
Specify or estimate the level of risk in relation to anticipated benefits.

Student Signature
________________________________
Date
________________________________

Field Instructor or Agency Representative
________________________________
Date
________________________________

Department IRB Chair
________________________________
Date
________________________________

IRB Member and/or 590 Instructor
________________________________
Date
________________________________
APPENDIX B

Sample Informed Consent Document

☐ Paragraphs like this one are reminders for you, the writer. Do not include them in your form unless they contain language that applies to the study.

- Use a 12 pt font for this document.
- Write the document in the 2nd person (i.e., you) and keep the pronoun usage consistent throughout the document.

☐ Use understandable, non-technical language at an 8th-grade or lower reading level.


INVESTIGATOR: Dr. John Doe

SPONSOR: Texas A&M University--Commerce

- You/Your Child: For studies involving minors, do not use “you/your child” throughout the form. Instead, use "you" and insert the following text after the Sponsor and before the Explanation of Procedures:

For Children/Minors (persons under 19 years of age) participating in this study, the term You addresses both the participant ("you") and the parent or legally authorized representative ("your child").

Explanation of Procedures

- Explain the purpose of the study in nontechnical language.
- Describe the procedures to be followed.
- Include an estimate of the amount of time involved in study participation.
- Include a statement indicating that the study involves research.
- Identify all procedures that are experimental.
- Include the name of the sponsor if the research receives any funding.
- If applicable, explain what a Pilot, Phase I, II, III, or IV drug study is.
- Include the total number of participants to be enrolled.

We are asking you to take part in a research study. This research study will test how well a new drug lowers blood pressure. The new drug, Trimycin, is investigational and not yet approved by the U.S. Food and Drug Administration (FDA). Wise Drug Company, the company that makes Trimycin, is paying for the study. People who enter into the study will take either the new drug, Trimycin, or Hydrochlorothiazide (water pill). Hydrochlorothiazide is the FDA approved drug that most people take now to lower blood pressure. Trimycin is approved in Europe, but has not been approved in the United States. More than 200 people in other research studies in the United States have safely used Trimycin. This is a Phase III study. A Phase III
study is a research study that looks at a large number of patients receiving a common or routine treatment.

If you enter the study, all your current blood pressure medicines will be stopped for one month. During this time, you will be given pills called placebos. A placebo does not have any active medicine, so it should not have any effect on your blood pressure. However, this placebo might cause your blood pressure to lower. The study staff will need to watch your blood pressure closely while you are not on any medicine for your blood pressure. Your blood pressure will be watched to make sure it does not rise so high that you need immediate treatment. You will need to come for office visits 3 times during the first week. You will need to come for office visits two times per week during weeks 2, 3, and 4. If your blood pressure is in the range required after week 4, you will be entered into the study. If your blood pressure is not in the range required after week 4, you will not be entered into the study and will receive standard care for your blood pressure. If you are entered and complete the entire study, you will be in the study for 6 months.

If you qualify for the study, you will be randomly picked (like the flip of a coin) by a computer to receive either Trimycin or Hydrochlorothiazide. You will take the medicine once a day by mouth. This will be a double-blind study. This means neither you nor your doctors will know which medicine you are taking. If medically necessary, the doctor can find out which drug you are taking.

These tests will be made during the study: lab blood tests, urine tests, weight measures, resting electrocardiogram, heart rate, and blood pressure. (An electrocardiogram measures the electrical activity of the heart.) You will be asked to come back to the clinic for 20 weekly visits. At each visit you will be asked if you have had any bad reactions and how you are feeling on the drug.

- If drug screening is part of the protocol, include a statement such as

  If you have used an illicit (street) drug(s) within the past 3 months, we ask that you not participate in this project.

### Risks and Discomforts

- Include any foreseeable risks or discomforts to the participant.
- When possible, quantify the risks involved (e.g., common, rare, percentages).
- If the study involves a placebo,
  - define placebo (not as treatment or medication)
  - describe what complications may result
  - describe the precautions that will be taken to protect the participant during this time.

You may have some side effects from taking these drugs. The side effects of Trimycin are headaches, feeling drowsy, and feeling tired. About forty percent (40%) of people who take Trimycin have reported feeling drowsy and tired. About twenty percent (20%) of people who take Trimycin have headaches. Hydrochlorothiazide can cause the following side effects: low blood potassium; a rise in blood uric acid and blood sugar; and a lowering of red and white blood cells. About eighty percent (80%) of people who take Hydrochlorothiazide have these problems. There may also be risks that are unknown at this time. You will be given more information if other risks are found.

### Benefits

- State any potential benefits to the participant or to others that may reasonably be expected from the research.
If there is no potential for direct benefit to the participant, that should also be stated. **Do not include** medication, treatment, devices, or compensation information.

You may not benefit directly from taking part in this study. However, this study may help us better understand how to treat high blood pressure in the future.

**Alternatives**

- One alternative is always possible: to not participate in the study.

There are many other drugs that are used to treat high blood pressure. Some examples of these drugs include Betasan, Enapror, and Ditserin. Dr. Doe will discuss these other drugs with you.

**Confidentiality**

- Include the extent to which confidentiality of participants will be maintained.
- If the federal government or any other sponsor will have access to the participants’ records, this should be included.
- Include the UAB IRB in this section.

Information obtained about you for this study will be kept private to the extent allowed by law. However, the following groups will be able to view your medical records and have access to private information that identifies you by name: your doctor; people on behalf of Wise Drug Corporation; the U.S. Food and Drug Administration (FDA); the Office for Human Research Protections (OHRP); and the Institutional Review Board (IRB). The results of the treatment may be published for scientific purposes. These results could include your lab tests and X-rays. However, your identity will not be given out.

**Refusal or Withdrawal without Penalty**

- Include the consequences of a participant’s decision to withdraw from the research.
- Include procedures for orderly termination of participation by the participant.

Your taking part in this study is your choice. There will be no penalty if you decide not to be in the study. **If you decide not to be in the study, you will not lose any benefits you are otherwise owed.** You are free to withdraw from this research study at any time. Your choice to leave the study will not affect your relationship with this institution. You may be removed from the study without your consent if the sponsor ends the study, if the study drug is approved by the FDA, if the study doctor decides it is not in the best interest of your health, or if you are not following the study rules.

**Cost of Participation**

- Specify if any costs to the participant might result from the research (e.g., for tests, drugs, biologics, or devices).
- If there is no cost to the participant, this should be stated also.

There will be no cost to you from taking part in this study. All drugs, exams, and medical care related to this study will be provided at no cost during the six-month study period. The costs of your standard medical care will be billed to you and/or your insurance company in the usual manner.

**Payment for Research-Related Injuries**
State the name of the sponsor(s).

Include whether or not the sponsor will pay for compensation to injured research participants, or pay for medical treatment of research-related injuries.

**Note:** If the sponsor will pay participants for either compensation or treatment for research-related injuries, the IRB must be provided with “sponsor verification” either in the form of a letter signed by the sponsor with the same wording given in the consent form or a model consent form included in the protocol and listed in the Table of Contents of the protocol with the same wording. Do not submit a copy of the indemnification letter as the verification. Include information regarding what medical treatment will consist of if injury occurs and where further information may be obtained.

UAB has not provided for any payment if you are harmed as a result of taking part in this study. If such harm occurs, treatment will be provided. However, this treatment will not be provided free of charge. The sponsor will not provide other payment for harms that may result from the study, for instance, lost wages.

**Questions**

- Include a specific name and number for each person(s) that participants can contact regarding
  - the research
  - any research-related injury and
  - compensation or payment for medical treatment.

- Also include a specific name and number for
  - questions regarding research participants’ rights,
  - questions or concerns or complaints about the research in case the research staff cannot be reached or the participant wishes to talk to someone independent of the research staff. The IRB recommends that Ms. Sheila Moore’s name and number be included for this purpose.

If you have any questions, concerns, or complaints about the research or a research-related injury including available treatments, please contact Dr. John Doe. He will be glad to answer any of your questions. Dr. Doe’s number is 205-934-3810. Dr. Doe may also be reached after hours by paging him at 205-934-3411 (beeper 9999).

**Legal Rights**

You are not waiving any of your legal rights by signing this informed consent document.
Signatures

- If the research involves children (i.e., individuals younger than 19 years of age)
  - See "Children" under General Information in the IRB Guidebook.
  - See Sample Signature Page for Research Involving Children, below.

Your signature below indicates that you agree to participate in this study. You will receive a copy of this signed document.

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Signature of Participant

- If the IRB has approved the research for the involvement of adults unable to consent, include a signature line for the Legally Authorized Representative. In accord with UAB Office of Counsel, if an individual is not capable of providing informed consent, the IRB allows that it may be obtained from the individuals listed below in priority order:
  - Judically appointed guardian or individual named in a durable power of attorney;
  - Spouse;
  - Sons or daughters over 19 years of age;
  - Either parent;
  - Brother or Sister over 19 years of age;
  - Other nearest kin over 19 years of age.

Signature of Investigator

Signature of Witness

- The consent process must include a witness unless the PI requests and justifies, and the IRB approves a waiver of the requirement.
- The person administering the consent (e.g., study coordinator) cannot sign as the witness.

Signature of person obtaining consent (if other than the investigator).
Sample Signature Page for Research Involving Children

You are making a decision whether or not to have your child participate in this study. Your signature indicates that you have read (or been read) the information provided above and decided to allow your child to participate.

You will receive a copy of this signed informed consent document.

__________________________ Date
Signature Of Parent
Or Legally Authorized Representative

__________________________ Date
Signature of Investigator

__________________________ Date
Signature of Witness

Assent of Child

[Name of Child] (name of child/minor) has agreed to participate in research titled [Title of Project].

__________________________ Date
Signature Of Child

Waiver of Assent

The assent of ___________________________ (name of child/minor) was waived because of:

  Age _________
  Maturity ________
  Psychological state of the child ________

__________________________ Date
Signature of Parent or Legally Authorized Representative

(Consent Form Adapted from the University of Alabama 2/08)
Department of Social Work
Code of Conduct for Social Work Students

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner, consistent with our professions Code of Ethics.

Preamble of the NASW Code of Ethics: The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons. While the values of the profession are codified in the NASW Code of Ethics, we feel that the following additional standards of behavior are to be exhibited as well by all students enrolled in our program:

1. **Accountability** – Attend class, arrive on time, return from breaks in a timely manner • Participate in activities and assignments in a level comparable to peers • Complete work in a timely fashion according to directions • Be prepared and engaged in the learning process.

2. **Respect** – Treat your peers, instructors, and all other persons with dignity and respect at all times • Listen while others are speaking • Give constructive feedback when appropriate • Approach conflict in a cooperative manner • Use positive and nonjudgmental language

3. **Confidentiality and Boundaries** – Treat any personal information that you hear (or read) about a peer or an instructor as strictly confidential • Maintain information shared in class as confidential • Use judgment in self-disclosing information of a personal nature in the classroom (Class time is not therapy or treatment – seek a referral if you need it) • Never use names of clients or disclose other identifying information • Exercise clear and appropriate boundaries between yourself, other students, your instructors, and in other professional relationships.
SWK 595: Code of Conduct

4. **Competence** – Apply yourself to all your academic pursuits with seriousness and conscientiousness • Meet deadlines given by your instructors • Constantly strive to learn and improve your abilities • Come to class prepared • Seek appropriate support when having difficulties • Take responsibility for the quality of completed tests and assignments • Strive to achieve greater awareness of personal issues that may impede your effectiveness with clients.

5. **Diversity** – Strive to become more open to people, ideas, and creeds that you are not familiar with Embrace diversity • Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. • Exhibit a willingness to serve diverse groups of persons • Demonstrate an understanding of how values and culture interact.

6. **Integrity** – Practice honestly with yourself, your peers, and your instructors • Constantly strive to improve your abilities • Commit yourself to the academic discipline of citing other people’s work properly • Acknowledge areas where improvement is needed • Accept and benefit from constructive feedback.

7. **Communication** – Strive to improve both verbal and written communication skills as those skills are the benchmark for effective professional practice and helping relationships • Demonstrate appropriately assertive communication with peers and instructors • Practice positive, constructive, respectful and professional communication skills (both verbal and non-verbal) with peers, instructors and all other persons.

Adapted from Florida Atlantic University School of Social Work

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Students who violate these may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with academic and non-academic student issues when requested by faculty. The API is comprised of the various program directors and is chaired by the Department Head. The decisions or actions of the API are considered the final say of the department. Students may be disciplined or dismissed from the program for violation of this Code of Conduct. Students have the right to appeal any decision to the Dean of the College of Education and Human Services, as specified by university policy.

By signing below, I verify that I agree to abide by the standards of the NASW Code of Ethics and the Code of Conduct stated above.

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Printed Name

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Date

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Signature