

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
Social Work Research Methods
(Required Course – BSW Program)

Course Number: SW 313	Instructor: Amanda N. Barczyk, PhD, MSW
Unique Number: 63945	Semester: Spring 2014
Class Time: Tuesday & Thursday 2:00-3:30pm	Class Location: SW 1.212
Office Hours: Tuesday 3:30-4:30 and by appointment	Office Location: 3.104A (Adjunct Faculty Office)
Instructor Email: abarczyk@utexas.edu	Instructor Number: (512) 324-0000, ext. 87637

I. Standardized Course Description

This course is one of two research courses in the BSW curriculum. The course introduces students to the social work values base, the research process, problem formulation and conceptualization, measurement, research design and inference, single subject designs and practice evaluation, sampling, alternative data gathering techniques and analyses, and uses of research in social work. SW313 is a prerequisite to entry into the social work major.

II. Standardized Course Objectives

The goal of the course is to help students develop basic understanding of research process. Upon completion of this course the students should be able to:

1. Describe the basic steps of scientific inquiry and how they parallel the basic steps of social work practice **(PB 21 and 22);**
2. Demonstrate an understanding of basic social work research skills pertinent to the profession of social work: a) formulation of research problems, b) formulation of research questions and hypotheses, c) use of various research methods (e.g., survey research, single subject design, experimental and quasi experimental designs, field research, and use of secondary data), d) collection and analysis of research data, and e) interpretation of research results; **(PB 21, 22, 41)**
3. Critically analyze research findings and be effective consumers of, and contributors to, social work research; **(PB 22 and 41)**
4. Illustrate how gender bias or insensitivity to diverse populations can impede effective research and inference; **(PB 41)**
5. Identify research methods, sampling designs, and measurement techniques which are sensitive to diverse groups, including women, people of color, persons with disabilities, and gays and lesbians; **(PB 41)**
6. Discuss the usefulness of social science theory and research methods in social work practice; **(PB 22)**
7. Explain ethical issues in conducting and using research and the role of the social work values base in research and evaluation; **(PB 41)**
8. Determine feasibility, practicability, and generalizability of research findings. **(PB 41)**

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this

course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be optioned from your Student Handbook.

EP2.1.6 Engage in research-informed practice and practice-informed research.

PB 21 Use practice experiences to inform scientific inquiry

Objectives 1, 2

Assignments: **Evidence-based Practice Paper and In-Class Group Projects**

PB 22 Use research evidence to inform practice

Objectives 1, 2, 3, 6

Assignments: **Evidence-based Practice Paper and In-Class Group Projects**

EP2.1.10d Evaluation

PB41 Critically analyze, monitor, and evaluate interventions

Objectives 2, 3, 4, 5, 7, 8

Assignments: **Evidence-based Practice Paper and In-Class Group Projects**

III. Teaching Methods

The primary methods of instruction are interactive lectures (i.e., students are encouraged to ask questions and make comments), class discussions, group/class exercises, guest speakers who will discuss their research, and reading assignments.

IV. Required Text and Additional Required Readings

Rubin, A., & Babbie, E. R. (2011). *Essential research methods for social work (3rd Ed)*. Belmont, CA: Thomson Brooks/Cole.

Assigned readings are expected to be completed before each class. Additional assigned readings will be posted on Blackboard, or can be directly accessed on the UT Library Web site.

V. Course Requirements

Your grade for this course will be based on two examinations, an evidence-based practice paper, IRB Human Subjects Training and Conflict of Interest Training, two article critiques, and 25 daily assignments. Students are strongly encouraged to attend all class meetings. In addition, students are encouraged to meet individually with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet during office hours or by appointment.

Exams (20 pts each; 40 pts total): Exam #1: February 27th & Exam #2: April 22th

There will be two in-class, closed book exams. A full class session is allotted for each exam. The exams will contain a combination of some or all of the following types of questions: true/false, matching, multiple choice, and short essay. The exams will cover materials from assigned readings, lectures, class discussions and guest speakers. Exam #1 will cover the first half of the semester and Exam #2 will cover the second half of the semester.

Evidence-based Practice Paper (20 pts): Due May 1st

This paper is designed to help you practice a part of the evidence-based practice (EBP) process, which provides a framework for accessing and critiquing research evidence to assist in making informed practice decisions. More specifically, you will be asked to engage in the following EBP steps for a real-life client situation. This could be from work, field placement, or a client population you hope to work with

in the future. Examples include (but are not limited to) youth gangs, depression in older adults, school violence, Iraqi war veterans with PTSD, homeless youth, substance abuse, and domestic violence.

Student will:

- 1) Formulate an answerable EBP question;
- 2) Search for the best research evidence to answer that question;
- 3) Critically appraise that evidence for its validity, impact and applicability; and
- 4) Integrate the critical appraisal with your clinical expertise and your client's unique circumstances and preferences.

The evidence-based practice paper should be 8-14 pages in length and must follow APA format. Please use the following outline to write your paper:

I. Introduction: Formulate a Question to Answer Practice Needs (1-2 pages)

- a. Briefly describe your practice problem and explain your population of interest (i.e. characteristics, presenting problem/practice issue, prevalence of the problem in the general population, and any other contextual issues).
- b. Describe why your practice problem needs to be addressed.
- c. State your EBP question.

II. Methods: Search for Evidence (1 page)

- a. Describe how you searched for the evidence you present in the paper. Remember, a search of the literature must include scholarly journal articles as well as pertinent book chapters and credible websites (**NOT** Wikipedia). Emphasis should be given to the most recent (within the past 5-10 years) literature and research studies.
 - i. List the search terms you created.
 - ii. List the search engines/databases you utilized.
 - iii. Discuss how much literature was available on your topic area.
 - iv. Discuss how you decided on the articles you selected.

III. Results: Critically Appraise the Relevant Studies You Find

- a. Describe the different approaches that are used to address the problem. (1-2 pages)
 - i. Include a description of the interventions you found and their effectiveness by using **AT LEAST THREE** articles (using more articles is highly recommended).

Select and present **ONE** strong study that you believe presents a solution to your practice problem that is both relevant to your target population and rigorous enough to be implemented with your client (NOTE: This article cannot be one of the article critiques used in this class). (3-5 pages)

- ii. Describe the practice solution/intervention that was supported by this research study.
- iii. Describe why you believe this practice solution/intervention will be successful in practice.
- iv. Critically appraise the methodology used in this study.
 1. Describe the study design, population, validity and reliability of measures, sampling procedure, internal and external validity and any other relevant research methods.

2. Critically analyze the study design, population, validity and reliability of measures, sampling procedure, internal and external validity and any other relevant research methods.
3. Address both the strong points of the research and any limitations.
4. Describe why the methodology is strong enough to guide your practice.

IV. Conclusion: Determine Which Evidence-Based Intervention Is Most Appropriate for Your Particular Client(s) (1-2 pages)

- a. Assess and describe the fit of this practice solution/intervention for your client.
 - i. Discuss if the intervention seems applicable to your client's preferences, culture and values.
 - ii. Discuss whether the intervention seems realistic (time needed or cost of intervention) and explain why or why not.
- b. Briefly restate your EBP question.
- c. Briefly state your primary findings.
- d. Identify gaps in the literature and suggest areas for additional research.

NOTE: For this assignment, you are strongly encouraged to have an in person consultation with an expert at the Undergraduate Writing Center (<http://www.uwc.utexas.edu/>) prior to submitting your paper. It is your responsibility to schedule the appointment (call ahead, stop by front desk, or walk in). The UWC should send your instructor an email discussing your appointment; however, you should confirm this was received by your instructor. Two extra credit points will be awarded for visiting the UWC.

IRB Human Subjects Training and Conflict of Interest Training (5pts): Due January 30th

Social Sciences research generally includes data obtained through the use of human subjects. Due to the sensitivity of this issue, all human subjects research (including but not limited to recruitment) conducted at the University must be approved by the school's Institutional Review Board (IRB) before beginning. The major goals of the IRB are to minimize the risk to human subjects (beneficence); ensure all subjects consent and are fully informed about the research and any risks (autonomy); and promote equity in human subjects research (justice).

Therefore, this course requires students to take the human subjects training with CITI. Step by step instructions on how to complete the training are available at http://www.utexas.edu/research/rsc/humansubjects/training/new_account.html.

In Step 7, you should select the "Social/Behavioral Research Course."

As stated in Step 8, "To receive credit you must complete **all** of the *required* modules and **one** of the *elective modules* with an average quiz score of 80." For the purposes of this class you should complete the elective module entitled "Students in Research (ID: 1321)"

Upon completion of the required IRB Human Subjects Training modules and elective module hand in the certificate of completion or go to the "My Reports" tab and print the page so that your name, ID number, and scores for all modules are visible.

Article Critiques (10pts total; 5pts each): Quantitative Article Critique Due March 20th & Qualitative Article Critique Due April 8th

The goal for this assignment is to help you synthesize course concepts and apply them to explore and assess the methodological choices that social researchers make. The objective of your critique is to describe how the study followed or failed to follow the **criteria for good scientific research** discussed in class and in your textbook. The format for the critique you will write will be given to you in class and posted to Blackboard. You will be provided with a qualitative and quantitative journal article to critique.

Daily Assignments (25pts total; 2pts for In-class group projects & 1pt for all other assignments)

There will be a daily assignment each class day (excluding exam days, the first day of class, and the last day of class). The daily assignments will include short responses to themes from the assigned readings, in-class group projects, article critiques, and guest lecturer forms. Each daily assignment is worth 1 point **EXCEPT** for the in-class group projects which are worth 2 points each. There is no make-up for missed daily assignments nor will daily assignments be taken by email, the student must be present in the class to receive credit. The reading responses will not be announced prior to class and will be given at the beginning ten minutes of class. Students will receive a completion grade of “full credit” (✓) or “no credit” (NC). Students will be able to drop their three lowest grades (totaling 3pts dropped).

****Extra Credit ****

Students may complete one or both of the extra credit options described in detail below.

Option 1: Research Presentation Report (2pts): Due by May 1st

To complete this extra credit assignment, the student must attend an on-campus **research** lecture, symposium, colloquium, or “brown bag” talk offered by the School of Social Work, Women’s Studies, African American Studies, Population Research Center, LBJ School of Public Affairs, psychology department, sociology department, public health, or other academic department on campus. The lecture may be about any subject you are interested in, as long as the speaker presents original, empirical research he or she conducted and an academic department sponsors the presentation. Write a 3 to 5 page, double-spaced, and typewritten description and analysis of the presentation. Include the subject matter, research questions or hypotheses, research methods, conclusions the speakers presented, your critique of the work, and other information (such as issues the audience raised). It may be helpful to email the presenter and ask for powerpoints used in the lecture if no handouts were provided.

Be sure to relate your discussion to the material that has been covered in class by directly referring to research concepts and citing the text and referring to lectures. For example, if you are discussing the presenter’s hypothesis, you should consider discussing whether it meets the criteria for a good hypothesis. You will likely not be able to cover everything about the presentation in under 5 pages, so after summarizing the basic idea of the presenter’s research, focus on a few points. When you submit your paper, include a copy of any handouts provided during the lecture.

Option 2: Research Volunteer Project (5pts): DUE by May 1st

In order to receive extra credit, the student must complete **20 hours** of volunteer work on a UT-sponsored research project. A number of research projects are currently in progress through the SSW’s Center for Social Work Research and among UT’s SSW faculty and doctoral students. Some of this research includes projects on child welfare, intimate partner and community violence, gerontology, health and health care, evidence-based practice, substance abuse, natural disasters, well-being of immigrants, and welfare reform/poverty.

Examples of appropriate tasks are attending research team meetings, working with a team to code qualitative data, assisting with analysis of quantitative or qualitative data, helping to design a survey instrument, transcribing interviews, preparing mailings, or conducting telephone surveys at a supervised phone bank. You must include a form provided by the course instructor that has been signed by the research project's principal investigator, project director, or other responsible staff member, indicating that you have satisfactorily completed the required hours. Extra credit will **not** be given without this verification. This assignment should be confined to tasks that can be done on campus and that would not jeopardize your safety.

If you choose to complete the extra credit options, email a short summary (paragraph or two) of your plan and the research project that you have selected to the instructor for approval **prior** to beginning the assignment. You should have received agreement at this point from the research team principal investigator. Students can begin by looking at the current research projects through the Center for Social Work Research website: <http://www.utexas.edu/ssw/cswr/projects/project-list/> or by speaking to a faculty person of interest.

No partial credit will be given for either extra credit assignment. In order to receive the extra credit, all of the requirements must be met by the deadline.

VI. Grading

Course Grades

Exam #1	20 pts
Exam #2	20 pts
Evidence-based Practice Paper	20 pts
IRB Human Subjects Training and Conflict of Interest Training	5 pts
Quantitative Article Critique	5 pts
Qualitative Article Critique	5 pts
<u>Daily Assignments</u>	<u>25 pts</u>
Total	100 pts

You may also elect to complete one or both of the extra credit opportunities detailed in the syllabus (Option 1 worth 2.5pts & Option 2 worth 5pts).

Grading Scale

Beginning in the Fall of 2009, UT has adopted a +/- grading scale for undergraduate students. Grades will be rounded up or down to the nearest whole number to determine the grade. Therefore, the grading scale for this course is as follows:

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C

70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. Class Policies

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional Conduct in Class

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

Respectful Discussion

Active and scholarly discussions are expected and welcome. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions

Documented Disability Statement

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

Religious Holidays

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Attendance and Participation

Students are expected to attend all classes, be prepared for each session by reading the materials assigned for that date **before** coming to class, and participate in class discussions, exercises, etc. Learning is also facilitated by respectful communications among all parties.

Makeup Exams

Only in the case of **documented** illness or other unforeseen emergencies will make-up exams be given. It is the student's responsibility to contact the instructor either prior or within 24 hours of the missed exam. The format of makeup exams is at the discretion of the instructor and may be limited to essay questions.

Late Assignments

Barring documented illness or other unforeseen emergencies, assignments are to be submitted on time. Five percent per day (including weekends) will be deducted from the grade for each day the assignment is late. The point deduction will start for assignments not submitted by the beginning of class at 3:30 p.m. If you are submitting your assignment via email, it also must be received by the beginning of class at 3:30 p.m. or it will incur the late penalty of five percent per day deduction.

Incompletes

Only in documented emergency situations will a grade of X (incomplete) be assigned for the course. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed. It is the student's responsibility to contact the instructor to make arrangements for an incomplete grade.

Language, Grammar, and Organization

Assignments should be turned in with no errors in spelling, punctuation, or grammar. The format of the assignments should follow the *Publication Manual of the American Psychological Association* (6th ed.). You can access a copy of the APA manual from the libraries on campus or from the LRC. If you would like to purchase a copy of the manual, you can do so on the APA website (<http://www.apastyle.org/products/>) or at local bookstores. If you are unfamiliar (or need a refresher) with APA style, you can also complete a free on-line tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. If additional writing assistance is needed please contact The University of Texas at Austin Undergraduate Writing Center at (512) 471-6222 or visit their website at <http://uwc.utexas.edu/>. Your professor will also assist with the organization (not grammar) of your paper by appointment only but all appointments must occur **two weeks** prior to the assignment due date.

Blackboard

The Blackboard site available for this class will be used for e-mail, announcements, course readings, grade postings and other functions. Class e-mail rosters are a component of these sites. Students who do not want their names included in these electronic rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>. Students that need support in using Blackboard can call the ITS Help Desk at 475-9400.

Use of E-Mail for Official Correspondence to Students

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are

responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>. *Not all issues can be handled appropriately on email. Students that wish to discuss concerns about their performance, grades, an assignment, or other more complex matters need to attend the instructor’s office hours or make an appointment.*

Policy on Social Media and Professional Communication

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students’ social networks. Client material should not be referred to in any form of electronic media, including **any** information that might lead to the identification of a client or compromise client confidentiality in **any** way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as the University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior Concerns Advice Line (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Course and Instructor Evaluation: Students will have two formal opportunities to evaluate the quality of the course and instruction. Mid-way through the course students will be asked to provide an anonymous evaluation about the first half of the course and any suggestions for improving content, delivery, or discussion. The second evaluation will occur at the end of the course, utilizing the format provided by the University. At any time during the course, students should feel free to comment on the quality of the course and instruction and suggest changes that will increase their learning. These comments can either be made in class, by making an appointment to meet with the instructor, or via any other means selected by the student.

VIII. COURSE SCHEDULE

Date	Topic and Assignments	Readings
January 14	Introductions Review Syllabus	Syllabus
January 16	What is Social Work Research? Quantitative, Qualitative, and Mixed Methods of Inquiry	Rubin & Babbie, Chap. 1, Why Study Research? Rubin & Babbie, Chap. 3, Quantitative, Qualitative, and Mixed Methods of Inquiry
January 21	Evidence-Based Practice ²⁸	Rubin & Babbie, Chap. 2, Evidence-based Practice Pignotti & Thyer (2009). Use of novel unsupported and empirically supported therapies by licensed clinical social workers: An exploratory study. <i>Social Work Research</i> , 33(1): 5-17. Visit the Cochrane Collaboration (www.cochrane.org) and the Campbell Collaboration (www.campbellcollaboration.org) websites and read at least one review of interest to you – be prepared to discuss.
January 23	Guest Lecturer: P.G. Moreno Finding Scholarly Articles and Reviewing Literature (using electronic databases and libraries)	Rubin & Babbie, Chap. 5, Reviewing Literature and Developing Research Questions Yuma-Guerrero, P.J., Lawson, K.A., Velasquez, M.M., von Sternberg, K., Maxson, T., & Garcia, N. (2012). Screening, brief intervention, and referral for alcohol use in adolescents: A

	APA Style and Writing	systematic review. <i>Pediatrics</i> , 130(1). Visit Purdue Online Writing Lab (OWL) website (http://owl.english.purdue.edu/owl/resource/560/01/)
January 28	Research Purposes, Paradigms, and Theories	Chap. 4, Factors Influencing the Research Process Daily Assignment: Utilizing your skills of finding scholarly articles, locate and bring to class one scholarly article on the topic of your evidence-based paper. Be prepared to discuss the research purpose of the article and the topic of your evidence-based paper.
January 30	Research Questions and Hypotheses Concepts, Constructs, and Operational Definitions <u>DUE</u> IRB Human Subjects Training and Conflict of Interest Training	Rubin & Babbie, Review Chap. 5, Reviewing Literature and Developing Research Questions, pp. 78-81; Chap. 6, Conceptualization in Qualitative and Quantitative Inquiry.
February 4	<u>In-Class Project</u> Group Research Proposal: Research Questions and Hypotheses	Rubin & Babbie, Appendix A, Writing Research Proposals
February 6	Literature Reviews, Writing a Research Paper, and Paraphrasing	Writing Tool Handouts on Blackboard
February 11	Measurement: Reliability and Validity	Rubin & Babbie, Chap. 7, Measurement in Quantitative and Qualitative Inquiry
February 13	Measurement: Instruments	Rubin & Babbie, Chap 8, Quantitative and Qualitative Measurement Instruments
February 18	Sampling: Surveys	Rubin & Babbie, Chap 9, Surveys
February 20	Sampling: Probability and Non-probability Sampling	Rubin & Babbie, Chap. 10, Quantitative and Qualitative Approaches
February 25	<u>In-Class Group Project</u> Group Research Proposal: Design, Measurement and Sampling	
February 27	Exam #1	Review Chapters 1-10, articles, guest lectures, classroom notes, etc.
March 4	Experimental and Quasi-	Rubin & Babbie, Chap. 11, Experiments and Quasi-

	Experimental Design Threats to Validity <i>In-class midterm evaluations</i>	experiments
March 6	Data Analysis: Quantitative	Rubin & Babbie, Chap. 18, Quantitative Data Analysis.
March 10-15	No Class: Spring Break	
March 18	Guest Lecturer: Monica Faulkner, PhD, LMSW	TBA
March 20	Quantitative Article Critiques <u>DUE</u> Quantitative Article Critique	Floyd, R. L., Sobell, M., Velasquez, M. M. et al. (2007). Preventing alcohol-exposed pregnancies: A randomized controlled trial. <i>American Journal of Preventive Medicine</i> , 32(1), 1-10. Franklin, C., Streeter, C. L., Kim, J. S., & Tripodi, S. J. (2007). The effectiveness of a solution-focused, public alternative school for dropout prevention and retrieval. <i>Children & Schools</i> , 29(3), 133-144. McClatchey, I. S., Vonk, M., & Palardy, G. (2009). Efficacy of a Camp-Based Intervention for Childhood Traumatic Grief. <i>Research on Social Work Practice</i> , 19(1), 19-30. Read the three articles above and complete the Article Critique Form for your assigned article PRIOR to class.
March 25	Single-Subject Design	Rubin & Babbie, Chap. 12, Single-Case Evaluation Designs. Brophy, G. (2000). Social work treatment of sleep disturbance in a 5-year-old boy: A single-case evaluation. <i>Research on Social Work Practice</i> , 10(6), 748-758.
March 27	Program Evaluation	Rubin & Babbie, Chap. 13, Program Evaluation.
April 1	Qualitative Research: Methods	Rubin & Babbie, Chap. 14, Additional Methods in Qualitative Inquiry
April 3	Data Analysis: Qualitative Research	Rubin & Babbie, Chap. 19, Qualitative Data Analysis.
April 8	Qualitative Article Critique <u>DUE</u> Qualitative Article Critique	Chanmugam, A. (2009). A qualitative study of school social workers' clinical and professional relationships when reporting child maltreatment. <i>Children & Schools</i> , 31 (3), 145-161.

		<p>Pyles, L., Kulkarni, S. & Lein, L. (2008). Economic survival strategies and food insecurity: The case of Hurricane Katrina in New Orleans. <i>Journal of Social Science Research</i>, 34(3), 43-53.</p> <p>Rivaux, S., Sohn, S. Armour, M., & Bell, H. (2008). Women's early recovery: Managing the dilemma of substance abuse and intimate partner relationships. <i>Journal of Drug Issues</i>, 38(4), 957-979.</p> <p>Read the three articles above and complete the Article Critique Form for your assigned article PRIOR to class.</p>
April 10	Secondary, Content and Historical Analysis	Rubin & Babbie, Chap. 15, Analyzing Available Records: Quantitative and Qualitative Methods.
April 15	Ethical Issues in Social Work Research	Rubin & Babbie, Chap. 16, Ethical Issues in Social Work Research.
April 17	<p>Issues of Diversity: Ethnicity and Culture</p> <p><u>In-Class Group Project</u> Group Research Proposal: Ethics and Cultural Competency</p>	Rubin & Babbie, Chap. 17, Culturally Competent Research.
April 22	Exam #2	Review Chapters 11-19, articles, guest lectures, classroom notes, etc.
April 24	<p>Guest Lecturer: Tiffany Ryan, MSW</p> <p><i>In-class final evaluations</i></p>	TBA
April 29	Evidence-Based Practice Paper Office Hours/Library Day	
May 1	<u>DUE</u> Evidence-based Practice Paper All Extra Credit Materials	