

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

COURSE/UNIQUE NUMBER: SW 388R (61090)
SEMESTER: SPRING 2016
MEETING TIME: THURSDAY 9:00 AM -12:00 PM
MEETING PLACE: SSW 2.122
EMAIL: SALASWRIGHT@UTEXAS.EDU

INSTRUCTOR: CHRISTOPHER SALAS-WRIGHT, PH.D.
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OFFICE HOURS: MONDAY 10:00 AM + BY APPT.

DOCTORAL RESEARCH METHODS II

I. Course Description

This research seminar is designed to provide students with the knowledge and competence needed to successfully publish quantitative studies in peer-reviewed journals. This course is designed to pick up where the first doctoral research seminar (i.e., “Research I”) leaves off and focuses largely on deepening and applying concepts learned in the first seminar. In line with the research production thrust of the course, it involves a heavy experimental component, in which a substantial proportion of class time will be devoted to student projects and the critique of scholarly work. The course is designed to be concrete and to use a “hands-on” approach to gaining mastery over the technical, narrative, and strategic elements of conducting original research with quantitative data.

II. Course Objectives

Upon completion of this course, the student should be able to:

1. Conduct independent research with quantitative data;
2. Write methodologically sound research papers on important research topics;
3. Conceptualize and implement quantitative research studies rooted in publicly available and nationally representative existing data files;
4. Demonstrate in-depth understanding of the various technical and stylistic elements that are integral to publishable manuscripts written with quantitative data;
5. Write a high-quality conference abstract and effectively present research findings in the format of a national research conference;
6. Conceptualize the process of developing research questions into publishable manuscript and, in turn, into competitive scholarly grant proposals;
7. Review scholarly manuscripts and effectively address reviewer critiques/comments as part of the peer review process.

III. Teaching Methods

The primary means of instruction will be interactive lectures, guest lectures, in-class exercises, and class discussions from the assigned readings. Students will be expected to have done the assigned reading before class and actively participate in class and collaborate with one another.

IV. Required Readings

Required Textbooks:

Belcher, W. L. (2009). *Writing your journal article in twelve weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage Publications, Inc.

Schimmel, J. (2012). *Writing Science: How to write papers that get cited and proposals that get funded*. New York, NY: Oxford University Press.

Silva, P.J. (2015). *Write it up: Practical strategies for writing and publishing journal articles*. Washington, DC: American Psychological Association.

Recommended Textbooks:

Russell, S.W., & Morrison, D.C. *The grant application writer's workbook: National Institutes of Health version*. Los Olivos, CA: Grant Writers' Seminars and Workshops, LLC.

Selected Readings: Additional readings from other books and journal articles may be assigned, and will be available on UT Canvas.

V. Course Requirements

In order to receive a passing grade for the course ALL assignments need to be completed or you may be in jeopardy of failing the course.

| <u>Assignment</u> | <u>Points</u> |
|---------------------------------|----------------|
| Paper from Last Semester | -- |
| Written Introduction | -- |
| Reviewer Critique of CPSW Paper | 5 |
| Address Critiques of CPSW Paper | 5 |
| Journal Article Draft | 15 |
| Conference Abstract | 10 |
| Conference Presentation | 15 |
| Final Paper | 30 |
| Response to Reviewer Comments | 10 |
| Attendance/Participation | 10 |
| TOTAL | 100 pts |

1. **Reviewer Critique (and Address Critiques):** Students will be asked to provide comments and critiques regarding an original manuscript submission. It is expected that students will provide at least 8 critical questions/comments intended to improve the quality of the scholarly manuscript. Additionally, students will be asked to provide responses to the actual reviewer critiques that were made by reviewers for the original submission. For both assignments, students are required to submit their critiques/responses via Canvas and to bring a hard/digital copy to class in order to inform the in-class discussion of the peer review process.

2. **Mini-Conference Abstract and Presentation:** Students will submit a conference abstract in keeping with the guidelines for abstracts submitted to the Society for Social Work and Research (SSWR) Annual Conference (click [here](#) for link). In turn, students will also present their final paper in a 15-20 minute PowerPoint presentation with an additional five minutes allotted for questions/comments. This presentation is intended to mirror how a presentation would be delivered at a national conference (e.g., SSWR). The presentation must include all sections of the paper: Introduction, Methods, Results, and Discussion/Implications.
3. **Journal Article (Draft, Final, and R&R).** Building on the partial draft completed during Fall 2015, each student will continue to develop an empirical research article based on the existing data sources provided during *Doctoral Research Methods I*. Students will submit a complete draft and, in turn, receive formal feedback from the instructor (written as if it were submitted to a peer-reviewed journal). For the final draft, students are expected to respond to the “reviewer critiques” and submit a complete, final manuscript. The draft/final manuscript should be written as required for submission for publication in a peer-reviewed journal that is identified by the student.
4. **Class Participation:** Students will receive 10 points of their total grade for class attendance, class participation and professional conduct.

VI. Grading Scale

| | | |
|------------|---|----|
| 94.0-100 | = | A |
| 90-93.999 | = | A- |
| 87-89.999 | = | B+ |
| 84-86.999 | = | B |
| 80-83.999 | = | B- |
| 77-79.999 | = | C+ |
| 74-76.999 | = | C |
| 70-73.999 | = | C- |
| 67-69.999 | = | D+ |
| 64-66.999 | = | D |
| 60-63.999 | = | D- |
| Below 60.0 | = | F |

VII. Class Policies

1. **Class Attendance.** Class attendance is required every class period for the entire class period.
2. **Class preparation.** Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Failure to demonstrate through discussions that one has comprehended the readings will be considered in assigning the class participation grade.
3. **General assignment requirements.** All assignments must be typed in Times New Roman 12 point font, double-spaced and have one inch margins. Assignments that fail to do so will

receive a grade reduction. References/sources used in papers must be in APA format and from evidenced-based journals. If questions about the credibility of a reference arise, consult with the TA or instructor. The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarifications at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response. Assignments are expected to be completed by the beginning of the class on stated due dates unless the professor changes the assignment. If the professor makes any assignment changes, they will be based on a class discussion and majority vote approval.

- 4. Assignment due dates.** Students will be penalized if an assignment is late. Students will be informed of any changes in assignments, due dates, and other class content. When you submit assignments via Canvas, make sure to check that you included all attachments. If your assignment is not attached, you may lose credit because the professor never got the assignment. Also, ensure that the assignment is attached as a .doc or .docx file. If an extension is requested for an assignment, it needs to be requested 48 hours before the assignment is due.
- 5. Change of Syllabus.** The instructor reserves the right to change the syllabus if circumstances require an adjustment of course content.

VIII. University Policies

- 1. 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.
- 2. Professional Conduct and Civility in the Classroom.** 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. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.
- 3. Unanticipated Distress.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

- 4. 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.

- 5. 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/>).
- 6. Use of Course Materials.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

- 7. 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). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. 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/>.
- 8. 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, examination, work assignment, or 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.
- 9. Title IX Reporting.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Students who report incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct to faculty, instructors, and/or staff who supervise students, will be provided a list of University resources. If the incident is impacting the academic environment, a report will be provided to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.
- 10. Classroom Confidentiality.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.
- 11. 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 for keeping the university informed about a change of 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>.
- 12. 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.

13. 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 between 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>.

14. 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 in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering 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 Schedule

| Class | Topic | Dates | Readings | Due |
|-------|-----------------------------|-------|--|--|
| 1 | Introduction and Overview | 1/21 | <p>Isaacson, W. (2008). The light-beam rider. In <i>Einstein: His Life and Universe</i> (pp. 1-7). New York, NY: Simon & Schuster, Inc.</p> <p>Belcher, Introduction (pp. xi-xxi)</p> | Submit Paper from Last Semester (Ungraded) |
| 2 | Research with Existing Data | 1/28 | <p>Vartanian, T.P. (2011). Advantages, disadvantages, feasibility, and appropriateness of using secondary data. In <i>Secondary data analysis</i> (pp. 13-22). New York, NY: Oxford University Press.</p> <p>Schimmel, J. (2012). Writing in science. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 1-7). New York, NY: Oxford University Press.</p> | Written Introduction (Ungraded) |
| 3 | Thinking Like a Reviewer | 2/4 | <p>Lucey, B. (2013). <u>Peer review: How to get it right – 10 tips</u>. The Guardian.</p> <p>Donmoyer, R.(2011). Why writers should also be reviewers. In T.S. Rocco & T. Hatcher (eds). <i>The handbook of scholarly writing and publishing</i> (pp. 239-250). San Francisco, CA: John Wiley & Sons.</p> <p>“Guidelines for Reviewers”</p> | -- |
| 4 | The Introduction | 2/11 | <p>Silva, P.J. (2015). Writing the introduction. In <i>Write it up: Practical strategies for writing and publishing journal articles</i> (pp. 85-106). Washington, DC: American Psychological Association.</p> <p>“How to write an introduction to an empirical journal article”</p> <p>Belcher, Chapters 2-3 (pp. 43-98)</p> | Reviewer Critique (8+ Comments) |
| 5 | Storytelling | 2/18 | <p>Schimmel, J. (2012). Chapters 2-7. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 8-66). New York, NY: Oxford University Press.</p> <p>Brookfield, S.D. (2011). Addressing feedback from reviewers and editors. In T.S. Rocco & T. Hatcher (eds). <i>The handbook of scholarly writing and publishing</i> (pp. 251-261). SF, CA: John Wiley & Sons.</p> | Address Reviewer Critique |

Course Schedule

| Class | Topic | Dates | Readings | Due |
|-----------------------|-----------------------------------|-------|--|-----|
| 6 | The Method | 2/25 | <p>Silva, P.J. (2015). Writing the method. In <i>Write it up: Practical strategies for writing and publishing journal articles</i> (pp. 107-122). Washington, DC: APA.</p> <p>American Psychological Association. (2009). Manuscript structure and content. In <i>Publication manual of the American Psychological Association</i> (pp. 21-59). Washington, DC: APA.</p> | -- |
| 7 | The Results | 3/3 | <p>Silva, P.J. (2015). Writing the results. In <i>Write it up: Practical strategies for writing and publishing journal articles</i> (pp. 123-136). Washington, DC: American Psychological Association</p> <p>Schimmel, J. (2012). Action. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 67-82). New York, NY: Oxford University Press.</p> <p>Belcher, Chapter 7 (pp. 189-200)</p> | -- |
| 8 | The Aesthetics of Presenting Data | 3/10 | <p>King, G., Tomz, M., & Wittenberg, J. (2000). Making the most of statistical analyses: Improving interpretation and presentation. <i>American Journal of Political Science</i>, 347-361.</p> <p>American Psychological Association. (2009). Displaying results. In <i>Publication manual of the American Psychological Association</i> (pp. 125-168). Washington, DC: APA.</p> | -- |
| “SPRING BREAK” | | | | |
| 9 | The Discussion | 3/24 | <p>Silva, P.J. (2015). Writing the discussion. In <i>Write it up: Practical strategies for writing and publishing journal articles</i> (pp. 137-156). Washington, DC: American Psychological Association</p> <p>Schimmel, J. (2012). The resolution [Ch 9] AND Dealing with limitations [Ch 18]. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 83-94 and 180-188). New York, NY: Oxford University Press.</p> <p>“How to Write a Discussion Section”</p> <p>Belcher, Chapter 11 (pp. 267-270)</p> | -- |

Course Schedule

| Class | Topic | Dates | Readings | Due |
|-------|---|-------|--|--|
| 10 | Titles, Highlights, Tweets, Cover Letter, Op-Eds and Press Releases | 3/31 | Schimel, J. (2012). Writing for the public. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 195-203). New York, NY: Oxford University Press. | -- |
| 11 | Beyond <i>the</i> Paper (Think Trajectory) | 4/7 | Silva, P.J. (2015). One of many: Building a body of work. In <i>Write it up: Practical strategies for writing and publishing journal articles</i> (pp. 205-221). Washington, DC: American Psychological Association. Lacasse, J. R., Hodge, D. R., & Bean, K. F. (2011). Evaluating the productivity of social work scholars using the h-index. <i>Research on Social Work Practice, 21</i> (5), 599-607. | Journal Article Draft |
| 12 | Beyond Papers (Think Funding) | 4/14 | Russell, S.W., & Morrison, D.C. Chapters 7-9. In <i>The grant application writer's workbook: National Institutes of Health version</i> (pp. 60-82) Los Olivos, CA: Grant Writers' Seminars and Workshops, LLC. | -- |
| 13 | Mini-Grant Workshop | 4/21 | Belcher, Chapters 12 and X (pp. 271-285 and 287-319) | Conference Abstract |
| 14 | Mini-Conference | 4/28 | -- | Conference Presentations |
| 15 | Wrap Up (Get a Life) | 5/5 | Schimel, J. (2012). Resolution. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 204-206). New York, NY: Oxford University Press. | Final Paper + Response to Reviewer Comments |