

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

Course Number: SW 313 SOCIAL WORK RESEARCH METHODS	Instructor: Beth Gerlach, LCSW
Unique Number: 62390	Semester: Spring 2011
Class Time: Tuesday and Thursday, 9:30-11	Class Location: 2.118
Office Hours: Tuesday 11:00-12:00 and by appointment	Office Location: 3.104A (Adjunct Instructor Office)
Instructor Email: bgerlach@mail.utexas.edu	

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 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

Assignment: Research Presentation, In Class Assignments

PB 22 Use research evidence to inform practice

Objectives 1, 2, 3, 6

Assignment: Evidence Based Practice Paper, Research Presentation, In Class Assignments

EP2.1.10d Evaluation

PB41 Critically analyze, monitor, and evaluate interventions

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

Assignment: Evidence Based Practice Paper, Exams

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. (2010). *Essential research methods for social work (2nd Ed)*. Belmont, CA: Thomson Brooks/Cole.

Additional materials, such as other assigned readings are expected to be completed before each class. Additional 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 research practice paper, 13 in-class exercises, and two additional assignments. Students are strongly encouraged to attend all class meetings. In addition, students are encouraged to meet individually (as needed) 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.

1. Exams (50 pts total; 25 pts each)

Test #1: March 10th

Test #2: May 5th

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

2. Evidence-based Practice Research Paper (25 pts)

Parts I-III due March 1 (optional: Parts IV-V due for feedback April 21st)

Final Draft due May 12th

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 not limited to) youth gangs, depression in older adults, school violence, Iraqi war veterans with PTSD, homeless youth, substance abuse, domestic violence or childhood grief and loss. The 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 8-12 pages in length and must follow APA format.

Please use the following outline to write your paper:

- I. Briefly describe your practice problem (client characteristics, presenting problem/practice issue, any other contextual issues) and present your EBP question. Describe the prevalence of the problem in the general population, population information and why your practice problem needs to be addressed. **(1-2 pages)**
- II. Describe how you went about searching for the evidence you present in the paper (include your search terms, what search engines/databases you used, about how many studies or articles were available for the problem you identified and how you decided on the research articles you selected). A search of the literature must include scholarly journal articles as well as pertinent book chapters, but may include other trustworthy sources as well. Emphasis should be given to the most recent (within the past 10 years) literature and research studies. **(1 page)**
- III. Briefly describe the different approaches that are used to address the problem. Include a description of the interventions and a summary of the available research evidence on its effectiveness. A minimum of two scholarly articles that present an effective intervention of the problem should be used, however the use of more will strengthen your paper and is highly recommended. Emphasis should be on studies that describe the effectiveness of an intervention for the problem (outcome studies). **(1-2 pages)**
- IV. Select and present one strong study that you believe presents a viable 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)**
 - a. Describe the practice solution/intervention that was supported by this research study/systematic review.
 - b. Critically appraise the methodology used in this study or the studies included in the systematic review and describe why the methodology was strong enough to guide your practice. Include both description and analysis of the study design, population, validity and reliability of measures, sampling procedure, internal and external

validity and any other relevant research methods. Address both the strong points of the research and any limitations.

- V. Assess and describe the fit of this practice solution/intervention for your client. Does it seem applicable to your client's preferences, culture and values? Does it seem realistic (time needed or cost of intervention)? Why or why not? **(1-2 pages)**

3. IRB Human Subjects Training (5 pts)

DUE February 3rd

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 protection course (all four sections of the training) at www.utexas.edu/research/rsc/humansubjects/training/index.html Upon completion, email or hand in **(1)** the certificate, and **(2)** a typed 2 page summary paper on the brief history of human subjects in research, major points discussed in the human subjects training and the importance of human subject protection.

4. Research Presentation Report (10 pts)

DUE anytime by last class day, May 5

To complete this 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, 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. The instructor will help you identify presentations to attend. 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, and 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 PowerPoint's 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. Your paper will be graded on the quality of writing (organization, clarity, grammar), integration of research themes from class and the quality of the ideas (expression of thought, depth of thought, analytic perspective) presented. When you submit your paper, include a copy of any handouts provided during the lecture.

5. In-Class Reading Responses (10 pts)

******You will be able to drop your three lowest grades******

There will be 13 in-class assignments. The in-class assignments will include short responses to themes from the assigned readings, in-class group projects and guest lecturer forms. 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) and will have the option to drop 3 of the in-class assignments. Each of the in-class assignments are worth 1 point. There is no make-up for missed in-class assignments nor will in-class assignments be taken by email, the student must be present in the class to receive credit.

Extra Credit *(Option 1 = 2.5 pts; Option 2 = 5 pts)

DUE by May 12th

Option 1: Faculty and staff at the School of Social Work are conducting many research projects. This assignment option is designed for students who may be interested in becoming a social work researcher or would like to learn more about the real-life applicability of research in social work. This assignment requires meeting with a SSW faculty member about a research project they are working on, gathering specific information about the research methodology and implementation, and observing a part of the research process (a research meeting, data collection, etc). 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, domestic and community violence, gerontology, health and health care, evidence-based practice, substance abuse, natural disasters, well being of Mexican immigrants, and welfare reform/poverty. This assignment is worth **2.5 pts** of extra credit and will require the following:

- I. Identify a research project that you are interested in learning more about and set up a time to meet with an available faculty member or doctoral student that is working on that project.
- II. Interview a faculty member or doctoral student and gather the following information about their research project:
 - 1) What is the background of the research problem and why is it important to social work?
 - 2) What are your major research questions/hypotheses and how does your research answer these?
 - 3) What is your research design, sampling methodology, and measurement for this project?
 - 4) What challenges have you encountered while implementing this research?
 - 5) Any other questions that are of interest to you.
- III. Set up a time to observe a part of the research process. This can include any aspect of the research process, including sitting in on a research meeting where important decisions are being made or observing data collection (among several other possibilities).
- IV. Write a minimum 3-page summary of the information that you gathered about the research project and your experiences observing the research. The paper should describe the project and your work; include your insights (e.g., what you learned, what you felt was most relevant about your research experience). Be sure to relate the description of your work to the research concepts and principles such as hypothesis testing, sampling, ethical issues, etc., discussed during the semester by citing the text or referring to lectures.

Option 2: In addition to completing **all** of the requirements for Option 1, student will complete **10 hours** of volunteer work on the same UT-sponsored research project. This assignment should be confined to tasks that can be done on campus and that would not jeopardize your safety. 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. Simple data entry alone is not sufficient for this assignment. 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.

****If you choose to complete one of the extra credit options, turn in 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.html> or by speaking to a faculty person of interest. If you are interested in this opportunity and are having difficulty finding a researcher through the methods suggested, the instructor can help you find a suitable opportunity.

No partial credit will be given for option 1 or option 2. In order to receive the 2.5 or 5 pts extra credit, all of the requirements must be met by the deadline.

VI. Grading

Course Grades

Test #1	25 pts.
Test #2	25 pts.
Evidence-based Practice Paper	25 pts.
IRB Assignment	5 pts.
Research Presentation	10 pts.
<u>Reading Responses</u>	<u>10 pts.</u>
Total	*100 pts.

*You may also elect to complete the extra credit opportunities detailed in the syllabus worth 2.5 or 5 pts.

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:

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-

69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = 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 like 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 as is integral to social work practice.

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://www.utexas.edu/depts/dos/sjs/>).

Any incident of scholastic dishonesty in this class will result in a failing grade for the course and reporting of the incident to the BSW Program Director, Dean of the School of Social Work and Dean of Students of the University.

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. While formal attendance will not be taken, in-class exercises will be assigned and the lowest 3 grades will be dropped. This enables all students to miss a maximum of 3 classes (excused and/or unexcused) and still be able to receive full credit for this portion of their grade.

Makeup Tests

Only in the case of documented illness or other **unforeseen** emergencies will make-up tests 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 tests is at the discretion of the instructor and may be limited to essay questions.

Late Assignments

Barring documented 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 9:30 a.m. If you are submitting your assignment via email, it also must be received by the beginning of class at 9:30 a.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 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/>.

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.

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 instructor 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’re 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.

VII. COURSE SCHEDULE

Date	Topic and Assignments	Readings Due By Class Date
January 18	Introductions Review Syllabus	Syllabus
January 20	What is Social Work Research? Methods of Inquiry, Paradigms and Theories	Rubin & Babbie, Chap. 1, Why Study Research?, pp. 4-16; Chap. 3, Factors Influencing the Research Process, pp. 34-47.
January 25	GUEST SPEAKER: P.G. Moreno Finding Scholarly Articles and Reviewing Literature (using electronic databases and libraries)	Rubin & Babbie, Chap. 4, Reviewing Literature and Developing Research Questions, pp. 51-61.
January 27	Evidence-Based Practice	Rubin & Babbie, Chap. 2, Evidence-based Practice, pp. 19-30. Visit the Cochrane Collaboration and the Campbell Collaboration (www.cochrane.org) (www.campbellcollaboration.org) and read some reviews of interest to you – be prepared to discuss.
February 1	Research Questions and Hypotheses Concepts, Constructs, and Operational Definitions	Rubin & Babbie, Chap. 4, Reviewing Literature and Developing Research Questions, pp. 61-63; Chap. 5, Conceptualization in Qualitative and Quantitative Inquiry, pp. 66-77.
February 3	In-Class Project Group Research Proposal: Research Questions and Hypotheses DUE Assignment #1: IRB Human Subjects Training	Rubin & Babbie, Appendix A, Writing Research Proposals, pp. 315-320.
February 8	In-Class Project Presentations and Discussion	
February 10	Measurement: Reliability and Validity	Rubin & Babbie, Chap. 6, Measurement in Quantitative and Qualitative Inquiry, pp. 80-91.
February 15	Measurement: Instruments	Rubin & Babbie, Chap 7, Quantitative and Qualitative Measurement Instruments, pp. 94-110.
February 17	Sampling: Surveys	Rubin & Babbie, Chap 8, Surveys, pp. 114-130.
February 22	Sampling: Probability and Non-probability Sampling	Rubin & Babbie, Chap. 9, Quantitative and Qualitative Approaches, pp. 132-151.
February 24	Library Day to work on paper	

March 1	Experimental and Quasi-Experimental Design Threats to Validity DUE Parts I-III of EBP Research Paper	Rubin & Babbie, Chap. 10, Experiments and Quasi-experiments, pp. 156-175.
March 3	In-Class Group Project Group Research Proposal: Design, Measurement and Sampling	
March 8	In-Class Group Project Presentations and Discussion	
March 10	Test #1	
March 22	Single-Subject Design	Rubin & Babbie, Chap. 11, Single-case evaluation designs, pp. 178-197. 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, 10(6)</i> , 748-758.
March 24	Data Analysis: Quantitative	Rubin & Babbie, Chap. 17, Quantitative Data Analysis, pp. 290-301.
March 29	Quantitative Article Critiques	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, 32(1)</i> , 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, 29(3)</i> , 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, 19(1)</i> , 19-30.
March 31	Qualitative Research: Methods	Rubin & Babbie, Chap. 13, Additional Methods in Qualitative Inquiry, pp. 218-226.
April 1	Qualitative Research: Conducting and Evaluating Qualitative Studies	Rubin & Babbie, Chap. 13 (cont), pp. 226-234.
April 5	Data Analysis: Qualitative Research	Rubin & Babbie, Chap. 18, Qualitative Data Analysis, pp. 304-311.
April 7	Qualitative Article Critique	Chanmugam, A. (2009). A qualitative study of school social workers' clinical and professional relationships when reporting child maltreatment. <i>Children & Schools, 31(3)</i> , 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, 34</i>(3), 43-53.</p> <p>Rivau, 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, 38</i>(4), 957-979.</p>
April 12	Mixed Methods	Padgett, D. (Ed., 2004). Mixed Methods, Serendipity and Concatenation. In <i>The Qualitative Research Experience</i> . Belmont, CA: Thomson, Brook-Cole.
April 14	Program Evaluation	Rubin & Babbie, Chap. 12, Program Evaluation, pp. 200-212.
April 19	Secondary, Content and Historical Analysis	Rubin & Babbie, Chap. 14, Analyzing Available Records: Quantitative and Qualitative Methods, pp. 238-251.
April 21	<p>Ethical Issues in Social Work Research</p> <p>Issues of Diversity: Ethnicity and Culture</p> <p><u>DUE</u></p> <p>Part IV-V of EBP Research Paper (optional)</p>	<p>Rubin & Babbie, Chap. 15, Ethical Issues in Social Work Research, pp. 256-271.</p> <p>Rubin & Babbie, Chap. 16, Culturally Competent Research, pp. 274-285.</p>
April 26	<p>Issues of Diversity: Ethnicity and Culture (con't)</p> <p><u>In-Class Group Project</u></p> <p>Group Research Proposal: Ethics and Cultural Competency</p>	<p>"Cultural Competency: A practical guide for mental health service providers"</p> <p>http://www.hogg.utexas.edu/uploads/documents/cultural_competency_guide.pdf</p>
April 28	<p><u>In-Class Group Project</u></p> <p>Presentations and Discussion</p>	
May 3	<p>Evidence-based practice revisited, class wrap-up</p> <p><i>In-class final evaluations</i></p>	
May 5	<p><u>Test #2</u></p> <p><u>DUE</u></p> <p>Research presentation report</p>	
May 12	<p><u>DUE</u></p> <p>Evidence-based Practice Research Paper</p> <p>All Extra Credit Materials</p>	

Bibliography (Recommended Readings)

- Babbie, E. (2005). *The practice of social research* (11th Ed.). Pacific Grove, CA: Brooks/Cole.
- Bogden, R.R. & Biklen, S.K. (2003). *Qualitative research in education: An introduction to theories and methods* (4th ed.). Boston: Allyn & Bacon.
- Campbell, D. T., & Stanley, J. C. (1973). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Creswell, J.H. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Edin, K. & Lein, L. (1997). *Making Ends Meet*. New York: Russell Sage Foundation
- Gibbs, L. E. (1991). *Scientific reasoning for social workers: Bridging the gap between research and practice*. New York: Merrill.
- Grinnell, R. M., Jr., & Unrau, Y. (Eds.). (2008). *Social work research and evaluation: Foundations of evidence-based practice* (8th ed.). New York: Oxford University Press.
- Gubrium, J. F., & Holstein, J. A. (1997). *The new language of qualitative method*. New York: Oxford University Press.
- Hudson, W. W., & Nurius, P. S. (Eds.). (1994). *Controversial issues in social work research*. Boston: Allyn & Bacon.
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