

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW388R2	Instructor's name:	Allen Rubin
Unique Number:	62835	Office Number:	SSW 3.130E
Semester:	Spring 2011	Office Phone:	471-9218
Meeting Time/Place:	Room2.112 Tues, 11:30-2:30	Office Hours:	M, T, 2:30-3:30 Also by appointment

Research II: Quantitative Methods

I. Standardized Course Description

This research seminar attempts to equip students with the knowledge and competence in quantitative research methods that they will need in order to conduct future independent research activities aimed at increasing the social work knowledge base. The course is designed to pick up where the first doctoral research seminar leaves off. In line with the research production thrust of the course, it involves a heavy experiential component, in which much class time will be devoted to critiquing student projects. The expectation is that you will learn primarily "by doing," by receiving critical feedback on what you've done and by attempting to improve your performance in light of that feedback.

II. Course Objectives

By the end of the semester students will be able to:

1. Conduct independent research;
2. Write methodologically sound research proposals on important research topics;
3. Write publishable research articles;
4. Develop methodologically sound measurement instruments based on empirical item analyses, and test their reliability and validity;
5. Provide and incorporate constructive critical feedback to and from colleagues regarding their colleagues' or their own research activities.

III. Teaching Methods

Instruction methods will primarily involve experientially learning via in-class critiquing of individualized student research projects. In addition, lectures and class discussions will cover several areas not covered in the first research seminar.

IV. Texts

Rubin, A. & Babbie, E. (2011). *Research Methods for Social Work*, 7th Edition. Belmont, CA: Brooks/Cole.

Rubin, A. (2010). *Statistics for Evidence-Based Practice and Evaluation*, 2nd edition. Belmont, CA: Brooks/Cole.

V. Class Policies

Drops: May be approved by instructor up to April 7. Incompletes should be approved in advance by instructor and will be considered only in the case of compelling circumstances.

Exams will not be rescheduled unless an emergency occurs or previous arrangements have been made with the instructor for compelling reasons. Assignments must be submitted on time. No excuses for late submissions. If not submitted on time, 10% of the points will be deducted. Students are expected to attend all classes and to be prepared to participate orally and in a thoughtful manner that demonstrates that the assigned readings have been read carefully.

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.

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/>).

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.

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>.

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're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VI. Course Requirements and Grading

The final grade for the course will be based on five assignments and class participation.

Grading : All assignments and the final course grade will be graded as follows:

Accumulated Points and Grading Scale:

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 & below = F

The final grade will be computed according to the following weighting:

10 Assignment 1

15 Assignment 2

20 Assignment 3

25 Assignment 4

20 Assignment 5

10 Amount and quality of participation in critical appraisals

100

VII. Assignments

Each assignment is to be typed in double space, and enough copies should be submitted for each student in your class and the instructor to have a copy. No excuses for late submissions. If not submitted on time in class (or by E-mail prior to class), 10% of the points will be deducted. If not submitted to relevant students and the instructor at least 24 hours before discussion date, an additional 20% will be deducted.

No.	Points	Due Dates	Assignment
1	10	2/1	Submit a brief (about 1 to 3 pages) description of the steps you would take to make it feasible for you to carry out the study in your final proposal from Research 1. Do NOT just say that you will get a grant to make it feasible. If getting a grant is required, discuss the steps you would take to make the study feasible even after receiving a grant – in a manner that is likely to persuade the funders that you know what it will take to successfully complete the study as planned.
2	15	2/15	Construct a quantitative, summated scale of <i>approximately</i> 10-15 items to measure a social work construct. (The sum of the items yields the total scale score.)
3	20	3/8	This assignment should include the following components: A. Revise the Assignment 2 scale based on class and instructor feedback B. Construct a quantitative survey questionnaire that begins with the above scale and then is followed by items that: 1) test the validity of the scale; 2) test hypotheses about variables related to scale score; and 3) describe relevant sample characteristics. C. Describe the methodology for collecting data with the instrument in a survey, and include a cover letter that will motivate individuals to participate in the survey.
4	25	4/5	Submit a simulated article as if for publication based on your final proposal from Research 1 in the fall and incorporating the fictitious data that this course instructor concocts for that study, The manuscript should be approximately 15-20 pages long and should be guided by the format of the journal, <i>Research On Social Work Practice</i> . It should begin with an abstract of no more than 100 words, followed by an introduction section, a methods section, a results section, and then a discussion section.

5	20	Finals Week 5/10	Revise the Assignment 3 and Assignment 4 articles based on class and instructor feedback
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VIII. Course Schedule

Date	Description	Text / Readings
1/18	Course overview; writing research articles; discuss project assignments. Submit hard copy of final proposal from last semester	Rubin & Babbie, Ch. 23 Rubin, <i>Statistics for Evidence-Based Practice and Evaluation</i> , 2 nd edition: Appendix D
1/25	Program evaluation and the hardest part of research: Feasibility Kathi Trawver's Skype presentation from Alaska: Meet in CSWR conference room	Rubin & Babbie, Ch. 13 Chapters on Blackboard from the Alexander and Solomon book: McKay et al. Marshall & Solomon Depanfilis and Zuravin Rubin, "The Family Preservation Program Evaluation from Hell"
2/1	Constructing measurement instruments; reliability and validity, item analyses, factor analysis Submit Assignment 1	Rubin & Babbie, Chs. 8-9, and Measurement Equivalence Section of Ch. 5 Rubin, <i>Statistics for Evidence-Based Practice and Evaluation</i> , 2 nd edition, pp. 262-264
2/8	Discuss/feedback re Assignment 1	
2/15	Effect size; clinical or substantive significance; constructing tables for publishable articles. Submit Assignment 2	Rubin, <i>Statistics for Evidence-Based Practice and Evaluation</i> , 2 nd edition: Chs. 12-13. Rubin & Babbie, pp. 514-520
2/22 & 3/1	Class critical appraisals/feedback re Assignment 2	

3/8	Systematic reviews and Meta-analysis Submit Assignment 3	Rubin & Babbie, pp. 550-553 Rubin, <i>Statistics for Evidence-Based Practice and Evaluation</i> , 2 nd edition, pp. 148-150 Read and be prepared to discuss in class your critical appraisal of the following articles: Seidler & Wagner, “Comparing the Efficacy of EMDR and TF-CBT in the treatment of PTSD: A Meta-analytic Study,” <i>Psychological Medicine</i> , 36, 11, November 2006 Maxfield & Hyer, (2002) “The Relationship Between Efficacy and Methodology in Studies Investigating EMDR Treatment of PTSD,” <i>Journal of Clinical Psychology</i> , 58, 23-41. Rubin, “Some Unanswered Questions...” Maxfield et al. (2004) “Some answers to...” Rubin (2004) “Fallacies and deflections...”
3/22 & 3/29	Class critical appraisals/feedback re Assignment 3	
4/5	Single-case designs Submit Assignment 4	Rubin & Babbie, Ch. 12 Rubin, <i>Statistics for Evidence-Based Practice and Evaluation</i> , 2 nd edition, Ch. 19
4/12 & 4/19	Class critical appraisals/feedback re Assignment 4	
4/26	Issues in evidence-based practice	Rubin & Babbie, Ch. 2 Rubin, “Is Evidence-Based Practice being Oversold in Social Work Education?”
5/3	Unfinished business Course evaluation	
Finals Week 5/10	Submit Assignment 5	