

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 313	Instructor: Deborah K. Webb, Ph.D., LCSW, LPC, LCDC debbiewebb@aol.com
Unique Number:	61275	Office: Adjunct Office, SSW, 3 rd Floor
Semester:	Fall 2018	Office Phone: 512-799-9358 (cell)
Meeting Time/Place:	Tuesdays & Thursdays	Office Hours: Tues. & Thurs. 1PM–2PM 2PM – 3:30PM Room 1.214
		Other times by appointment

Social Work Research Methods

I. STANDARDIZED COURSE DESCRIPTION

This course is one of two research courses in the BSW curriculum. The course introduces students to the following topics: social work values, the research process, problem formulation and conceptualization, measurement, research design and inference, single subject design and practice evaluation, sampling, alternative data gathering techniques and analyses, and uses of research in social work. SW313 is a prerequisite for entry into the social work major. The goal of the course is to help students develop a basic understanding of the research process in order to engage with research for evidence-based practice.

II. STANDARDIZED COURSE OBJECTIVES:

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

1. Describe the fundamental steps of scientific inquiry and how they parallel the basic steps of social work practice;
2. Demonstrate an understanding of the following basic social work research skills pertinent to the profession: 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;
3. Critically analyze research findings and be effective consumers of, and contributors to, social work research;
4. Illustrate how gender bias or insensitivity to diverse populations can impede effective research and inference;
5. Identify research methods, sampling designs, and measurement techniques which are sensitive to diverse groups, including women, people of color, persons with disabilities, and members of the LGBT community;
6. Discuss the usefulness of social science theory and research methods in social work practice;

7. Explain ethical issues in conducting and using research, as well as the role of the social work values in research and evaluation;
8. Determine feasibility, practicability, and generalizability of research findings.

EPAS Competencies

The Steve Hicks 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, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Outcome 4.1: Use practice experience and theory to inform scientific inquiry and research

Outcome 4.2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Outcome 4.3: Use and translate research evidence to inform and improve practice, policy, and service delivery

III. TEACHING METHODS

A variety of teaching methods will be used including informal, interactive lectures (students are encouraged to ask questions and make comments during the lectures), readings, in-class discussions, exercises in small groups, class discussions from the assigned readings, memorizing and understanding research terms plus independently taking and submitting quizzes on each chapter from the required text, written assignments including a research proposal (term paper), student presentations, peer feedback from class members, and a comprehensive final. Students will be expected to have read all the assigned materials before each class, to actively participate in class, and to collaborate with one another.

IV. REQUIRED TEXTS AND MATERIALS

Important Note: Students are responsible for the material in the assigned readings whether or not the material is discussed in class.

Required Text:

Rubin, A. & Babbie, E. (2016). *Empowerment Series: Research Methods for Social Work*, Boston: Cengage Learning.

Required Journal Articles for Three Student Presentations: All of the following articles will be available on the course Canvas.

- Alaggia, R., Regehr, C., & Jenney, A. (2012). Risky business: An ecological analysis of intimate partner violence disclosure. *Research on Social Work Practice, 22*(3), 301-312.
- Bisiani, L., & Angus, J. (2013). Doll therapy: a therapeutic means to meet past attachment needs and diminish behaviours of concern in a person living with dementia--a case study approach. *Dementia, 12*(4), 447-462.
- Bradshaw, W. & Rosenborough, D. (2004). Evaluating the effectiveness of Cognitive-Behavioral Treatment of residual symptoms and impairment in Schizophrenia. *Research on Social Work Practice, 14* (2), 112-120.
- Esbensen, F-A., Osgood, D. W., Taylor, T. J., Peterson, D., & Freng, A. (2001). How great is G.R.E.A.T? Results from a longitudinal quasi-experimental design. *Criminology & Public Policy 1*(1), 87-117.
- Felix, H. C. (2015). Why do patients keep coming back? Results of a readmitted patient survey. *Social Work in Health Care, 54*(1), 1-15.
- Golub, A., Vazan, P., Bennett, A. S., & Liberty, H. J. (2013). Unmet need for treatment of substance use disorders and serious psychological distress among veterans: a nationwide analysis using the NSDUH. *Military Medicine, 178*(1), 107-114.
- Maynard, B. R., Kjellstrand, E. K., & Thompson, A. M. (2014). Effects of Check and Connect on attendance, behavior, and academics: A randomized effectiveness trial. *Research on Social Work Practice, 24*(3), 296-309.
- Hoffman, S. G., & Smits, J. A. G. (2008). Cognitive-behavioral therapy for adult anxiety disorders: A metaanalysis of randomized placebo-controlled trials. *Journal of Clinical Psychiatry, 69*(4), 621-631.
- Izquierdo, A., Sarkisian, C., Ryan, G., Wells, K. B., & Miranda, J. (2014). Older depressed Latinos' experiences with primary care visits for personal, emotional and/or mental health problems: A qualitative analysis. *Ethnicity & Disease, 24*(1), 84-91.
- Lundahl, B. W., Kunz, C., Brownell, C., Tollefson, D., & Burke, B. L. (2010). A meta-analysis of motivational interviewing: twenty-five years of empirical studies. *Research on Social Work Practice, 20*(2), 137-160.
- Morgro-Wilson, C., Letendre, J., & Bryan, J. (2015). Utilizing mutual aid in reducing adolescent substance use and developing group engagement. *Research on Social Work Practice, 25*(1), 129-138.
- Padget, D. K., Gulcur, L. & Tsemberis, S. (2006). Housing first services for people who are homeless with co-occurring serious mental illness and substance abuse. *Research on Social Work Practice, 16*(1), 74-83.
- Pager, D., & Western, B. (2012). Identifying discrimination at work: The use of field experiments. *Journal of Social Issues, 68* (2), 221-237.
- Wood, S. & Mayo-Wilson, E (2012). School-based mentoring for adolescents: A systematic

review and meta-analysis. *Research on Social Work Practice*, 22(3), 257-269.

V. COURSE REQUIREMENTS

Summary: One quiz for every textbook chapter (20 out of 23 chapters) covered this semester, a research proposal (term paper)*, proposal/term paper presentations, comprehensive final, class attendance and thoughtful participation reflecting careful studying of the assigned readings before class, and in-class presentation of research article critique.

Quizzes: Read all assigned materials prior to each class. Take a short quiz online within 24 hours after the end of class and submit it online to debbiewebb@aol.com. Each of the 20 quizzes is worth up to 1 point.

Quiz Assignment Details:

Completing online and submitting to debbiewebb@aol.com every corresponding chapter quiz within 24 hours after each class when a chapter is completed is required. Using online flash cards and glossary for learning new terms, etc. will enhance student grades in this class. Please see

http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495811718

in order to access these free tools from the Brooks/Cole section of Cengage Learning, the publishers of

Rubin & Babbie (2011) Research Methods for Social Work, Seventh Edition. (Quizzes are free from this edition.)

Research Proposal Assignment (20 points):

Submit a 10-15 page paper (excluding title page, references, and appendices) of your Research Proposal. The Research Proposal is designed to help you deepen your understanding of the key research concepts covered in the course through practice and application.

- Formulate an answerable research question that will contribute to an evidence based social work practice;
- Literature review (in peer-reviewed journals) of the chosen problem and critical appraisal of the efficacy and effectiveness of the evidence-based practice/service/intervention;
- Research design (quasi-experimental or experimental design; description of the procedures of implementing evidence-based practice/service/intervention; sample inclusion/exclusion criteria, planned methods of subject identification, screening, recruitment, and retention; fidelity monitoring method;
- Design and methods of data collection;
- Anticipated findings and their implication for social work practice, programs, and/or policies;
- Anticipated limitations of the study with respect to its research; and
- Identify gaps in the literature and suggest areas for additional research.

Research Proposal Class Presentation (5 points):

Give a five-minute presentation (5-10 PPT slides) of the highlights and key findings (as listed above) of the Research Proposal.

The Research Proposal and the associated Class Presentation in part of the “Common Assignment” for all students in SW 313 Research Methods classes. More detailed information about how to do these assignments will be provided to students by the instructor via CANVAS, later this semester.

- **Active Participation & Attendance**

Roll will be taken each time class meets and students are expected to be in attendance, if at all possible. Likewise, as expressed earlier in this syllabus, students are expected to actively participate in class discussions and activities in a respectful, professional manner. Please raise your hand to obtain the floor to ask questions, contribute to discussions, agree or disagree with Dr. Webb &/or other students about policy topics, etc. **Active participation (5%) and attendance (5%) will make up a total of 10% of your grade for the semester.** Those who seldom speak in class can expect lower participation grades. Those who have no trouble speaking in class need to be aware of the needs of others to meet this expectation and thoughtfully yield the floor to them, when they volunteer to speak.

Two person article presentations: 5 points

Comprehensive FINAL Exam: 35 points

VI. CLASS POLICIES

A. Policies Specific to This Course

1. **Professional conduct:** Your attendance, attention, and participation are expected for all class sessions. Daily attendance (roll) will be taken. Class participation includes reading all assigned materials prior to the class session, actively engaging in class discussions and exercises, and promptly taking and submitting to the instructor all assigned quizzes after each class period. Class discussion is encouraged. Respectful communication is necessary to the learning environment. Please turn off cell phone ringers and refrain from texting and other non-class activities such as web-surfing, checking your un-related emails, etc. Students are also expected to observe professional codes of conduct with regard to confidentiality, dress, language, and other matters and exercise good judgment. If there is a challenging problem with which you need assistance, ask for help and attend office hours right away. If there is a miscommunication or potential misunderstanding about an assignment or a comment made in class by you, the professor, or by a student peer, seek clarification immediately and strive to “get into a solution” instead of “staying as a part of the problem.” Excellent, clear, professional communication is always the goal.

2. **Submitting assignments:** (a) All written assignments including the term paper (research proposal) must be word-processed in 12- point font, with double-spacing and with reasonable margins. (b) Submit all assignments in hard copy (do **not** submit them electronically unless asked to do so). (C) Assignment due dates are noted in the course calendar. **All** assignments are due at the start of the class period. Assignments submitted after the start of class will be considered late for that day unless **prior** arrangements have been made with the instructor. Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of ten (10) points each day late. If the due date is deemed a legitimate problem for a particular student, then that student should see the instructor and negotiate another due date well in advance. (D) The

latest edition of the *Publication Manual of the American Psychological Association* (APA) is the style manual to be used. (e) Appropriate referencing of citations (authors, titles, page numbers, etc.) is required. This includes giving due credit to others when indirect quotes (paraphrasing) and direct (verbatim) quotes are used. Short direct quotes (less than 40 words) must be placed in quotation marks. Long direct quotes (40 or more words) must be indented. Paraphrasing requires more than changing a word or two in a sentence. Failure to give due credit to others will result in a **“0” for the assignment and/or an “F” for the course.**

Plagiarism is a form of scholastic dishonesty and will be addressed as such (see item 4 below). If you do not know how to cite appropriately, please learn before you submit any assignments.

3. **Scholastic Dishonesty:** Scholastic dishonesty may result in a report to the Assistant Dean of Graduate Programs in the School of Social Work, the Dean of the School of Social Work, and/or Student Judicial Services. Students may receive an “F” for the course and other sanctions in accordance with University policies, including dismissal from the University. Also see item 5 on scholastic dishonesty under University Policies below.
4. **Course modifications:** Should any modifications or changes need to be made to the course (e.g., calendar, assignments), students will be notified in class and/or by e-mail. Students should check their e-mail frequently, and students who are absent from class should check on announcements made in class during their absence. The instructor reserves the right to change or adjust assignments and/or due dates.
5. **Use of CANVAS:** The course CANVAS site will be used for various purposes (posting some documents, etc.). Some course communication will also be done via e-mail. Also see item 11 on e-mail under University Policies below.
6. **Office Hours:** The instructor encourages students to take advantage of office hours.
7. **Attendance:** Failure to attend all classes and demonstrate through discussions that one has comprehended the readings will negatively impact one’s final grade in this course. Likewise, students who have perfect attendance and who assertively participate in all class discussions (informed by their obvious prior reading of all assignments) will enhance and benefit their final grades in this course. Students should come to class expecting to be called on to summarize what they gleaned from each assigned reading and discuss &/or debate it with other students and the instructor.
8. **Absence Notification:** Students are responsible for notifying the professor in advance if they are going to be absent by texting a message to (512) 799-9358. Students are responsible for obtaining any material missed due to absence and are required to complete the chapter quiz(es) within the usual one day time frame except in cases of documented extenuating circumstances. If a student arrives to class late and/or leaves class early, it may be considered an absence, depending on circumstances.
9. **Student Feedback:** Student feedback is welcomed. Students are also encouraged to provide feedback during offices hours, by phone, text, emails, and by appointment if they desire.

- 10. 1 to 1 Assistance:** If students are concerned about their class performance, the instructor is more than willing to work with students on a 1 to 1 basis during normal office hours to help them improve their course grades prior to the end of the semester. Final grades assigned in the course are not negotiable.

VI. UNIVERSITY 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 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.

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 <https://cmhc.utexas.edu/>.

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 Steve Hicks 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 Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

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/>.

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.

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://diversity.utexas.edu/disability/>.

CAMPUS CARRY. Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

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.

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. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to

report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

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.

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>.

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 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>.

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.

GRADING SCALE

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. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Thur Aug 30	<p>Introductions of students and instructor</p> <p>Informal “fireside chat” lecture format and “coaching style” of Dr. Webb.</p> <p>“Inoculation” <u>against</u> any potential “intimidation or fear.” We’ve ALL been there! There <u>are</u> NO “stupid questions!”</p> <p>Course overview & review of syllabus.</p>	<p>Ice Breaker participation.</p> <p>Self-assess and discuss potential anxiety or comfort with research and with public speaking.</p> <p>Self-assess and discuss level of assertiveness (for speaking up in class and small group projects & discussions).</p> <p>Purchase Rubin & Babbie book. Note: 1st set of readings must be completed before next Tuesday’s class.</p> <p>SELF-ASSIGN AREA OF INTEREST FOR RESEARCH PROPOSAL & MEET TEAM.</p>	<p>Read description of www.campbellcollaboration.org and www.cochrane.org</p>
Tues Sep 4	<p>Part 1: Chapters 1 & 2: An introduction to scientific inquiry in social work</p>	<p>Complete & submit to debbiewebb@aol.com Quizzes 1 & 2 within 24 hrs. AFTER CLASS.</p>	<p>Required Readings: Rubin & Babbie, Chaps. 1 & 2 (Part 1)</p>

Thur Sep 6	Part 1 An introduction to scientific inquiry in social work, cont. Chaps: 3 & 4	Complete & submit to debbiewebb@aol.com Quiz 3 (not 4) within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chaps. 3 & 4 (Part 1)
Tues Sep 11	Part 2: The ethical, political, and cultural context of social work research: Chap 5	Complete & submit to debbiewebb@aol.com Quiz 4 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chaps. 5 (Part 2)
Thur Sep 13	Part 2: The ethical, political, and cultural context of social work research, cont.: Chap 6	Complete & submit to debbiewebb@aol.com Quiz 5 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chaps. 6 (Part 2)
Tues Sep 18	Part 3: Problem Formulation, and Conceptualization: Chap. 7	Complete & submit to debbiewebb@aol.com Quiz 6 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 7 (Part 3)
Thur Sep 20	Part 3: Problem Formulation, and Conceptualization, cont.: Chap. 8	Complete & submit to debbiewebb@aol.com Quiz 7 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 8 (Part 3, cont.)
Thur Sep 25	Part 3: Measurement & Construction: Chap. 9	Complete & submit to debbiewebb@aol.com Quiz 8 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 9 (Part 3, cont.)
Thur Sep 27	Part 3: Measurement & Construction, cont.: Chap. 10	Complete & submit to debbiewebb@aol.com Quiz 9 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 10 (Part 3, cont.)
Tues Oct 2	Part 4: Designs for Evaluating Programs & Practice: Experimental (Chap. 11)	Complete & submit to debbiewebb@aol.com Quiz 10 within 24 hrs. AFTER CLASS	Required Readings: Rubin & Babbie, Chap. 11
Thur Oct 4	Part 4: Designs for Evaluating Programs & Practice: Quasi-Experimental: Designs (Chap. 12)	Complete & submit to debbiewebb@aol.com Quiz 11 within 24 hrs. AFTER CLASS	Required Readings: Rubin & Babbie, Chap. 12
Tues Oct 9	Part 8: Writing Research Proposals & Reports (Chapter 23).	Complete & submit to debbiewebb@aol.com Quiz 23 within 24 hrs.	Required Readings: Rubin & Babbie, Chap. 23 (Part 8).

		AFTER CLASS.	
Thur Oct 11	Part 8: Writing Research Proposals & Reports: Appendices A, B, & C, and Glossary	No Quiz due after this class.	Required Readings: Rubin & Babbie, Appendices A, B, C, and see Glossary (Part 8).
Tues Oct 16	Part 4, cont.: Designs for Evaluating Programs & Practice, Cont.: Single-Case Evaluation Designs (Chap. 13)	Complete & submit to debbiewebb@aol.com Quiz 13 within 48 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 13 (Part 4, cont.).
Thur Oct 18	Part 4, cont.: Designs for Evaluating Programs & Practice, Cont.: Program evaluation (Chap.14)	Complete & submit to debbiewebb@aol.com Quiz 14 within 48 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 14 (Part 4, cont.).
Tues Oct 23	Part 5: Data Collection Methods with Large Sources of Data: Sampling (Chap. 15) & Survey Research (Chap. 16)	Complete & submit to debbiewebb@aol.com Quizzes 15 & 16 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chaps. 15 & 16 (Part 5).
Thur Oct 25	Part 5: Analyzing Existing Data: Quantitative and Qualitative Methods (Chap. 17)	Complete & submit to debbiewebb@aol.com Quiz 17 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 17 (Part 5).
Tues Oct 30	Part 7: Analysis of Quantitative Data: Descriptive Data Analysis (Chap 21)	Complete & submit to debbiewebb@aol.com Quiz 21 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 21 (Part 7).

Thur. Nov 1	Part 7: Analysis of Quantitative Data: Inferential Data Analysis: Understanding and utilizing inferential statistical findings in group experiments and quasi-experiments (Chap 22).	Complete & submit to debbiewebb@aol.com Quiz 22 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 22 (Part 7).
Tues Nov 6	One article critique with highlights on PowerPoint slides DUE to be presented to class by two 3-student groups. Students will critique one article from the list on pages 3-4: "Required Journal Articles for Three Student Presentations."	IMPORTANT! ALL groups turn in to the instructor an e-copy of PPT slides including name and reference of research article critiqued to debbiewebb@aol.com on Tuesday, Nov. 6	One exemplary research article containing strengths and opportunities for improvement.
Thur Nov 8	One article critique with highlights on PowerPoint slides DUE to be presented to class by two 3-student groups. Students will critique one article from the list on pages 3-4: "Required Journal Articles for Three Student Presentations."		One exemplary research article containing strengths and opportunities for improvement.
Tues Nov 13	One article critique with highlights on PowerPoint slides DUE to be presented to class by two 3-student groups. Students will critique one article from the list on pages 3-4: "Required Journal Articles for Three Student Presentations."		One exemplary research article containing strengths and opportunities for improvement.
Thur Nov 15	Comments, victories, concerns and questions about doing Research Proposals (Class Discussion, group meetings with	DUE: Bring Good FIRST DRAFT of Research Proposal in hard copy to briefly show	

	instructor, Q & A).	<u>professor & discuss Q&A.</u>	
Tues Nov 20	Groups independently work on Research Proposals; Sign up for times to meet with instructor during class period, if needed.	Keep polishing Research Proposal.	
Tues Nov 27	Two 3 Person Team Research Proposal Formal Presentations, Questions & Answers. Highlights on PowerPoint slides & handouts given to classmates.	<u>DUE: ALL GROUPS Research Proposal Highlights on PowerPoint slides & handouts submitted before class to debbiewebb@aol.com</u>	
Thur Nov 29	Two 3 Person Team Research Proposal Formal Presentations, Questions & Answers. Highlights on PowerPoint slides & handouts given to classmates.		
Tues Dec 4	Two 3 Person Team Research Proposal Formal Presentations, Questions & Answers. Highlights on PowerPoint slides & handouts given to classmates.		
Thur Dec 6	LAST DAY OF REGULAR CLASS! Complete Class Evaluations Wrapping it up: Where do you stand on utilizing and conducting social research?	DUE: Turn in Final Research Proposal (<u>hard copy, SINGLE sided pages</u>).	

TBA Dec ?	COMPREHENSIVE FINAL (multiple choice, short answers, fill in the blank, matching, etc.)	Memorize and understand glossary research terms, and research designs: pre-experimental, quasi- experimental, and true experimental.	Entire Rubin & Babbie glossary and class notes; be able to draw designs and outline process steps in conducting research.
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X. BIBLIOGRAPHY

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