

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
SOCIAL WORK RESEARCH METHODS**

Course Number:	SW 388R1	Instructor's name:	Catherine Cubbin, PhD
Unique Number:	62950	Office Number:	3.130M
Semester:	Fall 2012	Office Phone:	(512) 232-8374
Meeting Time:	Tues 9:30am-12:30am	Office Hours:	Tues 1:30-2:30; & by appt
Meeting Place:	SSW 2.140	Instructor's email:	ccubbin@austin.utexas.edu

I. Course Description

This is the first in a series of research courses required for social work doctoral students. This course introduces students to the basic elements of research design in the social sciences with particular attention to social work research.

II. Course Objectives

At the end of this course, students should:

1. Have knowledge of aspects of epistemology relevant to the social sciences, especially social work;
2. Have working knowledge of the language of research in order to use research terminology precisely and accurately;
3. Know the elements and phases of research;
4. Be able to evaluate the quality of research done by others;
5. Have increased facility in designing research, especially in aspects preceding data analysis;
6. Have increased knowledge of tools useful in planning, conducting, and reporting the results of research such as data collection instruments and publication formats;
7. Have increased knowledge of the type of writing needed to describe research designs and report findings;
8. Be familiar with standards for the ethical conduct of research, including human subjects protection, and their relationship to the social work value base;
9. Be familiar with gender and ethnic sensitivity in conducting research;
10. Understand the impact of political and other ideological forces on social work research and program evaluation.

III. Teaching Methods

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

II. Required Text and Readings (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. (2008). *Research methods for social work*, 7th edition, Belmont, CA: Brooks/Cole.

Recommended texts:

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

Kuhn, T.S. (1970). *The Structure of Scientific Revolutions* (2nd edition). University of Chicago Press, Chicago, IL.

Required journal articles: All of the following articles will be available on the course Blackboard. Additional articles will be posted during the semester or distributed in class.

Baron, R.M. and Kenny, D.A. The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations. *Journal of Personality and Social Psychology* 1986;51:1173-1182.

Bell, H. Case Management with Displaced Survivors of Hurricane Katrina: A Case Study of One Host Community. *Journal of Social Service Research* 2008;34:15-27.

Cubbin, C., Pollack C., Flaherty B., Hayward M., Sania A., Vallone D., Braveman P. Assessing alternative measures of wealth in health research, *American Journal of Public Health* 2011;101:939-937.

Field, C., Adinoff B., Harris, T.R., Ball, S.A., Carroll, K.M. Construct, Concurrent and Predictive Validity of the URICA: Data from Two Multi-site Clinical Trials. *Drug Alcohol Depend* 2009;101(1-2):115–123.

Fischman, J. The pressure of race. *The Chronicle of Higher Education*, September 12, 2010.

Floyd, L., Sobell, M., Velasquez, M.M., Nettleman, M., Sobell, L., Dolan Mullen, P., von Sternberg, K., Skarpness, B & Nagaranja, J., and the Project Choices Efficacy Study Group. Preventing Alcohol Exposed Pregnancies: A randomized controlled trial. *American Journal of Preventive Medicine* 2006;32(1):1-10.

Frieden, T.R., and Collins, F.S. Intentional Infection of Vulnerable Populations in 1946-1948, *JAMA* 2010;304:2063-2064.

Onwuegbuzie, A.J., and Johnson, R.B. The validity issue in mixed research. *Research in the Schools* 2006;13:48-63.

Onwuegbuzie, A.J., McLean, J.E.(Ed). Expanding the Framework of Internal and External Validity in Quantitative Research. *Research in the Schools* 2003;10(1):71-89.

The Project CHOICES Research Group. Alcohol-exposed pregnancy: Characteristics associated with risk. *American Journal of Preventive Medicine* 2002;23(3):166-173.

The Project Choices Intervention Research Group. Alcohol-exposed pregnancies: a study of motivational counseling in community settings. *Pediatrics* 2003;111(5):1131-1141.

Rothman, K.J., and Greenland, S. Causation and Causal Inference in Epidemiology. *American Journal of Public Health* 2005;95:S144-S150.

Rubin, A., & Parrish, D. Validation of the Evidence-Based Practice Process Assessment Scale. *Research on Social Work Practice* 2011:106-118.

III. Websites that are relevant to this course

<http://www.campbellcollaboration.org> (meta analysis of the effects of interventions in the social, behavioral, crime and justice, and educational arenas)

<http://www.cochrane.org/reviews> (meta analysis of the effects of health and mental health interventions)

http://www.psych.org/psych_pract/treatg/pg/prac_guide.cfm (practice guidelines for psychiatrists for each psychiatric/mental/cognitive disorder)

<http://evidencebasedprograms.org> (Social programs that work)

IV. Grading and Course Requirements

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 = F		

Course requirements and grade assignment: One exam (35%), one proposal (35%), human subjects assignment (5%), survey design assignment (10%) and class participation/attendance (15%)

1. One multiple-choice/true-false test will cover all materials assigned and/or discussed in class this semester. 35 points, closed book: 11/20/12.
2. Research proposal (35 points): The student will write a draft of a research proposal for an experimental/quasi-experimental study or to analyze survey data (primary or secondary data analysis), or a combination of the two approaches. The experimental/quasi-experimental study can be designed to test a new social service method, an educational program, a policy change, a health behavior prevention or intervention program, to name a few examples. An analysis of survey data could involve developing a new survey instrument or secondary data analysis of an existing survey. A combination approach would be to use survey data analysis to inform an experimental/quasi-experimental design. The overall purpose of the proposal is for students to practice writing a rigorous yet feasible, scientifically valid, and relevant research plan. The first half of the proposal will be prepared in this semester (Specific Aims, Significance, Innovation) and the second half will be prepared in Spring, 2013 during Research II (Approach). The first half will be approximately 3-4 single-spaced pages in Ariel 11pt font, consistent with NIH format. Additional details will be provided during class. The first draft will be worth 25 points, and the final draft will be worth 10 points, based on responses to feedback the student receives on the first draft. Sections of the proposal will be due in class on specific days.
3. Human Subjects training assignment (5 points): Social Sciences research usually deals with data containing human subjects. Due to the sensitivity issue, all human subjects research (including, but not limited to, recruitment) conducted at the university level must be approved by the Institutional Review Board (IRB) before commencing. 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 (CITI) at www.utexas.edu/research/rsc/humansubjects/training/index.html. Upon completion, hand in the certificate (due 9/25/12) to receive credit.

4. Survey design assignment (10 points): You are required to develop a brief questionnaire (approximately 20-30 questions) that would allow you to test a social work research question. You will need to specify the research question, the independent, dependent, and control variables, and at least one moderating variable in a memo to the instructor, as well as the sample population. Keep in mind ordering, format, and generic guidelines for asking questions discussed in your text. Be sure to include at least one question using a Likert scale, at least one contingency question, and at least one summated scale. Also draft a cover letter based on guidelines discussed in your text and in class to motivate response. In addition to a copy for yourself, bring 3 additional copies to class on Tuesday, 10/23. You will fill out/review questionnaire(s) developed by other students in a small group format. Then you will critique each questionnaire as a group, giving the author of the survey constructive feedback.
5. Class attendance/participation (15 points): You are expected to learn from interacting with the other students in the class. Thus, students are expected to attend all classes and to arrive on time. Students who miss multiple classes without medical documentation during the semester and/or show up late will lose points. Leaving class early will be counted as an absence unless the student provides a reasonable cause for doing so in advance (i.e., before the day of class) and receives the professor's permission. Students are expected to do assigned readings before the class time and actively participate in class discussions and group exercises.

V. University and School Notices and 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. Being a graduate student can be a stressful experience especially when you have multiple other roles such as being a spouse, parent, and adult child caregiver (role overload and role strain). As professionals, however, all of us must conduct ourselves within the boundaries of the accepted norms of civility, responsibility, and respect for others. Please at least be mindful of the negative impact of your unprofessional speech and conduct on your classmates and the professor.

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.

Feedback on Learning: During this course the professor may ask students to provide feedback on their learning in informal as well as formal ways. It is very important for the professor to know the students’ reactions to what is taking place in class, so students are encouraged to inform the professor on how her teaching strategies are helping or hindering student learning, ensuring that together the professor and students can create an environment effective for teaching and learning.

VI. Additional Class Policies Affecting Course Grade

Late Assignment Policies: 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 specified due date at the beginning of class. Electronic copies as e-mail attachments will be allowed only for late assignments and under special circumstances when the student cannot be present in class.) Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least **48 hours PRIOR** to the date specified in the course syllabus.

Computer and Other Electronic Device Use Policies: Using laptop and handheld computers and other electronic equipment (e.g. cell phone, text messaging, ear buds) in class will **NOT** be permitted except in the case of extreme emergencies and special circumstances that have been pre-approved by the professor. Students frequently use laptop computers in class to conduct tasks that are not related to the course contents (e.g., working on papers for other classes, checking e-mails, surfing Internet news) and resort to cell-phone texting while in class. Such behaviors are unprofessional and disruptive to other students and the professor. All communication devices will be turned off while in class, and can be used only during class breaks. Students who break the computer use and cell phone policies and who engage in any other tasks that are unrelated to the course (e.g., reading newspapers and articles for other classes, playing games) may be asked to leave the classroom.

VII. Course Schedule

Date	Description	Text/Readings
Week 1 9/4/12	Introduction to course Evidence-based practice Philosophy and Theory	Rubin & Babbie, Ch. 1, 2, and 3
Week 2 9/11/12	Problem formulation Conceptualization and operationalization	Rubin & Babbie, Ch. 6 and 7 Barron and Kenny (1986)
Week 3 9/18/12	Measurement Constructing measurement instruments	Rubin & Babbie, Ch. 8 and 9 Rubin and Parrish (2011)
Week 4 9/25/12	Program evaluation – Texas Putting Prevention to Work (TPPW) Sampling <i>Human Subjects assignment due</i>	Rubin & Babbie, Ch. 13 and 14
Week 5 10/2/12	Survey Research <i>Guest lecture – Dr. Claire Margerison-Zilko</i> <i>Specific aims due</i>	Rubin & Babbie, Ch. 15 and 16 Additional reading(s) will be distributed the week before class
Week 6	Causal inference	Rubin & Babbie, Ch. 10 and 11

10/9/12	Experimental designs Quasi-experimental designs <i>Guest instructor – Dr. Craig Field</i>	Onwuegbuzie (2003) Onwuegbuzie (2006) Rothman (2005)
Week 7 10/16/12	Qualitative research methods <i>Guest lecture – Dr. Holly Bell</i> Survey design homework assignment	Rubin & Babbie, Ch. 17 and 18 Bell (2008)
Week 8 10/23/12	Critique of survey design assignment Journal Club 1	Cubbin (2011)
Week 9 10/30/12	Secondary data analysis <i>Guest instructor – Dr. Craig Field</i>	Rubin & Babbie, Ch. 20 and 21 Field (2009)
Week 10 11/6/12	Ethics Culturally competent research Significance and Innovation due	Rubin & Babbie, Ch. 4 and 5 Fischman (2010) Frieden and Collins (2010)
Week 11 11/13/12	Journal Club 2 Review for Final Exam	Project Choices (2002) Project Choices (2003) Floyd (2006)
Week 12 11/20/12	Final exam Discussion of proposals	
Week 13 11/27/12	<i>Guest lecture – Dr. Craig Field</i> <i>The NIH Process</i> <i>Getting Funded</i> Review exam Course Instructor Survey	Readings will be distributed the week before class
Week 14 12/4/12	Individual meetings to discuss proposals	

****FINAL RESEARCH PROPOSALS ARE DUE BY 12/10/12 AT NOON****