

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

Course Number: SW N 385R **Instructor:** Deborah K. Webb, Ph.D., LCSW, LPC, LCDC
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Unique Number: 89610 **Office:** Adjunct Office, SSW, 3rd Floor

Semester: Summer 2018 **Office Phone:** [REDACTED]

Meeting Time/Place: Tuesdays & Thursdays Office Hours: Tues. & Thurs. 8PM–9PM
5:30PM - 8:00PM
Room 2.112 Other times by appointment

Social Work Research Methods

I. STANDARDIZED COURSE DESCRIPTION

This Foundation course is designed to help students gain an understanding of, and appreciation for, the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The emphasis in the course is on equipping students with the research knowledge and skills needed to engage in the evidence-based practice process at all levels of social work practice. As part of that process, students will learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research. Fundamentals of research design, data collection, and analysis are presented. The nature of bias in research is explored. Development of skills for using and conducting research in practice settings is emphasized.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Formulate answerable evidence-based practice research questions; **(PB22)**
2. Efficiently conduct advanced searches of electronic bibliographic databases and other sources to find evidence bearing on evidence-based practice research questions; **(PB22)**
3. Critically appraise sources of scientific evidence and explain how the criteria for that appraisal will vary depending upon the purpose of the research; **(PB22 &PB41)**

4. Discuss why research evidence needs to be integrated with practice expertise and idiosyncratic client preferences, circumstances and values in the evidence-based practice process; **(PB22)**
5. Design evaluations as part of evidence-based practice. **(PB21 & PB41)**
6. Explain how both qualitative and quantitative research processes apply in evidence-based practice; **(PB22 & PB41)**
7. Define basic qualitative and quantitative research concepts and describe the basic principles of causal inference, and their relationship to the various types of research designs; **(PB22 & PB41)**
8. Describe key concepts in measurement bearing on evidence-based practice, such as sources of measurement error, reliability and validity, and measurement equivalence across cultures. **(PB22 & PB41)**
9. Find measurement instruments applicable to evidence-based practice, sources of evidence bearing on the suitability of those instruments for specific practice scenarios, and critically appraise those sources from the standpoint of measurement principles and cultural sensitivity. **(PB22 & PB41)**
10. Describe the logic of probability sampling procedures, issues in the use of non-probability sampling procedures, how sampling issues bear on conducting evidence-based practice research at mezzo and macro levels of practice, and the implications of sampling for appraising and integrating sources of evidence in guiding practice decisions; **(PB22 & PB41)**
11. Describe how particular values and sensitivity to ethical issues influence the conducting of research; **(PB21, PB22 & PB41)**
12. Give examples of the issues that diversity (e.g., gender, ethnicity, culture, age, sexual orientation, race, class, and physical or mental ability) raises in the conduct of research and in appraising and utilizing research to guide practice decisions; **(PB21, PB22 & PB41)**
13. Critically appraise how social work commitment to equity and social justice influences and differentiates the social work research process. **(PB21)**

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.

PB21 Use practice experiences to inform scientific inquiry

Objectives 5, 11, 12, 13

Assignment: Papers 1 & 2

PB22 Use research evidence to inform practice

Objectives 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12

Assignment: Paper 1

EP2.1.10d: Evaluation.

PB41 Critically analyze, monitor, and evaluate interventions
Objectives 3, 5, 6, 7, 8, 9, 10, 11, 12
Assignment: Papers 1 & 2

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.

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

Required Journal Articles for Two Student Presentations: All of the following articles are 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.

Grading of the term paper will take into account the content as well as the quality of the writing. **The American Psychological Association (APA) – most recent edition format must be used. Written material should be carefully proof read and errors (punctuation, typographical, spelling, grammar) corrected.** Good writing requires a reiterative process that must be followed if quality is to improve. Students who want to earn excellent grades should expect to write and polish several drafts of their research proposal (paper) before they have a final version ready to turn in for this assignment. **The professor will look at various sections of research proposal drafts with students and discuss ideas, but will not**

provide written feedback on research proposal drafts. It is highly recommended that students plan on attending office hours, as needed, and “pitch” and discuss their research proposal ideas, challenges, and progress. As time permits, we will also do this during class.

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 debbiwebb@aol.com . Each of the 20 quizzes is worth up to 1 point.

Research Proposal (Term Paper) Assignment: Written Research Proposal (Utilize Evidence-Based Principles and Practices discussed in class this semester). Using an Evidence-Based Practice process, create a research proposal (15 pages minimum, 25 pages maximum), double-spaced, for the text (body) of the proposal. At least 10 minutes of each class will be devoted to discussing the research proposal with peers on your team. Points: 25 points for the written research proposal and 5 points for the presentation for a total of 30 possible points.

For this assignment, each student is required to select a research topic of interest and write a proposal for conducting the research, following the essential steps of a study (see Chapter 23, “Writing Research Proposals and Reports,” the last chapter in the Rubin and Babbie textbook, for the expectations of exactly what to include in this assignment): problem formulation; literature review; null and research hypotheses; alpha; methodology including choice of specific research design (e.g., analysis of existing data, data collected from a survey/interview of research subjects, and/or quasi-experimental or experimental design; and planned methods of sampling, data collection, statistical tools (i.e., ANOVA; t-tests, etc.); and anticipated limitations of the study with respect to its research design and methods of data collection. All studies have limitations; most have some strengths, as well. Include References, and attach Appendices making sure to attach copies of standardized assessment forms you decided to use to collect data, as well as your study-specific Institutional Review Board (IRB) subject “informed consent forms” you created.

Since this is a proposal (i.e., you are not expected to actually carry out your research this semester), students will not engage in actual data collection, nor report actual “data” of their own, but instead students must propose how to carry out the research methodology including data collection, statistics to be used, and type of planned analyses. Heavily refer to and closely follow the Rubin and Babbie textbook in Chapter 23 for guidelines for the proposal. In addition to the research proposal, each student team including all students will make a 20-minute comprehensive presentation of its work to the class using Powerpoint slides and other materials, plus facilitate a 15 minute question and answer session for student peers and the professor.

Quiz Assignments 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.wadsworth.com/cgi-](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495811718&token=)

[wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495811718&token=](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495811718&token=)

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 Specifics:

The focus of the research proposal should be on selecting and describing an evidence-based practice (EBP) intervention and evaluation plan for a problem related to social science practice. The level of practice can be micro, mezzo or macro. A few examples of problems might be: abusive parents (prevention or treatment), traumatized children or adults, welfare reform, community development, family preservation, substance use disorders, homelessness, severe mental illness, depression among nursing home residents, recidivism among person who have been in prison for a particular crime, preventing hospitalization among individuals with chronic brain disorders, coping with death and dying, marital problems, runaways, school dropout, HIV/AIDS prevention, caregiver burden, and many more – these are just some illustrations to help you consider what you may want to choose.

The research proposal should reflect appropriate implementation of all Steps of the Evidence-Based Practice process (as described in class, in handouts and in assigned readings on evidence-based practice). **The intervention plan you select should emerge from your review of outcome studies from recently published research articles (in peer reviewed/refereed journals) so you can summarize in your proposal's "literature review" section the effectiveness of interventions that have been tested in the past for your selected problem area.** If there is adequate empirical evidence suggesting that a particular intervention approach may be the most effective way to intervene with your selected problem, then you

should select that approach and justify your selection based on the evidence and the internal validity of at least one methodologically strong study. **In other words, the intervention you select should be the one with the best scientific evidence supporting its effectiveness for the practice problem in question.**

Be sure to point out and address the major methodological strengths and limitations of the key studies you review from the authors perspectives and also always from your own. Show that you can distinguish those studies that are sufficiently sound methodologically to be worthy of guiding your practice from those

whose methodological weaknesses imply the need for more rigorous research before evidence-based practice implications are warranted. Explain/justify your intervention plan based on the evidence you have found in your review.

Your rationale for the selection also should take into account the similarity or dissimilarity between your practice scenario and the research setting and participants. It also should address how well the researched intervention is likely to fit your research scenario. If no sound research is available that fits your practice scenario then you should acknowledge that and explain/ justify your selection in light of that. **If you cannot find any appropriate research articles, you will have to select another topic for your research proposal.**

Include a written review of at least 15 studies in your topic area. Ensure you've found and included the most relevant recent studies. Of all your selected studies, you may only be able to find one or two that are scientifically rigorous studies. You will assess the strengths and limitations of each study you include.

Important – Do Not just select an intervention plan in advance and then restrict your literature review exclusively to that intervention. Instead, review recent outcome studies on whatever interventions have been tested for your selected problem, and then select and describe your unique intervention plan based on that review. **Propose utilizing one or more standardized valid and reliable assessment instruments (do not “make up” your own) and include a copy of it in your Appendices. See book of instruments from the professor, and/or books of instruments in the UT Austin Perry Castaneda Library (PCL).**

Be sure to carefully proofread and edit your final written paper multiple times before turning it in; up to 5 points of the total (25) points may be allocated for use of APA (most recent edition) format and any errors (punctuation, typographical, spelling). Egregious errors could cost the team up to 10 points (one letter grade) per occurrence. It is recommended that students set up the paper, using both headings and subheadings, as needed. **For examples of specificity on each section, refer to the last chapter of the Rubin and Babbie textbook, and for more ideas see chapter 15 in the Royse et al. text which will be available in the professor's office.**

Presentation of Highlights of Written Proposal of a Comprehensive Evaluation Plan (Research Proposal/Term Paper)

Having gained expertise in a specific area of study, each team and every student will share what they have learned with their peers through a 20-minute oral presentation and up to 15 minute question & answer (Q & A) period. Students are expected to make their presentations in a very professional manner, using PowerPoint, to provide handouts, and to use other visual aids, as necessary. Students will present the “state-of-the-art” and “state-of-the-science” related to the client population or problem area that they examined through their search of the

evidence-based literature. The presentation should also cover the “state-of-the-art” with regard to standardized instruments (or other forms of measurement) that are available to monitor treatment progress with the target client population. **Your comprehensive evaluation plan must include your proposed research methodology including statistical tools you will employ, design you will utilize (quasi-experimental or experimental), a priori research hypothesis and corresponding null hypothesis, a priori alpha level selected, number of subjects to be studied, and timeline.**

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. GRADES

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. CLASS POLICIES

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.

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.**

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.

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.

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.

Office Hours: The instructor encourages students to take advantage of office hours.

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.

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.

Student Feedback: Student feedback is welcomed. Students are also encouraged to provide feedback during office hours, by phone, text, emails, and by appointment if they desire.

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.

VIII. 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 School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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/>.

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 Deputy for the SSW, 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>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

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.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
Thur Jun 7	<p>Introductions of students and instructor</p> <p>Informal “fireside chat” lecture format and “coaching style” of Dr. Webb.</p>	<p>Ice Breaker participation.</p> <p>Self-assess and discuss potential anxiety or comfort with research and with public speaking.</p>	<p>Read description of www.campbellcollaboration.org and www.cochrane.org</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>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>	
Tues Jun 12	<p>Part 1: Chapters 1,2,3, & 4: An introduction to scientific inquiry in social work</p>	<p>Complete & submit to debbiwebb@aol.com Quizzes 1, 2 & 3 (not 4) within 24 hrs. AFTER CLASS.</p>	<p>Required Readings: Rubin & Babbie, Chaps. 1, 2, 3 & 4 (Part 1)</p>
Thur Jun 14	<p>Part 2: The ethical, political, and cultural context of social work research</p>	<p>Complete & submit to debbiwebb@aol.com Quizzes 4 & 5 within 24 hrs. AFTER CLASS.</p>	<p>Required Readings: Rubin & Babbie, Chaps. 5 & 6 (Part 2)</p>
Tues Jun 19	<p>Part 3: Chapters 7 & 8: Problem Formulation, and Conceptualization</p>	<p>Complete & submit to debbiwebb@aol.com Quizzes 6 & 7 within 24 hrs. AFTER CLASS.</p>	<p>Required Readings: Rubin & Babbie, Chaps. 7 & 8 (Part 3)</p>

Thur Jun 21	Part 3: Chapters 9 & 10: Measurement & Construction	Complete & submit to debbiwebb@aol.com Quizzes 8 & 9 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chaps. 9 & 10 (Part 3, cont.)
Tues Jun 26	Part 4: Designs for Evaluating Programs & Practice: Experimental (Chap. 11) & Quasi-Experimental: Designs (Chap. 12)	Complete & submit to debbiwebb@aol.com Quizzes 10 & 11 within 24 hrs. AFTER CLASS	Required Readings: Rubin & Babbie, Chaps. 11 & 12
Thur Jun 28	Part 8: Writing Research Proposals & Reports (Chapter 23), Appendices A, B, & C, and Glossary	Complete & submit to debbiwebb@aol.com Quiz 23 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chap. 23 & Appendices A, B, C, and see Glossary (Part 8).
Tues Jul 3	Part 4, cont.: Designs for Evaluating Programs & Practice, Cont.: Single-Case Evaluation Designs (Chap. 13); & Program evaluation (Chap.14)	Complete & submit to debbiwebb@aol.com Quizzes 13 & 14 within 24 hrs. AFTER CLASS.	Required Readings: Rubin & Babbie, Chaps. 13 & 14 (Part 4, cont.). Enjoy July 4th!
Thur Jul 5	Part 5: Data Collection Methods with Large Sources of Data:	Complete & submit to debbiwebb@aol.com	Required Readings: Rubin & Babbie, Chaps. 15, 16, & 17 (Part 5).

	<p>Sampling (Chap. 15), Survey Research (Chap. 16) & Analyzing Existing Data: Quantitative and Qualitative Methods (Chap. 17)</p>	<p>Quizzes 15, 16, & 17 within 24 hrs. AFTER CLASS.</p>	
<p>Tues Jul 10</p>	<p>Part 7: Analysis of Quantitative Data: Descriptive Data Analysis (Chap 21) and Inferential Data Analysis: Understanding and utilizing inferential statistical findings in group experiments and quasi-experiments.</p>	<p>Complete & submit to debbie webb@aol.com Quizzes 21 & 22 within 24 hrs. AFTER CLASS.</p>	<p>Required Readings: Rubin & Babbie, Ch. 21 & 22 (Part 7).</p>
<p>Thur Jul 12</p>	<p>One article critique with highlights on PowerPoint slides DUE to be presented to class by seven 2 to 3-student groups. Students will critique one article from the list on pages 3-4: "Required Journal Articles</p>	<p>ALL groups turn in to the instructor an e-copy of PPT slides including name and reference of research article critiqued to debbie webb@aol.com <u>on Thursday, April 5th.</u></p>	<p>One exemplary research article.</p>

	for Two Student Presentations.”		
Tues Jul 17	One article critique with highlights on PowerPoint slides DUE to be presented to class by seven 2 to 3-student groups. Students will critique one article from the list on pages 3-4: “Required Journal Articles for Two Student Presentations.”		One exemplary research article.
Thur Jul 19	Comments, victories, concerns and questions about doing Research Proposals (Class Discussion & Q & A).	DUE: Bring Good DRAFT of Research Proposal <u>in hard copy to briefly show professor & discuss last minute Q&A.</u>	
Tues Jul 24	Four 3 to 4 Person Team Research Proposal Formal Presentations, Questions & Answers. Highlights on PowerPoint slides	<u>DUE: ALL Research Proposal Highlights on PowerPoint slides & handouts submitted before class to</u>	

	& handouts given to classmates.	debbiewebb@aol.com	
Thur Jul 26	<p>Four 3 to 4 Person Team Research Proposal Formal Presentations, Questions & Answers. Highlights on PowerPoint slides & handouts given to classmates.</p> <p>Wrapping it up: Where do you stand on utilizing and conducting social research?</p>	DUE: Turn in Final Research Proposal (<u>hard copy, SINGLE sided pages</u>).	
Tues Jul 31	<p>LAST CLASS!</p> <p>Complete Class Evaluations</p> <p>COMPREHENSIVE FINAL (multiple choice, short answers, fill in the blank, matching, etc.)</p>	<p>Memorize and understand glossary research terms, and research designs: pre-experimental, quasi-experimental, and true experimental.</p>	<p>Entire Rubin & Babbie glossary and class notes; be able to draw designs.</p>

X. BIBLIOGRAPHY

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