

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

SOCIAL WORK RESEARCH METHODS

Course Number: SW313
Unique Number: SW61135
Semester: Spring, 2018
Meeting Time: T/R 2-3:30pm

Instructor's Name: Jelena Todic, MSW, PhD Candidate
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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.

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; (PB 21 and 22)
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; (PB 21, 22, 41)
3. Critically analyze research findings and be effective consumers of, and contributors to, social work research; (PB 22 and 41)
4. Illustrate how gender bias or insensitivity to diverse populations can impede effective research and inference; (PB 41)
5. Identify research methods, sampling designs, and measurement techniques which are sensitive to diverse groups, including women, people of color, persons with disabilities, and members of the LGBT community; (PB 41)
6. Discuss the usefulness of social science theory and research methods in social work practice; (PB 22)
7. Explain ethical issues in conducting and using research, as well as the role of the social work values in research and evaluation; (PB 41)

Note about Images. Images provided by Amplifier Foundation, a non-profit organization that raises the voices of grassroots movements through art and community engagement. All amplifier art is free and open source.

8. Determine feasibility, practicability, and generalizability of research findings. (PB 41)

The School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are addressed in this course. The complete EPAS can be found in your Student Handbook.

EP 2.1.6 Engage in research-informed practice and practice-informed research.

PB 21 Use practice experiences to inform scientific inquiry.

Objectives 1, 2. Assignment: Article Critique, Research Presentation, In Class Assignments.

PB 22 Use research evidence to inform practice.

Objectives 1, 2, 3, 6. Assignment: Research Paper, Article Critique, In Class Assignments.

EP 2.1.10d Evaluation

PB41 Critically analyze, monitor, and evaluate interventions.

Objectives 2, 3, 4, 5, 7, 8. Assignment: Research Paper, Exams, Article Critique, Data Analysis Assignments

TEACHING METHODS

This dynamic course demands active participation of all involved. The primary means of instruction will be interactive lectures, guest lectures, hands-on in-class and take-home exercises, and class discussions based on the assigned readings.

This class is an opportunity to experience an equitable community and, as a result, grow our confidence in knowing that such communities are achievable in the broader society. We will establish our community norms collaboratively so that all of us can reflect, dialogue, disagree, and learn in an affirming environment. While all of us will be responsible for honoring our community norms, as the course instructor I will ultimately be responsible for managing differences and conflict that arise in the course.

REQUIRED TEXTS AND MATERIALS

Flynn, C. & McDermott, F. (2016). *Doing research in social work and social care*. London, UK: SAGE Publications Ltd.

Hancock, G.R. & Mueller, R. O. (Eds.) (2010). *The reviewer's guide to quantitative methods in the social sciences*. New York, NY: Routledge.

Trainer, A.A., Graue, E., & Stapleton, L.M. (Eds.) (2013). *Reviewing qualitative research in the social sciences*. New York, NY: Routledge. (Can be accessed for free through the UT Austin Library Catalog as an electronic resource)

You can access weekly assigned materials (readings, videos, podcasts and exercises) on Canvas.

COURSE REQUIREMENTS

1. Preparation, attendance, and contribution (250 points)

Weekly mind maps (12 x 10 = 120 points): A mind map is a note-taking tool that organizes words, thoughts, ideas, tasks, activities, and more in the form of a diagram. Each week we will focus on a broad research theme. The assigned materials (readings, films, podcasts, etc.) will help us explore that theme from different perspectives. **In order to fully partake and benefit from class exercises and discussions, it is necessary to review all the assigned materials before the class on Tuesday.** Turn in an image of your mind map via Canvas by **Monday 8pm** and have access to it in class as a discussion resource.

Attendance and contribution (100 points attendance and contribution + 30 points pre-class assessment=130 points): Because this learning community is a mutual responsibility of the instructor and the students, **full participation and attendance in this course is crucial.** Be prepared to demonstrate your familiarity with major concepts and ideas from the assigned materials during class discussions and experiential learning activities. You will also help with small group discussion facilitation.

Experiential exercises and class discussions are an irreplaceable part of our learning experience. This experiential mode of learning depends on partnerships with other students and instructors, which means that we are not only responsible for our own learning process and professional development, but also for the learning process and professional development of others. **Plan to attend all classes and arrive on time.** Please notify me if you cannot attend.

2. Journal Club (7 x 10 = 70 points)

We will engage in a critical analysis of a number of journal article using qualitative and quantitative research methods. I will assign articles in advance. After reading the article, you will complete an article evaluation form, submit it via Canvas, and bring a copy of the article and the evaluation form to class to use during the group discussion.

3. Interactive activates and quizzes (IRB training 30 points + 5 quizzes x 10 = 80 points)

You will complete a series of interactive exercises and open-book quizzes throughout the semester to help you learn and apply the key research concepts we cover in the course.

3. Research proposal (250 points) and presentation (50 points)

Research proposal: Work with a group of classmates to design a research project and submit a 10-15 page proposal (excluding title page, references, and appendices). This assignment will help you deepen your understanding of the key research concepts we cover in the course through practice and application.

Presentation: Give an Ignite style presentation-- a 5 minute long presentation with 20 slides advancing automatically every 15 second-- of the Research Proposal highlights and key findings.

4. Final exam (150 points)

The final exam (50 questions) will include the key research concepts we cover throughout the semester. I will provide a study guide to help you prepare for the exam.

I will provide further guidelines on the assignments and the final exam in class.

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

CLASS POLICIES

Student Evaluation

I will grade and return assignments in a timely manner and post grades on Canvas. If you are not satisfied with the grade you receive on assignments, you are welcome to continue to revise it until you are satisfied with the grade, provided that you turn in the assignment on time. Throughout the course I will provide you with ongoing feedback. You can also request informal feedback on work in progress.

The course grades are always based upon assigned work and clear performance criteria, not the content of your personal perspectives. I invite you to listen to the perspectives of others; freely express yourself; and challenge your thinking and the thinking of others.

Late Assignments

It is important that you take control over your own learning. Turn in assignments on the date they are due. If you finish each assignment by appointed day, you will make orderly progress toward our course objectives. I provide extensive written feedback for all assignments. If you do not turn in your work on time, I will not be able to provide you with helpful feedback before you do the next assignment. Because the mind maps, quizzes, and journal club evaluations help you prepare for the class time, you will not be able to turn them in past the time I listed on the course syllabus.

Course and Instructor Evaluation

We will have a mid-semester evaluation so that I can address issues and make necessary changes. Periodically, I will also collect quick positives (+) and “even better if-s” (EBI-s) at the end of the class to make sure I have a good sense of our progress.

Writing Resources

As social workers and change agents we must have good writing skills. These skills enable us to write effective op-eds and blogs to impact public opinion; letters to representatives to impact policies; grants to foundations to implement new programs; clear case notes and issue briefs; and articles and books that contribute to the body of knowledge that leads to social change. DiNitto Center for Career Services (SSW) (schedule through Steer Your Career) and The University Writing Center (PCL 2.330) provide useful and free writing consultations. I strongly encourage you to take advantage of these resources.

Library Resources

In addition to the extensive library social work collection, we have a librarian, Carolyn Cunningham, who manages this collection and offers a wide variety of consultation services. Schedule an appointment with her to learn more about the available resources and improve your literature review skills. You can email her at: carolynlouise@austin.utexas.edu

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.


COURSE SCHEDULE

Please note that this is a learning community. As a result, I may make modifications to the syllabus during the semester to meet our learning needs or respond to the current events. I will upload the revised versions of the syllabus on Canvas. Please see Canvas for the full bibliography and references of sources listed on the course schedule.

	DATE	THEME	ASSIGNED READING	ASSIGNMENT DUE
Week 1.1	1/16	Introductions, course overview & community norms	<ul style="list-style-type: none"> ○ Syllabus 	Pre-class assessment due by Monday 1/15, 8pm
Week 1.2	1/18	Why research matters for social work?	<ul style="list-style-type: none"> ○ Watch: Grand Challenges for Social Work ○ Read: Flynn & McDermott (2016) Chapter 1, p.5-9 ○ Listen: Dubner, S.J. (2017). When helping hurts. ○ Review website: Data for Black lives (About and Conference sections) 	Complete open-book quiz on Canvas, by 1/18 2pm
Week 2.1	1/23	Research, EBP and social work ethics	<ul style="list-style-type: none"> ○ Watch: Reisch, M. (2015). Stories of research to reality: How the social sciences change the world ○ Read Gambrill (2016) ○ Read Nevo & Slonim-Evo (2011) 	Mind Map by 1/22 8pm
Week 2.2	1/25	Work with small group to begin formulating EBP question	<ul style="list-style-type: none"> ○ <i>Bring a copy of NASW Code of Ethics (2017) to both class sessions</i> 	
Week 3.1	1/30	Organization of social work research	<ul style="list-style-type: none"> ○ Read: Flynn & McDermott (2016) Chapter 1, p. 10-23 ○ Read: Flynn & McDermott (2016) Chapter 4 ○ Sign up for edX course Social Work: Research, MichiganX, SW522x (link on Canvas) and watch Module 2-Organization of Social Work Research videos: <ul style="list-style-type: none"> ○ Introduction ○ Empirical and non-empirical research ○ Scientific communication ○ Orienting social work 	Complete open-book quiz on Canvas, by 1/29 8pm Submit EBP Question Form

	DATE	THEME	ASSIGNED READING	ASSIGNMENT DUE
			research	
Week 3.2	2/1		<ul style="list-style-type: none"> ○ Guest speaker: Carolyn Cunningham, Social Work Librarian ○ Bring a laptop to class 	
Week 4.1	2/6	Frameworks underpinning research	<ul style="list-style-type: none"> ○ Read: Flynn & McDermott (2016) Chapter 2 ○ Listen: Dr. Michael Reisch, How did social work get here?: The historical narratives that shape social work research and practice (Parts I and II) 	Mind map by 2/5 8pm
Week 4.2	2/8			
Week 5.1	2/13	Research ethics	<ul style="list-style-type: none"> ○ Read: Flynn & McDermott (2016) Chapter 3 ○ Read: Frieden & Colins, 2010 ○ Read: Fischman, 2010 ○ Read: Carey, 2015 ○ Watch: TED. (2011). Ben Goldcare: Battling bad science. 	Complete UT Austin IRB Training and upload certificate by 2/13 2pm
Week 5.2	2/15			
Week 6.1	2/20	Research design	<ul style="list-style-type: none"> ○ Read: Flynn & McDermott (2016) Chapters 5 and 6 ○ Watch Social Work: Research, MichiganX, SW522x Module 3 video: <ul style="list-style-type: none"> ○ Key concepts 	Mind map by 2/19 8pm
Week 6.2	2/22			
Week 7.1	2/27	Research design: Work on Research Proposal project in class	<ul style="list-style-type: none"> ○ Read: Flynn & McDermott (2016) Toolkit 165-167 ○ <i>Bring Flynn & McDermott (2016) to class</i> 	Submit Literature review summary by 2/26 noon
Week 7.2	3/1	Qualitative methods	<ul style="list-style-type: none"> ○ Read Flynn & McDermott (2016) Chapter 7 ○ Watch: Yale University. (2015). Fundamentals of qualitative research methods (Modules 1 – 6) ○ Recommended: Read Flynn & McDermott (2016) Chapter 9 	Mind map by 3/1 9am
Week 8.1	3/6	Qualitative: Phenomenology	<ul style="list-style-type: none"> ○ Read Trainer & Graue (Eds.). (2013). Chapter 13 ○ Guest speaker: Marilyn Armour, 	Mind map by 3/5 8pm Submit Final Research Question

	DATE	THEME	ASSIGNED READING	ASSIGNMENT DUE
			Ph.D.	
Week 8.2	3/8		<ul style="list-style-type: none"> Journal Club: Slatman, Halsema & Meershoek (2016) 	Journal Club evaluation form by 3/8 2pm Submit proof of Writing Center appointment
3/12-3/17 Spring Break				
Week 9.1	3/20	Qualitative: Narrative	<ul style="list-style-type: none"> Read Trainer & Graue (Eds.). (2013). Chapter 12 Journal Club: Hudson & Mehrotra (2014) 	Mind map by 3/19 8pm Journal Club evaluation form by 3/20 2pm Schedule appointment with Jelena this week to discuss project progress as a group
Week 9.2	3/22		<ul style="list-style-type: none"> Guest Speaker: Diane McDaniel Rhodes, Ph.D. 	
Week 10.1	3/27	Qualitative: Grounded theory	<ul style="list-style-type: none"> Read Trainer & Graue (Eds.). (2013). Chapter 8 Guest speaker: Lauren Gulbas, Ph.D. 	Mind map by 3/26 8pm
Week 10.2	3/29		<ul style="list-style-type: none"> Journal Club: Kearney, Murphy, Irwin, & Rosenbaum (1995) 	Journal Club evaluation form by 3/29 2pm
Week 11.1	4/3	Qualitative: Applied thematic analysis	<ul style="list-style-type: none"> Read: Guest, MacQueen, & Namey (2012) Journal club: Verones, Pepe, Jaradah, Murannak, & Hamdouna (2017) 	Mind map by 4/2 8pm Journal Club evaluation form by 4/3 2pm

	DATE	THEME	ASSIGNED READING	ASSIGNMENT DUE
Week 11.2	4/5	Quantitative methods	<ul style="list-style-type: none"> ○ Watch: Center for Research Quality. (2015). Overview of quantitative research methods ○ Read: Flynn & McDermott. (2016). Chapter 8. 	Mind map 4/4 8pm
Week 12.1	4/10	Quantitative: Non experimental and quasi experimental research design	<ul style="list-style-type: none"> ○ Watch: Social Work: Research, MichiganX, SW522x Module 4 video: <ul style="list-style-type: none"> ○ Non and quasi-experimental methods ○ Guest lecture: Catherine Cubbin, Ph.D. 	Mind map 4/9 8pm Submit draft of Research Proposal Include both pre/post Writing Center versions by 4/10 2pm
Week 12.2	4/12	Quantitative: Logistic regression	<ul style="list-style-type: none"> ○ Watch: Statistics 101-Logistic regression, an introduction ○ Review: Hancock, Mueller, and Stapleton. (2010). Chapter 17 ○ Journal club: Zajacova, Rogers & Johnson-Lawrence, 2012 	Complete open-book quiz on Canvas, by 4/11 8pm Journal Club evaluation form by 4/12 2pm
Week 13.1	4/17	Quantitative: Multiple regression	<ul style="list-style-type: none"> ○ Watch: Statistics 101: Multiple regression, the very basics ○ Review: Hancock, Mueller, and Stapleton. (2010). Chapter 21 ○ Journal club: Waters, Boyce, Eskenazi, & Alkon (2016) 	Complete open-book quiz on Canvas, by 4/16 8pm Journal Club evaluation form by 4/17 2pm
Week 13.2	4/19	Quantitative: Experimental research design	<ul style="list-style-type: none"> ○ Watch: Research and experimentation ○ Watch: Watch Social Work: Research, MichiganX, SW522x Module 4 video: <ul style="list-style-type: none"> ○ Experiment, Systematic Review, and Meta-Analysis ○ Read: Floyd et al. (2006) 	Mind map 4/18 8pm Journal Club evaluation form by 4/19 2pm
Week 14.1	4/24		<ul style="list-style-type: none"> ○ Guest speaker: Kirk VonSternberg, Ph.D. 	
Week 14.2	4/26	Research proposals: Ignite presentations 		

	DATE	THEME	ASSIGNED READING	ASSIGNMENT DUE
Week 15.1	5/1	Mixed methods research design	<ul style="list-style-type: none"> ○ Watch: Creswell, J. (2013). What is mixed methods research? ○ Watch: SAGE. (2013). Developing mixed methods research with Dr. John W. Creswell ○ Recommended: Read Trainer & Graue (Eds.). (2013). Chapter 10 	<p>Complete open-book quiz on Canvas, by 4/30 8pm</p> <p>Submit Research proposal by 5/1 2pm</p>
Week 15.2	5/3	<p>CBPAR</p> <p>Writing and sharing your findings</p>	<ul style="list-style-type: none"> ○ Read: Flynn & McDermott. (2016). Chapter 12. ○ Read: Israel, Schulz, Parker, Becker, Allen III, & Guzman (2008) ○ Watch: Youth Participatory Action Research: A Tool to Address School Climate Issues ○ Watch: Dr. William Oswald's 3-part video on Community Based Participatory Action Research (CBPAR) ○ Review website: The People's Report 	Mind map 5/2 8pm
Final Exam 5/14 2pm				