

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

Course Number: SW 388R-2 **Instructor:** Kirk von Sternberg, Ph.D.
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Unique Number: 59175 **Campus Office:** JHH 1.228

Semester: Spring 2020 **Office Phone:** 512-232-0633
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Meeting Time/Place: Thursdays **Office Hours:** Thursdays 12:00pm-2:00pm
9:00am-12:00pm **Other times by appointment**
Room SSW

RESEARCH II

I. STANDARDIZED COURSE DESCRIPTION

This research seminar is designed to provide students with advanced knowledge in research design and quantitative methods. This course will pick up where the first doctoral research seminar (i.e., “Research I”) leaves off and will focus largely on deepening and applying concepts learned in the first seminar. A substantial proportion of class time will be devoted to student projects and the critique of scholarly work, including addressing student competence in successfully publishing quantitative studies in peer-reviewed journals. The course is designed to be concrete and to use a “hands-on” approach to gaining mastery over the technical, narrative, and strategic elements of conducting original research with quantitative data.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, the student should be able to:

1. Conduct independent research with quantitative data;
2. Conceptualize and implement quantitative research studies rooted in publicly available and nationally representative existing data files;
3. Conceptualize the process of developing research questions into publishable manuscript and, in turn, into competitive scholarly grant proposals;
4. Demonstrate in-depth understanding of the various technical and stylistic elements that are integral to publishable manuscripts written with quantitative data;
5. Write a high-quality conference abstract and effectively present research findings in the format of a national research conference;
6. Write methodologically sound research papers on important research topics;
7. Review scholarly manuscripts and effectively address reviewer critiques/comments as part of the peer review process.

III. TEACHING METHODS

This course is designed to include a variety of teaching and learning methodologies to achieve the course objectives. These methods intentionally draw on diverse pedagogical approaches to be inclusive of a variety of learning styles; activities include readings, writings, discussions, lectures, in-class activities, and self-reflection. It is hoped that much of the learning will take place in class discussions. This course will highlight diverse perspectives of thought, and encourage students to engage in new ways of thinking that may be represented by speakers, the professor, and classmates from diverse backgrounds.

IV. REQUIRED TEXTS AND MATERIALS

Required Text

Schimel, J. (2012). *Writing Science: How to write papers that get cited and proposals that get funded*. New York, NY: Oxford University Press.

Suggested Texts

Silvia, P.J. (2015). *Write it up: Practical strategies for writing and publishing journal articles*. Washington, DC: American Psychological Association.

Belcher, W. L. (2009). *Writing your journal article in twelve weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage Publications, Inc.

Readings

Additional readings from other books and journal articles will be assigned, and will be available on UT Canvas.

V. COURSE REQUIREMENTS

1. **Class Assignments (20 points):** Class assignments will be completed during class or as take home assignments. They will include assignments to determine student's mastery of concepts as well as mastery of methods of data manipulation. There will be 2 class assignments which will be worth 10 points each.
 - Data cleaning and subgroup comparisons
 - Computing target variables
2. **Reviewer Critique (15 points):** Students will be asked to provide comments and critiques regarding an original manuscript submission. It is expected that students will provide at least 8 critical questions/comments intended to improve the quality of the scholarly manuscript. Students are required to submit their reviews via email to the professor and to bring a hard/digital copy to class in order to inform the in-class discussion of the peer review process.
3. **Journal Article (Draft and Final) (40 points):** Building on the partial draft completed during Fall 2019, each student will continue to develop an empirical research article based on the existing data sources provided during *Doctoral Research Methods I*. Students will submit a complete draft and, in turn, receive formal feedback from the instructor (written as if it were submitted to a peer-reviewed journal). For the final draft, students are expected to respond to the "reviewer critiques" and submit a complete, final manuscript. The draft/final manuscript should be written as required for submission for publication in a peer-reviewed journal that is identified by the student.
4. **Mini-Conference Abstract and Poster Presentation (20 points):** Students will submit a conference abstract in keeping with the guidelines for abstracts submitted to the Society for Social Work and Research (SSWR) Annual Conference (click [here](#) for link). In turn, students will also present their

final work in a poster presentation to faculty, students, and staff of the SHSSW. This presentation is intended to mirror how a presentation would be delivered at a national conference (e.g., SSWR). The presentation must include all sections of the paper: Introduction, Methods, Results, and Discussion/Implications.

5. Class Participation (5points): Students will receive 5 points of their total grade for class attendance, class participation and professional conduct.

Competency in this class will be assessed from both your written and oral assignments.

VI. GRADES

<u>Assignment</u>	<u>Points</u>
Paper from Last Semester	--
Written Introduction	--
Class Assignments	20
Reviewer Critique	15
Journal Article Draft	20
Conference Abstract	10
Conference Presentation	10
Journal Article Final	20
Attendance/Participation	5
TOTAL	100 pts

VII. CLASS POLICIES

***Remember that as a Ph.D. student, you are ultimately responsible for your own learning and development. The professor is there to support and facilitate your learning, but you need to take the initiative for your own education.

1. Students are expected to attend class sessions and participate in an **interactive** framework with the professor. Students are expected to **complete the readings prior to class** and should be well prepared to participate in discussions. Failure to regularly attend classes and demonstrate through discussions that one has kept up with the readings will be considered in the final grade. Students are to notify the professor if they are going to be absent. Students are responsible for any material missed due to absences.
2. 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 email all required assignments on the night before the due date. Assignments turned in after the 10:00 P.M. deadline (the night before the class) will be considered late. If accepted, late assignments will be assessed point penalties at the rate of **5% each day it is late.** If students have conflicts with due dates, they should see the professor and negotiate another due date WELL in advance of the original due date. Note that the professor will send a reply email when the assignment is received; if you do not get a reply, contact the professor immediately. Email is great, but not ALWAYS reliable!
3. Student feedback is welcome. During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It

is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that the professor and students together can create an environment effective for teaching and learning.

4. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment, if they desire.
5. If students are concerned about their class performance, the professor is more than willing to work with students to help improve their course grades prior to the end of the semester. **Final grades assigned in the course are not negotiable.**

Use of Canvas in Class

In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to submit assignments, and to possibly give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff,

and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms 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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-

87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

IX. COURSE SCHEDULE

Topic	Dates	Assignments/ Readings	Due
-Introduction and Overview -Review basic Concepts	1/23		Submit Paper from Last Semester (Ungraded)
Working with Existing Data	1/30	<p><u>Class Assignment 1 – In class and take home:</u></p> <ul style="list-style-type: none"> <u>Reading</u> <p>Hoogenboom, B.J. & Manske, R.C. (2012) How to write a scientific article. <i>International Journal of Sports Physical Therapy</i> (7) 5, 512-517.</p>	Written Introduction (Ungraded)
Working with Existing Data	2/6	<p><u>Class Assignment 2</u></p> <p>Tandon, R. (2014). How to review a scientific paper</p> <p>Lucey, B. (2013). <u>Peer review: How to get it right – 10 tips.</u></p> <p>“COPE Ethical Guidelines for Peer Reviewers”</p>	Class Assignment 1
-Thinking Like a Reviewer -Submitting to Journals -The Introduction	2/13	<p><u>Review Your Peer’s Introduction</u></p> <p>Salas-Wright, C.P., Carbone, J.T*., Holzer, K.J.*, & Vaughn, M.G. (2019). Prevalence and correlates of cannabis poisoning diagnosis in a national emergency department sample. <i>Drug and Alcohol Dependence</i>, 204(1), 107564. doi: 10.1016/j.drugalcdep.2019.107564</p>	
-Collinearity and Multicollinearity	2/20	<p><u>Review article provided by Instructor: Profiles of Behavior Change Constructs</u></p> <p>Osborne, J.W. (2006). Bringing balance and technical accuracy to reporting odds ratios and the results of logistic regression analyses. <i>Practical Assessment Research & Evaluation</i>, 11(7).</p>	<p>In class: Respond to Peer/Instructor Reviews</p> <p>Class Assignment 2</p>
Topic	Dates	Assignments/ Readings	Due

-Storytelling -Relative Risk and Odds Ratio	2/27	American Psychological Association. (2009). Manuscript structure and content. In <i>Publication manual of the American Psychological Association</i> (pp. 21-59). Washington, DC: APA. Manly, J. (2006). Deconstructing Race and Ethnicity <i>Implications for Measurement of Health Outcomes, Medical Care</i> , 44 (11) S3, S10-S16	Draft Methods section (ungraded)
-The Method -Understanding our biases in research	3/5	<u>Method section with Instructor review</u> Chui, W., Safer, D.L., Bryson, S.W., Agras, W.S., Wilson, G.T. (2007). A comparison of ethnic groups in the treatment of bulimia nervosa. <i>Eating Behaviors</i> 8, 485-491. Rajabium, S. et.al (2018). The Influence of Housing Status on the HIV Continuum of Care: Results From a Multisite Study of Patient Navigation Models to Build a Medical Home for People Living With HIV Experiencing Homelessness	Review of Profiles of Behavior Change Constructs
-The Results -Effect Size	3/12	Silvia, P.J. (2015). Writing the results. In <i>Write it up: Practical strategies for writing and publishing journal articles</i> (pp. 123-136). Washington, DC: American Psychological Association Schimel, J. (2012). Action. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 67-82). New York, NY: Oxford University Press.	--
	3/19	Spring Break	
-The Aesthetics of Presenting Data -Hypothesis Testing and More	3/26	<u>Journal Article Draft</u> Leland Wilkinson and Task Force on Statistical Inference. APA Board of Scientific Affairs. (1999). Statistical Methods in Psychology Journals: Guidelines and Explanations. <i>American Psychologist</i> (54)8, 594–604 American Psychological Association. (2009). Displaying results. In <i>Publication manual of the American Psychological Association</i> (pp. 125-168).	--
Topic	Dates	Assignments/ Readings	Due

-The Discussion -Data Imputation	4/2	Schimel, J. (2012). The resolution [Ch 9] AND Dealing with limitations [Ch 18]. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 83-94 and 180-188). New York, NY: Oxford University Press.	Journal Article Draft
-Titles, Highlights, Cover Letter, Op-Eds and Press Releases	4/9	Schimel, J. (2012). Writing for the public. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 195-203). New York, NY: Oxford University Press. SSWR abstract directions/requirements	
-Beyond Papers (Think Funding) -CFA and SEM	4/16	<u>Conference Abstract</u> Robertson, Russell, & Morrison (2019) <i>The grant application writer's workbook: National Institutes of Health version</i> (pp. _____)	
Mini-Grant Workshop	4/23	<u>Poster Draft</u>	Conference Abstract
Bayesian Statistics	4/30	<u>Final Paper</u>	Poster Draft
Wrap Up (Get a Life)	5/7	Schimel, J. (2012). Resolution. In <i>Writing Science: How to write papers that get cited and proposals that get funded</i> (pp. 204-206). New York, NY: Oxford University Press.	Final Paper

Bibliography:

American Psychological Association. (2009). Manuscript structure and content. In *Publication manual of the American Psychological Association* (pp. 21-59). Washington, DC: APA.

American Psychological Association. (2009). Displaying results. In *Publication manual of the American Psychological Association* (pp. 125-168).

Belcher, W. L. (2009). *Writing your journal article in twelve weeks: A guide to academic publishing success*. Thousand Oaks, CA: Sage Publications, Inc.

Chui, W., Safer, D.L., Bryson, S.W., Agras, W.S., Wilson, G.T. (2007). A comparison of ethnic groups in the treatment of bulimia nervosa. *Eating Behaviors* 8, 485-491.

Hoogenboom, B.J. & Manske, R.C. (2012) How to write a scientific article. *International Journal of Sports Physical Therapy* (7) 5, 512-517.

Leland Wilkinson and Task Force on Statistical Inference. APA Board of Scientific Affairs. (1999). Statistical Methods in Psychology Journals: Guidelines and Explanations. *American Psychologist* (54)8, 594–604

Manly, J. (2006). Deconstructing Race and Ethnicity *Implications for Measurement of Health Outcomes, Medical Care*, 44 (11) S3, S10-S16

Rajabium, S. et.al (2018). The Influence of Housing Status on the HIV Continuum of Care: Results From a Multisite Study of Patient Navigation Models to Build a Medical Home for People Living With HIV Experiencing Homelessness

Robertson, Russell, & Morrison (2019) *The grant application writer's workbook: National Institutes of Health version* (pp. _____)

Schimmel, J. (2012). *Writing Science: How to write papers that get cited and proposals that get funded*. New York, NY: Oxford University Press.

Silvia, P.J. (2015). *Write it up: Practical strategies for writing and publishing journal articles*. Washington, DC: American Psychological Association.

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