

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

Course Number:	SW 395K	Instructor:	Sandy Magaña
Unique Number:	61434	Email:	smagana@austin.utexas.edu
Semester:	Spring 2021	Office:	3.130H
Meeting Time/Place:	Thursdays 9:00am – 12:00pm Zoom online	Office Phone:	512-232-9216
		Office Hours:	Thursdays 1:00pm – 2:30pm Other time by appointment

Research Methods in Minoritized Populations

I. STANDARDIZED COURSE DESCRIPTION

This research seminar is designed to introduce scholarly discourse with respect to social science research methods that includes race/ethnicity and other minoritized identities as variables, or that is conducted in and with minoritized communities. The course is structured to address five key areas: 1) social science research on minoritized populations in historical context; 2) theoretical and conceptual frameworks when studying minoritized populations; 3) researcher identity and reflexivity; 4) validity and cultural relevance of measures and data collection tools; and 5) how stages of research may vary in research with minoritized populations with an emphasis on data collection, analysis, interpretation and publication of qualitative and quantitative research.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Describe how social science research has considered race, ethnicity and other minoritized identities historically
2. Conceptualize research questions and theoretical frameworks that challenge inequities
3. Select appropriate methods to answer research questions that challenge inequities or aim to reduce them
4. Evaluate cultural appropriateness of measures and understand issues of cross-cultural validation
5. Conduct and/or propose independent research that examines questions aimed at understanding minoritized populations, identifying health disparities, or reducing inequalities
6. Demonstrate in-depth understanding of the various technical and stylistic elements that are integral to publishable manuscripts and consider the impact they may have on minoritized groups
7. Effectively critique scholarly articles that include race, ethnicity, or other minoritized identities as variables
8. Write a high-quality conference abstract on topics of minoritized populations and effectively present research findings in the format of a national research conference.

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. The course will be 100% online this semester.

IV. REQUIRED TEXT AND MATERIALS

Required Text

Stanfield II, J. (2016). *Rethinking Race and Ethnicity in Research Methods*, New York, NY. Routledge Taylor and Francis Group.

Tukufu, Z. (2001). *Thicker than Blood: How Racial Statistics Lie*. Minneapolis, MN. University of Minnesota Press.

Readings

Additional required readings from journal articles and other books will be listed in the course schedule and available on UT Canvas.

V. COURSE REQUIREMENTS

1. In-Class Activities (10 points): Student will be given an opportunity to work on their data sets to get them ready for analysis. We will use the last hour of each of 2 class sessions (January 28 and February 4) to work on creating your data set and computing target variables, problem-solving as a team. Students will finish tasks not completed in class from home and seek consultation if needed. Students will submit a 1-page description describing their final data set and a table of variables to be used in analysis including variable name, value, label, and measurement (e.g., scale, nominal, etc.) **These are due February 4.**
2. Revised Manuscript Intro/Methods (15 points) Students will take into consideration issues of race/ethnicity as an intersectional issue in their paper topic. Students will turn in a revised version of the paper they submitted to Research I, using track changes to indicate proposed changes. Revisions should include the intro section and may include the methods section. Include a brief one-page cover indicating how your thinking/ conceptualization has changed, and/or justify why your original approach accounted adequately for race/ethnicity. **Due February 18.**
3. Reviewer Critique (15 points): Students will be asked to find a peer-reviewed manuscript of empirical research that uses race/ethnicity in some way (preferably inadequately) and provide comments and critiques regarding the use of race/ethnicity in the article. Students can also provide critical questions/comments intended to improve the quality of the scholarly manuscript in general. Students are required to upload their reviews to canvas and to bring a hard/digital copy to class to inform the in-class discussion of the peer review process. **Due March 11**
4. Manuscript (Draft and Final) (35 points): Building on the partial draft completed during

Fall 2020 (and revised in assignment 2), each student will continue to develop an empirical research manuscript 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. **First draft is due April 8 and worth 15 points and final draft is due May 6 and worth 20 points.**

4. **SSWR Abstract and Class 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. In turn, students will also present their final work in a zoom presentation the last day of class. Faculty, students, and staff of the SHSSW will be invited to attend. 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. **Abstract due April 29 or by SSWR deadline if sooner.**

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

Summary of assignments and Points:

Assignments	Points
In class assignments	10
Revised manuscript draft for race/ethnicity	15
Reviewer critique	15
Manuscript full draft	15
Manuscript revised/final version	20
Abstract submission and presentation	20
Class Participation	<u>5</u>
Total	100

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. COURSE SCHEDULE

Week	Topic	Assignments Due
1 January 21	<p>Review Course and syllabus; Epistemological issues- assumptions society and researchers make about race/ethnicity and other social constructions.</p> <p>Readings: -Tufuku, Part I -Moses, Y. (2017). Why do we keep using the word “Caucasian?” Sapiens Anthropology Magazine. -Mochkofsky, G. (2020). Who are you calling Latinx? The New Yorker.</p>	
2 January 28	<p>History of research in minoritized communities-Explore the history and progression of research in the 20th century to present, issues of racism and colonization, deficit models, research that omits racial/ethnic diversity</p> <p>Readings: -Tufuku, Part II -Hanna et. al., (2020). Towards a Critical Race Methodology in Algorithmic Fairness, <i>In Conference on Fairness, Accountability, and Transparency (FAT*’20), January 27-30, 2020. Barcelona, Spain, ACM, New York, NY, USA.</i></p>	In-class lab on preparing data set
3 February 4	<p>Conceptualizing and designing the study, theoretical frameworks- Do mainstream theories reinforce racism? Use of mainstream versus culturally specific conceptual frameworks, explore critical race and other theories, how do we incorporate important contextual variables.</p> <p>Readings: -Stanfield, Chapter 7 -Daftary, A. (2018). Critical race theory: An effective framework for social work research. <i>Journal of Ethnic & Cultural Diversity in Social Work, 29</i>, 439-454. -Boleg, L., (2012). The problem with the phrase <i>women and minorities</i>: Intersectionality- an important theoretical framework for public health. <i>American Journal of Public Health, 102</i>, 1267-1273. -Kilbourne, A. et al. (2006). Advancing health disparities research within the health care system; A conceptual framework. <i>American Journal of Public Health, 96</i>, 2113-2121.</p>	In-class lab on computing target variables
4 February 11	<p>Methods used in research about minoritized populations- What questions can be answered by mixed methods, participatory action research (PAR), comparative studies, quantitative methods? How can we include participants voices across methodological approaches? Dr. Carmen Valdez to lecture.</p>	Turn in assignment 1 description and table

	<p>Readings:</p> <p>-Stanfield, Chapters 1 & 6</p> <p>-Liddiard, K. et al. (2019). “I was excited by the idea of a project that focuses on those unasked questions” Co-producing disability research with disabled young people. <i>Children & Society</i>, 33, 154-167.</p> <p>Valdez et al. (2018). A community-responsive adaptation to reach and engage Latino families affected by maternal depression. <i>Family Process</i>, 57, 539-556.</p>	
5 February 18	<p>Researcher as Insider or Outsider- taking account the self in quantitative and qualitative research</p> <p>Readings:</p> <p>-Stanfield, Chapters 4 & 5</p> <p>-Bernal, D., Perez Huber, L., & Malagon, M. (2018). Bridging theories to name and claim critical race feminista methodology, in J. DecCuir-Gunby, T. Chapman, & P. Schutz (Eds.) <i>Understanding Critical Race Research Methods and Methodologies</i>. New York, NY: Routledge.</p> <p>-Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. <i>Social Work Education</i>, 31, 866-879.</p>	Revision of manuscript intro/background due
6 February 25	<p>Measurement and instrumentation: equivalence across culture and language including validity and reliability of measures for specific groups, and statistical techniques that may be used. Dr. Yessenia Castro will lecture.</p> <p>Readings:</p> <p>Ahmed, A. et al. (2019). Cross-cultural validation of the 5-factor structure of negative symptoms on schizophrenia. <i>Schizophrenia Bulletin</i>, 45, 305-315.</p> <p>-Long, A., Gordillo, M., Orsmond, G. (2020). Improving the validity and generalizability of adult autism research through incorporating family and cultural contexts. <i>Autism in Adulthood</i>, 2, 177-184.</p> <p>-Vanegas, S., Magaña, S., Morales, M., & McNamara, E. (2016). Clinical validity of the ADI-R in a US-based Latino population. <i>Journal of Autism and Developmental Disorders</i>, 46, 1623-1635.</p>	
7 March 4	<p>Recruitment in minoritized communities- How should recruitment methods vary across groups, working with gatekeepers, use of internet versus more personal methods, ethical issues related to recruitment</p> <p>Readings:</p> <p>-Burlew, K. et al (2011). Conducting research with racial/ethnic minorities: Methodological lessons from the NIDA Clinical Trials Network. <i>American Journal of Drug & Alcohol Abuse</i>, 37, 324-332.</p>	

	<p>Knight, G. et al. <i>Studying Ethnic Minority and Economically Disadvantaged Populations: Methodological Challenges and Best Practices</i>. Washington, DC: American Psychological Association. Chapter 2</p>	
8 March 11	<p>Data collection in quantitative research- survey and semi-structured interviews, remote or in-person, explore whether interview procedures and protocols vary across groups</p> <p>Readings:</p> <p>-De La Rosa, M. et al. (2011). Challenges and strategies in recruiting, interviewing, and retaining recent Latino immigrants in substance abuse and HIV epidemiologic studies. <i>The American Journal on Addictions, 21</i>, 11-22.</p> <p>-Magaña, S. (2000). Mental retardation research methods in Latino communities. <i>Mental Retardation, 38</i>, 303-315.</p>	Article critique due
Spring Break		
9 March 25	<p>Analyzing quantitative data- from research questions to interpretation: what are considerations for minoritized populations using national or existing data sets and survey data? Kirk Von Sternberg will guest lecture on hypothesis testing/p-values/effect sizes.</p> <p>Readings:</p> <p>-Tofuku, Part III</p> <p>-Garcia, N., Lopez, N. & Velez, V. (2018). QuantCrit: Rectifying quantitative methods towards critical race theory. <i>Race Ethnicity and Education 21</i>, 149-157.</p> <p>-Castro Y. (2016). Determinants of smoking and cessation among Latinos: challenges and implications for research. <i>Social And Personality Psychology Compass, 10</i>, 390-404.</p>	
10 April 1	<p>Analyzing quantitative data 2- what do collinearity and multicollinearity have to do with race? Relative risk and odds ratios and health disparities research. Kirk Von Sternberg will guest lecture on missing data/data imputation, SEM and Bayesian Stats.</p> <p>Readings:</p> <p>-Standfield, Chapter 10</p> <p>-Castro Y, Bares CB, *Castillo B, & *Kennedy A (2018). Sociodemographics, but not acculturation proxies, account for differences in lifetime cessation between white and Hispanic smokers. <i>Ethnicity and Disease, 28</i>(3), 145-152. 10.18865/ed.28.3.145</p>	
11 April 8	<p>Qualitative data collection- in-depth interviews, participant observations, ethnography, the iterative nature of the qualitative process, how bias can seep into qualitative research.</p> <p>Readings:</p> <p>-Standfield, Chapter 11</p>	Manuscript draft due

	- Lloyd, V., Gatherer, A., & Kalsy, S. (2006). Conducting qualitative interview research with people with expressive language difficulties. <i>Qualitative Health Research</i> 16(10), 1386-1404.	
12 April 15	Analyzing qualitative research- maintaining rigor, finalizing analysis, incorporating voices of minoritized participants, writing up qualitative reports Readings: -Morgan, E. (in press). Narratives of single, Black mothers using cultural capital to access autism interventions in schools. <i>British Journal of Sociology of Education</i> .	
13 April 22	Intervention research- how to develop culturally tailored interventions or culturally adapt existing ones, explore study design, analysis and writing up results. Dr. Ruben Parra-Cardona will guest lecture. Readings: - Booth, C., & Lazear, K. (2015). Cultural Adaptation. Cultural & Linguistic Competence (CLC) Hub of the Technical Assistance Network for Children’s Behavioral Health (TA Network). -Kuhn J. et al., (2020). The cultural adaption of a transition program for Latino families of youth with autism spectrum disorder. <i>Family Process</i> , 59, 477-491. - Parra-Cardona et al., (2020). Parenting in the midst of adversity: Tailoring a culturally adapted parent training intervention according to the parenting experiences of Mexican-origin caregivers. <i>Family Process</i> .	
14 April 29	Disseminating, publishing, sharing findings- consider various audiences and corresponding products (e.g., researchers, funders, policy makers, minoritized groups you are studying, practitioners, etc). Readings: - Mallett, R., Runswich-Cole, K., & Collingbourne, T. (2007). Guide for accessible research dissemination: presenting research for everyone. <i>Disability and Society</i> , 22(2), 205-207.	Abstract Due
15 May 6	Poster Presentations- sharing your work	Manuscript revision due

VIII. 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.

IX. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

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/>.

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: <https://deanofstudents.utexas.edu/conduct/academicintegrity.php>.

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.

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 <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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.

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 <https://safety.utexas.edu/behavior-concerns-advice-line>.

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.

X. BIBLIOGRAPHY

Ahmed, A. et al. (2019). Cross-cultural validation of the 5-factor structure of negative symptoms on schizophrenia. *Schizophrenia Bulletin*, 45, 305-315.

Booth, C., & Lazear, K. (2015). Cultural Adaptation. Cultural & Linguistic Competence (CLC) Hub of the Technical Assistance Network for Children's Behavioral Health (TA Network).

Parra-Cardona et al., (2020). Parenting in the midst of adversity: Tailoring a culturally adapted parent training intervention according to the parenting experiences of Mexican-origin caregivers. *Family Process*.

Castro Y. (2016). Determinants of smoking and cessation among Latinos: challenges and implications for research. *Social And Personality Psychology Compass*, 10, 390-404.

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Knight, G. et al. *Studying Ethnic Minority and Economically Disadvantaged Populations: Methodological Challenges and Best Practices*. Washington, DC: American Psychological Association. Chapter 2

Kuhn J. et al., (2020). The cultural adaption of a transition program for Latino families of youth with autism spectrum disorder. *Family Process*, 59, 477-491.

Liddiard, K. et al. (2019). "I was excited by the idea of a project that focuses on those unasked questions" Co-producing disability research with disabled young people. *Children & Society*, 33, 154-167.

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Magaña, S. (2000). Mental retardation research methods in Latino communities. *Mental Retardation*, 38, 303-315.

Mallett, R., Runswich-Cole, K., & Collingbourne, T. (2007). Guide for accessible research dissemination: presenting research for everyone. *Disability and Society*, 22, 205-207.

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