

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

<b>Course Number:</b>	SW 313	<b>Instructor:</b>	John Moore (he/him)
<b>Unique Number:</b>	61360	<b>Email:</b>	johnmoore@utexas.edu
<b>Semester:</b>	Fall 2021	<b>Office:</b>	TBD
<b>Meeting Time/Place:</b>	Tuesdays and Thursdays 10:00AM – 11:30AM SSW 1.212	<b>Office Hours:</b>	Tuesdays, 9:30AM – 10:30AM Or by appointment

**SOCIAL WORK RESEARCH METHODS**

**I. 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.

Course credit or concurrent registration for SW318 or any approved SW318 substitution is a prerequisite for this course.

**II. 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.
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.
3. Critically analyze research findings and be effective consumers of, and contributors to, social work research.
4. Illustrate how gender bias or insensitivity to diverse populations can impede effective research and inference.
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.
6. Discuss the usefulness of social science theory and research methods in social work practice.

7. Explain ethical issues in conducting and using research, as well as the role of the social work values in research and evaluation.
8. Determine feasibility, practicability, and generalizability of research findings.

### **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**

The primary methods of instruction consist of interactive lectures, group discussions, and class readings. Students are expected to participate in in-class activities and complete assigned readings and assignments. Students are encouraged to meet with the course instructor to review course progress and discuss course-related material. The course instructor has designated office hours to meet with students, and appointments outside of these office hours may also be scheduled. The course instructor is very responsive to emails, and course-related communications will primarily be delivered by email and via Canvas.

#### **Teaching Statement**

As a social work educator, I am committed to furthering the ability of students to promote social justice, combat systemic oppression, and work with individuals, organizations, and communities across a variety of modalities. This framework is the foundation of my teaching philosophy, which is to cultivate student development through the meaningful delivery of pedagogical content. I make it a priority to connect pedagogical content to the personal and professional interests of students. The social work profession offers an expansive spectrum of professional trajectories that include, but are not limited to, clinical practice, organizational practice, research practice, and policy practice. As such, I intend to deliver course content in a manner that is applicable to a wide range of social work professional trajectories. Cultivating an inclusive and dynamic classroom environment is critical to the dissemination of meaningful course content, and I will confer with students regarding their perspectives on the course content and classroom environment.

### **IV. REQUIRED TEXT AND MATERIALS**

#### **Required Text:**

Engel, R. J., & Schutt, R. K. (2017). *The Practice of Research in Social Work* (4th Edition). Sage Publications. ISBN-10: 1506304265 | ISBN-13: 978-1506304267 [ES]

**Suggested Text:**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

Additional materials will be posted to Canvas during the semester. Students are responsible for checking the Canvas course site regularly to access and download supplementary materials.

**V. COURSE REQUIREMENTS**

Course grades will be determined based on the research proposal project, mid-term examination, individual writing assignment, survey design assignment, journal club, and class participation.

**1. Individual Writing Assignment**

The purpose of this assignment is for students to examine and consider how research applies to their future social work practice. Students will author a double-spaced, 12-point font essay that is **around three pages in length**. The essay should include content that addresses the following topics:

- What life and work experiences influenced your decision to pursue a career in social work?
- What populations are you interested in working with?
- What are your professional goals (e.g., what type of practice do you want to engage in, how do you aim to promote social justice, what populations are you interested in working with?)
- Why do social workers need to conduct research and/or consume research?
- How do you think research can inform your social work practice?
- What about research is exciting or interesting to you?
- What do you hope to gain from this course?

Note that the above are general topics meant to provide ideas of content for the essay. It is expected that the length of content will vary for each topic, and students are encouraged to provide more content on topics that are the most relevant for them personally. Additionally, students may provide content that is not directly listed in the above topics so long as it is relevant.

**2. Journal Club**

The purpose of this assignment is to develop and hone the ability of students to examine, synthesize, and critically appraise research articles. Groups of three students will lead a 5–10-minute presentation regarding a journal article that is relevant to social work research (or another social sciences discipline). The instructor will assign students to groups at the beginning of the semester. Students will identify and critically assess an academic journal article. Students will develop a one-page handout for the class that outlines key information obtained from the article. Typically, journal articles are organized in the following sections: Introduction/Background, Methods, Results, and Discussion. Students are encouraged to organize their handout sections accordingly. Additionally, students will draft a conclusion summary (no more than four sentences/bullet points) that articulates the importance of the findings and an overall assessment/critique of the study. Students must select their article one-week prior to their presentation, and all students are asked to read the selected article prior to class. The instructor will post the article on Canvas when the article is selected by the presenting students. The instructor can assist students in selecting a journal article as needed. Remember, it is the duty of researchers

to present their work in a clear and succinct manner for readers. Students are encouraged to highlight strengths/limitations of the content in their selected article.

### **3. Research Proposal Topic Statement**

- State the purpose of your research proposal and how your research proposal is relevant to social work practice.
- Draft a testable research question(s).
- This assignment should be no longer than 1-2 paragraphs.

### **4. In-Class Survey Design Assignment**

During a class session, students will develop a brief self-administered questionnaire (approximately 10-20 items) that tests a social work research question. Students will need to specify the research question(s) that the survey is intended to answer. The survey should be designed specifically for the stated research question and target population. Consider guidelines on item ordering, format, and other considerations for survey development discussed in the course textbook. In the next class session, students will be paired up to fill out/review a questionnaire developed by another student/group. Students will critique the questionnaire and give the author of the survey constructive feedback and vice versa. The instructor will provide guidance on this assignment during the lab session. This assignment is designed to facilitate understanding of the measurement process in social sciences research.

### **5. Mid-Term**

There will be one written exam in this course consisting of multiple choice, true/false, and short answer questions. This mid-term test will be delivered either in-person or via Canvas. The exam will be open-book and open note. Exam material will consist of all content covered in class from Week 1 to Week 7. A mid-term review session will take place during the class prior to taking the exam.

### **6. Research Proposal (20 points), and Research Proposal Class Presentation (5 points)**

#### Research Proposal:

Submit a 10-15 page paper (excluding title page, references, and appendices) of your Research Proposal. The Research Proposal is designed to help you deepen your understanding of the key research concepts covered in the course through practice and application.

- Formulate an answerable research question that will contribute to an evidence based social work practice;
- Literature review (in peer-reviewed journals) of the chosen problem and critical appraisal of the efficacy and effectiveness of the evidence-based practice/service/intervention;
- Research design (quasi-experimental or experimental design; description of the procedures of implementing evidence-based practice/service/intervention; sample inclusion/exclusion criteria, planned methods of subject identification, screening, recruitment, and retention; fidelity monitoring method;
- Design and methods of data collection;
- Anticipated findings and their implication for social work practice, programs, and/or policies;
- Anticipated limitations of the study with respect to its research; and
- Identify gaps in the literature and suggest areas for additional research.

### Research Proposal Presentation:

Students will give a ten-minute presentation (5-10 slides) of the highlights and key findings (as listed above) of the Research Proposal.

**Note:** Please see the course schedule for when drafts of these sections are due. Drafts will not be graded. Submitting preliminary drafts of individual sections is for the instructor to provide feedback on each section that can be incorporated into the Final Proposal.

### Final Research Proposal Paper Formatting

The final version of the proposal should be organized as follows:

#### **Problem Statement and Specific Aims (1 page)**

- Provide a clear overview of the problem you are proposing to study and the overall purpose of the research proposal.
- This content should signify the importance of the problem and its relevance to social work practice.
- Then, state the research question(s) and the specific aims of the research proposal. The specific aims should directly tie into the research question(s) and purpose of the proposal.
- Specific points of emphasis in this section may include:
  - a. State the problem to be studied.
  - b. Describe what population will be involved in this study.
  - c. State the purpose of the study? What do you hope to find out?
  - d. Provide a concise statement of the research question.
  - e. Explain the rationale for why this is an important issue to study.
  - f. State the type of study you are proposing.
  - g. Provide concise statement of the aims.

#### **Background and Significance (3-5 pages)**

- A brief review of relevant literature related to the etiology of the problem and its effects on the target population.
- Current state of evidence regarding interventions designed to address the problem.
- Identify the gaps in the existing evidence-base and how the research proposal addresses these gaps.
  - For instance, it may be that there few or no interventions designed for a particular problem. Perhaps there are existing interventions that have been shown to be effective but have yet to be adapted and/or tested among vulnerable populations.
- **Explicitly state the significance of your research proposal and how it will advance scientific knowledge and clinical practice.** Describe the effect of these studies on the concepts, methods, technologies, treatments, services or preventative interventions that drive this field. Specific points of emphasis in this section may include:
  - a. Perform a review of peer-reviewed articles and book chapters for your literature review.
  - b. Use current literature.
  - c. Only include literature that is relevant to your research question.
  - d. Synthesize the literature as it relates to issues or subtopics in your proposed project.

e. Group your references together when they point to a common issue you are discussing.

### **Methods (4-7 pages)**

- This section should describe how the research proposal will be implemented. Develop and describe the study design you outlined in your Specific Aims.
- The methodology for the study should be rigorous and incorporate key concepts covered in the course.
- The methodology of the study should be written concisely so that readers would be able to replicate and conduct the study themselves from the information presented in this section.
  
- Specific subsections of this section may include:
  - a. State and describe the research design and setting of the study.
  - b. Description of the procedures of implementing evidence-based practice/service/intervention.
  - c. Sample inclusion/exclusion criteria, planned methods of subject identification, screening, recruitment, and retention; fidelity monitoring method.
  - d. Data collection methods.
  - e. Measures.
  - f. Analytic plan.

### **Anticipated Findings, Limitations, and Implications (1-2 pages)**

- a. Discuss any anticipated findings of the study.
- b. What are the limitations of the study? Students should consider and report any limitations related to sampling, measurement, internal/external validity, replication, ethical issues, etc.
- c. Succinctly articulate the implications of your anticipated findings regarding the target population and social work practice, policy, and research.

## **7. Participation**

Punctuality and timeliness are important for social work practitioners. Students are expected to attend class sessions and participate in an interactive framework between students and the instructor. Students are expected to complete the readings prior to class and should be prepared to engage in class discussions. Failure to regularly attend classes and demonstrate through discussions that one has read the readings will be considered in assigning the final participation grade. Class attendance is expected. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency. Students are responsible for course materials missed due to absences. The course participation grade will be given based on a student's level of classroom engagement (e.g., participating in class discussions and assignments), attendance, and overall professionalism exhibited while taking the course.

<b>Assignment</b>	<b>Points</b>
Journal Club	10
Individual Writing Assignment	10
Measurement Assignment	10
Mid-Term	25
Final Research Proposal	25
Final Research Proposal Presentation	10

Participation	10
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**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**

1. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are consistent with social work values. The instructor will comply with university guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Students will help create and support a learning environment that does not interfere with the learning of fellow students. When students voice an opinion with which you do not agree, feel free to voice opinions in a constructive manner.
2. Students are expected to attend class sessions and actively participate in the classroom setting. Students are also expected to complete readings and preparatory assignments prior to class.
3. Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the specified due date. Students will lose points for assignments turned in late. If the due date is a problem, then the student should contact the instructor to discuss another due date at least 48 hours **prior** to the date specified in the course syllabus.
4. The Publication Manual of the American Psychological Association Seventh Edition (APA) is the style manual to be used by all students. The manual is available at the library or for purchase at the University Co-op.
5. The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism.
6. Students may use laptops and handheld computers in class for class-related purposes only. Engaging in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional. Incidents of electronic device usage other than for class related purposes may result in reductions of your participation grade.

7. Student feedback on the course and their individual progress is welcome. Students may provide feedback through office hour meetings and/or email or phone correspondence.
8. To ensure achievement for course objectives, the instructor reserves the right to make modifications to any part of this syllabus related to schedule and assignment due dates. Should any modifications be made, students will be notified in class and modifications will be posted to Canvas. Students should check their email frequently. Note that some of the links to documents and videos on the Internet may change. Documents, new links, or alternate options will be provided.

## **VIII. 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: <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.

**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>.

**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 campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** 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 and COVID-19 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>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin

community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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

Week	Dates	Topic	Assignment Due	Readings
1	Thursday 8/26	Introduction, Syllabus Overview, and Course Expectations		Syllabus
2	Tuesday 8/30  Thursday 9/3	Research and Social Work Practice  Theory and Social Work Research: Critical Race Theory Ecosystems Theory		<b>Engel &amp; Schutt, Chapter 1: Science, Society, and Social Work Research</b>  <b>Engel &amp; Schutt, Chapter 2: The Process of Social Work Research (pg. 99-106)</b>  Kolivoski et al. (2014). Critical Race Theory: Opportunities for Application in Social Work Practice and Policy  Friedman, B. D., & Allen, K. N. (2011). Systems Theory.
3	Tuesday 9/7	Evidence-Based Practice and Formulating a Research Question		<b>Engel &amp; Schutt, Chapter 2: The Process of Social Work Research</b>

	Thursday 9/9	Group Project Lab: Developing a Research Question and Identifying a Target Population	<i>Individual Writing Assignment Due</i>	<b>Engel &amp; Schutt, Chapter 3: Ethical and Scientific Guidelines for Social Work Research</b>
4	Tuesday 9/14	Ethics in Social Sciences Research		<b>Engel &amp; Schutt, Chapter 3: Ethical and Scientific Guidelines for Social Work Research</b>
	Thursday 9/16	Literature Review: Process Overview and Strategies Workshop		
5	Tuesday 9/21	Measurement Concepts and Cultural Considerations		<b>Engel &amp; Schutt, Chapter 4: Measurement</b>
	Thursday 9/23	Designing a Measurement Survey: In-class Lab		<b>Engel &amp; Schutt, Chapter 9: Survey Research</b>
6	Tuesday 9/28	Sampling		<b>Engel &amp; Schutt, Chapter 5: Sampling</b>
	Thursday 9/30	Research Design: An Overview of Quantitative, Qualitative, and Mixed Methods Research	<i>Research Proposal Topic Statement</i>	<b>Engel &amp; Schutt, Chapter 6: Causation and Research Design</b>

7	Tuesday 10/5	Research Design continued		<b>Engel &amp; Schutt, Chapter 6: Causation and Research Design</b>
	Thursday 10/7	Experimental Designs		<b>Engel &amp; Schutt, Chapter 7: Group Experimental Designs</b>
8	Tuesday 10/12	Quasi-Experimental Designs		<b>Engel &amp; Schutt, Chapter 7: Group Experimental Designs</b>
	Thursday 10/14	Mid-Term Review		
9	Tuesday 10/19		<b><i>Mid-Term Examination</i></b>	
	Thursday 10/21	Single-Subject Design		<b>Engel &amp; Schutt, Chapter 8: Single Subject Designs</b>
10	Tuesday 10/26	Journal Club and Group Work for Project		
	Thursday 10/28	Qualitative Methods		<b>Engel &amp; Schutt, Chapter 10: Qualitative Methods</b>
11	Tuesday 11/2	Qualitative Data Analysis		<b>Engel &amp; Schutt, Chapter 11: Qualitative Data Analysis</b>
	Thursday 11/4	Journal Club and Group Work for Project		

12	Tuesday 11/9	Quantitative Data Analysis	<i>Significant Aims and Background and Significance Section Drafts Due</i>	<b>Engel &amp; Schutt, Chapter 14: Quantitative Data Analysis</b>
	Thursday 11/11	Secondary Data Analysis & Mixed Methods  Journal Club		<b>Engel &amp; Schutt, Chapter 12: Secondary Data Analysis and Mixed Methods</b>  Moore et al. (2021). Associations of cannabis use frequency and cannabis use disorder with receiving a substance use screen and healthcare professional discussion of substance use.
13	Tuesday 11/16	Journal Club and Group Work for Project		<b>Engel &amp; Schutt, Chapter 13: Evaluation Research</b>
	Thursday 11/18	Evaluation Research		
14	Tuesday 11/23	Reporting Research: How to Disseminate Findings Clearly and Through a Strengths-Based Lens  Journal Club	<i>Methods Section Draft Due</i>	<b>Engel &amp; Schutt, Chapter 15: Reporting Research</b>
	Thursday 11/25	<b>NO CLASS</b>		
15	Tuesday 11/30	Project Presentation Day	<i>Final Proposal Due</i>	
	Thursday 12/2	Project Presentation Day and Course		

		Wrap Up Celebration		
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## X. BIBLIOGRAPHY

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC.

Engel, R. J., & Schutt, R. K. (2017). *The Practice of Research in Social Work* (4th Edition). Sage Publications.

Friedman, B. D., & Allen, K. N. (2011). Systems theory. *Theory & Practice in Clinical Social Work*, 2(3), 3-20.

Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policy. *Families in Society*, 95(4), 269-276.

Moore, J. R., DiNitto, D. M., & Choi, N. G. (2021). Associations of cannabis use frequency and cannabis use disorder with receiving a substance use screen and healthcare professional discussion of substance use. *The American Journal on Addictions*.