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

Course Number:	SW 313	Instructor:	Qi Chen, MSW
Unique Number:	61365	Pronouns:	She/her/hers
Semester:	Fall 2021	Email:	qichen@utexas.edu
Meeting Time/Place:	M/W 11:00 am-12:30 pm SSW 1.214	Office Hours:	By appointment via Zoom

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 creditor 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

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 interactive lectures, guest lectures, in-class & take-home exercises, readings, short videos, in-class group activities, and class discussions from the assigned readings. This course encourages students to engage in new ways of critical thinking that may be represented by the readings, instructor, and classmates from diverse backgrounds. Students will be expected to have done the assigned reading before class and to actively participate in class. Students are encouraged to meet individually with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet by appointment and is responsive to emails.

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.

Additional Readings:
Additional supplemental readings are available on the Canvas site for this class.

Resources:
http://www.campbellcollaboration.org (meta-analysis of the effects of interventions in the social, behavioral, crime and justice, and educational arenas)
http://www.cochrane.org (meta-analysis of the effects of health and mental health

interventions)
https://guides.lib.utexas.edu/sw313 (UT library webpage for this course)
http://evidencebasedprograms.org (Social programs that work)
https://www.cdc.gov/nchs/ (Health-related data sources)
http://www.gem-beta.org/public/Home.aspx?cat=0 (Measures & datasets)

V.   COURSE REQUIREMENTS

Your grade for this course will be based on human subject training, mid-term exam and an evidence-based practice research proposal group project, presentation and class participation/attendance.

Human Subject Training	5 pts
Role of Research Essay	10 pts
Journal Club	15 pts
Draft-Research Statement and Literature Review Part of Proposal	10 pts
Mid-term Exam	20 pts
Final-Evidence Based Practice Research Proposal	20 pts
Proposal Presentation	10 pts
Class Participation/Attendance	10 pts
Total	100 pts

Role of Research Essay (10 points)
Due: Sept 6 11:59pm on Canvas
To assist you in beginning the course, hand in a typed, double-spaced 12-point font 3-page essay that answers the following questions:
1) What life and work experiences have informed your decision to become a social worker?
2) What are your professional goals?
3) What role do you see research playing as part of your day to day work as a social worker?
4) Even if a social worker never designs and conducts research, why do they still need to know how to do it?
5) Ask a social work practitioner or a social work student who has been doing their field placement (please let me know if you need a referral for a social worker or student to ask). Ask them about the interventions or techniques they most strongly believe in. What do they base those beliefs on?
6) Select a client population you hope to work with in the future. Examples include (but are not limited to) depression in older adults, school violence, homeless youth, substance abuse, and domestic violence. Discuss your beliefs about this client population, for example, the causes of their conditions. What is the source of these beliefs? What type of policy, program, and intervention for helping resolve this situation would be consistent with your beliefs?
7) What role does research play in policy, program, and intervention development to address the specific needs and issues of the client population you discussed above?
Your essay will be graded on the quality of writing (organization, clarity, grammar) and the quality of the ideas (expression of thought, depth of thought, analytic perspective) presented.

Human Subjects Training Assignment (5 points)

Due: Sept 15 11:59pm on Canvas
Social Sciences research usually deals with data containing human subjects. All human subjects research conducted at the university level must be approved or considered to be exempt by the Institutional Review Board (IRB) before commencing. The major goals of the IRB are to minimize the risk to human subjects (beneficence); ensure all subjects consent and are fully informed about the research and any risks (autonomy); and promote equity in human subjects research (justice). Therefore, this course requires students to take the human subjects protection course (CITI) at https://research.utexas.edu/ors/human-subjects/for-researchers/training/. You will select *I have never taken the CITI Course* and then follow the instruction. Upon completion, submit your certificate to Canvas to receive credit.

Midterm Exam
In class on October 13
A multiple-choice and short essay exam of 30 questions that cover all of the course material for Weeks 1-6.

Journal club assignment (15 points):
Due: assigned date
Students will be expected to present critical overviews of an assigned reading and lead the discussions of them at the beginning of class. Articles with "*" are journal club articles that can assign up with. Further guidelines will be given in class.

Research Proposal Section: *Problem Statement & Literature Review* (10 points)
Due: October 6 11:59 pm on Canvas
Problem Statement (1-2 pages): Formulate an answerable research question that will contribute to an evidence based social work practice; State the purpose of the paper and then provide an overview of the target problem/issue related to social work practice. Discuss the importance of the problem (why should we care about this?). Include some statistics regarding the prevalence of the problem
Literature Review (2 to 4 pages): A brief review of relevant literature (in peer-reviewed journals) of the chosen problem and critical appraisal of the efficacy and effectiveness of the evidence-based practice/service/intervention.

Final Research Proposal (20 points)
Due: December 6 11:59 pm on Canvas
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. It should include:

- The revised problem statement and literature review section addressed the instructor's comments
- 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 resect to its research; and

- Identify gaps in the literature and suggest areas for additional research.

This paper should be 12-point font, double-spaced, and scholarly written according to APA format. Specific guidelines for the presentation and final paper will be distributed early in the semester.

Research Proposal Presentation (10 points)
Due: assigned date
Give a ten-minute presentation (5-10 slides) of the highlights and key findings (as listed above) of the Research Proposal.

Class Participation/Attendance (10 points)
The richness of the learning process is enhanced by the participation of all members of the class. Participation will be assessed by attendance as well as oral comments and questions during class. Each absence will result in a reduction of one point for the participation grade. Three late arrivals or early departure equal one absence. Three or more absences will result in a 5-point grade reduction in your final grade. It is your responsibility to sign the weekly attendance sheet.

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

CONDUCT AND CIVILITY
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 civil manner that can enhance the flow of ideas and dialog.

READINGS AND PREPARATORY ASSIGNMENTS
Students are expected to be active and participate in the learning process, and in an interactive framework between collegiate students and professor. Students are also expected to complete readings and preparatory assignments prior to class. Failure to demonstrate through discussions in class and through assignments that one has comprehended the readings will be considered

when assigning the final grade. Students are responsible for the material in the assigned readings whether or not the material is covered in class.

PROFESSIONAL COMMUNICATION AND INTERACTIONS
Refrain from private conversations during class or other disruptive behavior. Disrespect toward the professor, students, or others is unacceptable and will be handled directly and in the context it occurs. Disrespectful behavior includes overt acts, such as talking over others or making derogatory remarks based on another person's age, race, class, gender, sexual orientation, religious preference, and ability. Moreover, covert acts of disrespect such as sneers, and other facial expressions, excluding class members from classroom tasks, etc. are also unacceptable.

ELECTRONIC DEVICES IN CLASS
All communication devices should be turned off or placed on silent mode and put away during class. Students may use laptops and handheld computers in class for class-related purposes only. To engage in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Incidents of electronic device usage other than for class related purposes will result in reductions of your participation grade.

ASSIGNMENTS AND GRADES
Assignments should be turned in online via Canvas on the date they are due, barring serious, unforeseen medical illness or family emergencies. Late assignments will be considered when assigning the final grade.

WRITING STYLE
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 UT Co-op.

CLASS ATTENDANCE POLICY
Punctuality and timeliness are important for social work practitioners. Class attendance is expected. Attendance is defined as students' attentive physical presence in class for the entire class. Establishing a pattern of late arrivals and early departures will negatively affect your grade. The instructor should be notified in advance of any planned absence and as soon as possible in the case of an unforeseen, serious emergency. ***Each absence will result in a reduction of one point for the participation grade. Three late arrivals or early departure equal one absence. Three or more absences will result in a 5-point grade reduction in your final grade. It is your responsibility to sign the weekly attendance sheet.***

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	Date	Topic	Reading/Assignment Due
1	Wednesday 8/25	Introduction, Syllabus and Overview	• Read the syllabus and bring questions
2	Monday 8/30	Why Study Research?	• Engel & Schutt, Chapter 1: Science, Society, and Social Work Research • Depanfilis, D. (2014). Back to the Future: Using social work research to improve social work practice. *Journal of Society for Social Work Research, 5,* 1-21 • Faye Carter, D. & Hurtado, S. Bridging key research dilemmas: Quantitative research using a critical eye. *New Directions for Institutional Research* 2007;133:25-35
2	Wednesday 9/1	Conceptualization and Operationalization	• Engel & Schutt, Chapter 2: The Process of Social Work Research • Thyer, B. A. (2001). What is the role of theory in research on social work practice? *Journal of Social Work Education, 37*, 9-25
3	Monday 9/6	**Happy Labor Day No Class**	*Due: Role of Research Essay*
3	Wednesday 9/8	Evidence-based Practice	• Rubin, A., & Babbie, E. R. (2016). Chapter 2: Evidence-based Practice. from *Empowerment series: Research methods for social work*. Cengage Learning.
4	Monday 9/13	Ethics and Cultural Issues	• Engel & Schutt, Chapter 3: Ethical and Scientific Guidelines for Social Work Research • McBeath, B., Briggs, H.E., Aisenberg, E. (2010). Examining the premises supporting the empirically supported intervention approach to social work practice. *Social Work, 55*(4), 347-357.

			• Baumann A., Rodriguez, M.D., & Parra-Cardona, J. R. (2011). Community-based applied research with Latino immigrant families: Informing practice and research according to ethical and social justice principles. Family Process, 50(2), p132-148.
4	Wednesday 9/15	Group Day: Research question formation workshop	***Due: Human Research Training Certificate***
5	Monday 9/20	How to conduct literature review	• Watch videos: https://guides.lib.utexas.edu/sw313 Optional: • Grant, M. J., & Booth, A. (2009). A typology of reviews: an analysis of 14 review types and associated methodologies. *Health information & libraries journal*, *26*(2), 91-108.
5	Wednesday 9/22	Measurement	• Engel & Schutt, Chapter 4: Measurement • United States Census Bureau. (2021) Measuring Racial and Ethnic Diversity for the 2020 Census: *https://www.census.gov/newsroom/blogs/random-samplings/2021/08/measuring-racial-ethnic-diversity-2020-census.html* • *Zhang, A., Franklin, C., Currin-McCulloch, J., Park, S., & Kim, J. (2018).
6	Monday 9/27	Sampling	• Engel & Schutt, Chapter 5: Sampling • Pettus-Davis, C., Grady, M.D., Cuddeback, G.S., Scheyett, A. (2011). Practitioner's guide to sampling in the age of evidence-based practice: Translation of research into practice. Clinical Social Work Journal, 39, 379–389.
6	Wednesday 9/29	Research Design Overview	• Engel & Schutt, Chapter 6: Causation and Research Design

			· *Vervaeke, H., Korf, D., Benschop, A. & Brink, W. (2007).
7	Monday 10/4	Experimental Design	· Engel & Schutt, Chapter 7: Group Experimental Designs
7	Wednesday 10/6	Quasi-experimental Design	· *Velasquez, M. M., von Sternberg, K., Johnson, D. H., Green, C., Carbonari, J. P., & Parsons, J. T. (2009). **Due: Research Proposal Section: Problem statement and Literature Review**
8	Monday 10/11	Mid-term Review	· *Franklin, C., Biever, J., Moore, K., Clemons, D., & Scamardo, M. (2001).
8	Wednesday 10/13	**In-class Mid-term Exam**	
9	Monday 10/18	Single-subject Design	· Engel & Schutt, Chapter 8: Single Subject Designs
9	Wednesday 10/20	Survey Research	· Engel & Schutt, Chapter 9: Survey Research · *Lenz, S.A. (2015).
10	Monday 10/25	Constructing Measurement Instrument	· Braveman, P. A., Cubbin, C., Egerter, S., Chideya, S., Marchi, K. S., Metzler, M., & Posner, S. Socioeconomic status in health research: one size does not fit all · *Jones, B., Currin-Mcculloch, J., Pelletier, W., Sardi-Brown, V., Brown, P., & Wiener, L. (2018).
10	Wednesday 10/27	Qualitative Methods	· Engel & Schutt, Chapter 10: Qualitative Methods · *Conway, F. N., Sokolovsky, A., White, H. R., & Jackson, K. M. (2020).
11	Monday 11/1	Group Day: Research Design Workshop	· *Currin-McCulloch, J., Stanton, A., Boyd, R., Neaves, M., & Jones, B. (2020).

11	Wednesday 11/3	Qualitative Data analysis	• Engel & Schutt, Chapter 11: Qualitative Data Analysis
12	Monday 11/8	Quantitative Data analysis: descriptive	• Engel & Schutt, Chapter 14: Qualitative Data Analysis • *Gulbas, L. E., & Zayas, L. H. (2015).
12	Wednesday 11/10	Quantitative Data Analysis: inferential	• * Jang, Y et al. (2021)
13	Monday 11/15	Secondary Data Analysis & Mixed Method	• Engel & Schutt, Chapter 12: Secondary Analysis and Mixed Methods Research • *Sommerland et al (2021)
13	Wednesday 11/17	Evaluation research	• Engel & Schutt, Chapter 13: Evaluation Research • * Cubbin, C., LeClere, F. B., & Smith, G. S. (2000). • * Teasley, M., Canfield, J. P., Archuleta, A. J., Crutchfield, J., & Chavis, A. M. (2012).
14	Monday 11/22	Reporting Research	• Engel & Schutt, Chapter 15: Reporting Research • * Rowan, M.S., Mason, M., Robitaille, A., Labrecque, L., & Tocchi, C.L. (2013). • *Kuklinski, M.R., Briney, J.S., Hawkins, J.D., & Catalano, R.F. (2012).
	Wednesday 11/24	**Happy Thanksgiving No Class**	
15	Monday 11/29	Group Day: Meeting with Groups	
	Wednesday 12/1	**Presentation Day**	

16	Monday 12/6	**Presentation Day and Wrap Up**	*Due: Final Research Proposal*

X. BIBLIOGRAPHY

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Conway, F. N., Sokolovsky, A., White, H. R., & Jackson, K. M. (2020). Simultaneous alcohol and marijuana use: A brief measure of motives. *Journal of studies on alcohol and drugs*, *81*(2), 203-211.

Cubbin, C., LeClere, F. B., & Smith, G. S. (2000). Socioeconomic status and injury mortality: individual and neighbourhood determinants. *Journal of Epidemiology & Community Health*, *54*(7), 517-524.

Currin-McCulloch, J., Stanton, A., Boyd, R., Neaves, M., & Jones, B. (2020). Understanding breast cancer survivors' information-seeking behaviours and overall experiences: a comparison of themes derived from social media posts and focus groups. *Psychology & Health*, 1-18.

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Gulbas, L. E., & Zayas, L. H. (2015). Examining the interplay among family, culture, and Latina teen suicidal behavior. *Qualitative health research*, *25*(5), 689-699.

Jang, Y., Chiriboga, D. A., Park, N. S., Yoon, H., Cho, Y. J., Hong, S., ... & Kim, M. T. (2021). The role of self-rated mental health in seeking professional mental health services among older Korean immigrants. *Aging & mental health*, *25*(7), 1332-1337.

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