

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

<b>Course Number:</b>	SW 313	<b>Instructor:</b>	Erin Nolen (she/her)
<b>Unique Number:</b>	59665	<b>Email:</b>	enolen@utexas.edu
<b>Semester:</b>	Spring 2021	<b>Office:</b>	Zoom
<b>Meeting Time/Place:</b>	Tuesdays and Thursdays 2:00PM – 3:30PM SSW 1.212	<b>Office Hours:</b>	Via calendly link on Canvas.

**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.

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

#### **Required Text:**

Rubin, A., & Babbie, E. R. (2016). *Essential research methods for social work* (4<sup>th</sup> ed). Boston, MA: Cengage Learning.

\*\*You can rent and get immediate access to the e-textbook for \$39.99 here: <https://www.cengage.com/c/empowerment-series-essential-research-methods-for-social-work-4e-rubin/9781305101685/>

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.

### **Journal Entries (20 points)**

The purpose of journal entries is to 1) identify and apply research in our everyday lives; 2) to practice reflexivity (reflecting on your own social position in the context of research); 3) to reflect on social justice principles related to research and data-informed practice; and 4) to facilitate progress on your research proposal. Over the course of the semester, I will provide four journal prompts that you will complete and submit on a discussion board in Canvas. Please plan to write 200-300 words (do not exceed 350 words; about one page) for 5 points each. See schedule for due dates.

### **Mid-term Exam (20 points)**

There will be one exam in this course consisting of multiple choice, true/false, and short answer questions. This mid-term will be delivered via Canvas and you will complete it from home. 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.

### **Media Analysis Assignment (10 points)**

You will practice research literacy by applying critical reading skills to media reports on important social topics happening in our world today. You will compare coverage of a controversial issue in several different types of sources (newspapers, magazines, academic journals, books, professional association website, and social media). Determine what perspectives are present or absent, and assess sources for bias. You will identify what research or data are being used to back up those claims and to what extent their arguments are a reasonable extension of that research. You will complete this assignment in groups of around 4 students and you will answer a series of questions which I will provide in a separate assignment document. This assignment will take place in class and we will discuss our findings together.

### **Attend a Real-World Research Presentation or Lecture (15 points)**

To complete this assignment, attend a **research** lecture, symposium, colloquium, or “brown bag” talk offered by the School of Social Work, Women’s Studies, African American Studies, Population Research Center, LBJ School of Public Affairs, psychology department, sociology department, or other academic department on campus (keep in mind most of these will likely take place over zoom). The lecture can be about any subject as long as the speaker presents original, empirical human subjects research s/he conducted and an academic department sponsors the presentation. The instructor will help you identify presentations to attend. Write a typed, double-spaced 12-point font 400-word description and analysis of the presentation. Include the subject matter, research questions or hypotheses, research methods, and conclusions the speaker presented, your critique of the work, and issues the audience raised. **Be sure to relate your discussion to the material that has been covered in class by directly referring to research concepts.** For example, if you are discussing the presenter’s hypothesis, you should consider discussing whether it meets the criteria for a good hypothesis. Or, if you are discussing

sampling, identify the type of sampling used, the sample's representativeness, and other important qualities of the sample. You will not be able to cover everything about the presentation, so after summarizing the basic idea of the presenter's research, focus on a few points. Your paper 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. When you submit your paper, include a copy of the announcement for the lecture on a separate sheet.

Concept Map?

Guided questions instead of essay?

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

### Research Proposal:

Submit a 10 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. You will have the option to do this project individually or in a small group.

- 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:

Give a five-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. I will provide an a handout with additional information and requirements.

## **Class Participation and Attendance (10 points)**

Good participation means good preparation! To measure your preparation for class, there will be several class activities incorporated into every class. They will assess your comprehension and application of the reading material. I will also take attendance every day as part of your grade. See the Class Policies section for what you can expect around absence allowances.

<b>Assignment</b>	<b>Points</b>
Final research proposal and presentation	25
Mid-term exam	20
Journal entries	20
Attend real world research presentation	15
Media literacy assignment	10
Class participation and attendance	10

## **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**

**INTEGRITY & KINDNESS.** 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.

**ATTENDANCE & PARTICIPATION.** 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. Class attendance is required every class period for the entire class time period in order to get credit for attending class that day. Attendance will be taken each class.

We are also continuing to navigate the uncertainty of a global pandemic. If you are feeling sick, please do not come to class and notify me via email to discuss how you can make up the class. Students are allowed two excused absences due to unforeseen circumstances. Any classes missed beyond the two excused absences will be deducted 1 point per class missed. Any class material missed due to class absence is the student's sole responsibility. If students know that they will have to miss a class, it is advised to notify the professor ahead of time.

**LATE ASSIGNMENTS.** Students are expected to turn in all required assignments on the specified due date. I recognize that sometimes, life rears its ugly head, making it difficult for us to complete our requisite responsibilities. 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.

**I WANT TO HEAR FROM YOU!** I strongly encourage you to reach out to me so that I can support your engagement and performance in this course. The best way to do this is to come to office hours. If you have questions about assignments, course content, accessibility accommodations, or academic life (e.g., career trajectory, mentorship), please reach out to me. I have office hours weekly. You do not bother me by coming to office hours – instead, I view it as an opportunity to facilitate your success in this course and as a college student.

**GET TO KNOW APA FORMATTING:** Now is the time to learn how to format your papers using APA. The Publication Manual of the American Psychological Association Seventh Edition (APA) is the style manual to be used by all students. You can access APA formatting guidelines here:

[https://owl.purdue.edu/owl/research\\_and\\_citation/apa6\\_style/apa\\_formatting\\_and\\_style\\_guide/reference\\_list\\_books.html](https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/reference_list_books.html)

**DON'T PLAGIARIZE:** The instructor will comply with University guidelines regarding scholastic dishonesty, including plagiarism. If you ever have questions about this, just ask!

**TECHNOLOGY USE:** 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.

**LET'S BALANCE STRUCTURE WITH FLEXIBILITY:** 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 ACADEMIC INTEGRITY.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. 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 HOLY DAYS.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

**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

Date	Topic	Assignment Due	Readings Due
<b>Week 1</b> 1/18	Introduction to the course/review syllabus		
1/20	Why should social workers understand and use research? Philosophy and theory in science and research  Evidence-based Practice (EBP)		<a href="#">1.4 Understanding research – Scientific Inquiry in Social Work (pressbooks.com)</a>  Rubin & Babbie, Chapter 1, “Why Study Research?”
<b>Week 2</b> 1/25	Evidence-based Practice (EBP), continued		Rubin & Babbie, Chapter 2 “Evidence-Based Practice”
1/27	Research purposes	<i>Due: Journal entry #1</i>	Rubin & Babbie, Chapter 4, “Factors Influencing the Research Process”
<b>Week 3</b> 2/1	Selecting a research topic and developing a research question	<i>Progress Check: Choose a research topic and start exploring the literature!</i>	<a href="#">2.1 Getting started – Scientific Inquiry in Social Work (pressbooks.com)</a>  Rubin & Babbie, Chapter 7, “Reviewing Literature and Developing Research Questions”
2/3	Formulating a good hypothesis and defining variables of interest		<a href="#">2.3 Finding literature – Scientific Inquiry in Social Work (pressbooks.com)</a>

			<a href="#">3.3 Refining your question – Scientific Inquiry in Social Work (pressbooks.com)</a>
<b>Week 4</b> 2/8	Research ethics <i>Guest Lecture: Liana Petruzzi, MSSW</i>		Rubin & Babbie, Chapter 5, “Ethical Issues in Social Work Research”
2/10	Culturally competent research issues	<b>Due: Journal entry #2</b>	Rubin & Babbie, Chapter 6, “Culturally Competent Research”  <a href="#">How white scholars are colonizing research on health disparities - STAT (statnews.com)</a>
<b>Week 5</b> 2/15	Measurement error, reliability, validity		Rubin & Babbie Chapter 8, “Measurement in Quantitative and Qualitative Inquiry”  *housing insecurity article
2/17	Instrument development and appraisal, interviewing	<b>Due: Research question and problem statement</b>	Rubin & Babbie Chapter 9, “Quantitative and Qualitative Measurement Instruments”  News article: “Why BMI is a flawed health standard, especially for people of color,” New York Times.
<b>Week 6</b> 2/22	Survey research		Rubin & Babbie, Chapter 10, “Surveys”
2/24	Probability sampling		Rubin & Babbie, Chapter 11, “Sampling: Quantitative and Qualitative Approaches”
<b>Week 7</b> 3/1	Sampling methods	<b>Due: Journal entry #3</b>	Rubin & Babbie, Chapter 11, continued, “Sampling: Quantitative and Qualitative Approaches”
3/3	<b>MIDTERM (from home!)</b>		
<b>Week 8</b> 3/8	Literature Reviews	<i>Progress Check: Work on a literature review table</i>	<a href="#">4.2 Synthesizing literature – Scientific Inquiry in Social Work (pressbooks.com)</a>  <a href="#">4.3 Writing the literature review – Scientific Inquiry in Social Work (pressbooks.com)</a>

3/10	Causality, study design, internal and external validity		Rubin & Babbie Chapter 12, “Experiments and Quasi-Experiments” Craddock, et al. (2021) Dove Confident Me Indonesia Single Session
<b>Week 9</b> 3/15	Single-case evaluation designs	<i>Due: Literature Review</i>	Rubin & Babbie, Chapter 13, “Single-Case Evaluation Designs”
3/17	<i>Potential: Guest Lecture: Tres Hinds, PhD</i>	<i>Due: Journal entry #4</i>	
<b>Week 10</b> 3/22	<b>SPRING BREAK</b>	<i>No class!</i>	
3/24	<b>SPRING BREAK</b>	<i>No class!</i>	
<b>Week 11</b> 3/29	In Class Article Critiques		Please read the following articles and come to class ready to share your critique on the following research studies that used single-case designs.  <a href="#">3.1 Reading an empirical journal article – Scientific Inquiry in Social Work (pressbooks.com)</a>  TBD.
3/31	Purpose, politics, pitfalls, planning <i>Potential: Guest Lecture, Anna Wasim, MSSW</i>		Rubin & Babbie, Chapter 14, “Program Evaluation”
<b>Week 12</b> 4/5	Qualitative research methods <i>Guest Lecture, Tatiana Londono, MSSW</i>	<i>Progress Check: have an outline of your methods by this point</i>	Rubin & Babbie, Chapter 15, “Additional Methods in Qualitative Inquiry”
4/7	Lab: work on research proposal in class		
<b>Week 13</b> 4/12	<b>No class</b>	<i>Due: Methods section of research proposal</i>	
4/14	Data analysis		Rubin & Babbie, Chapter 16, “Analyzing Available Records: Quantitative and Qualitative Methods”

<b>Week 14</b> 4/19	Quantitative Data Analysis		Rubin & Babbie, Chapter 17, “Quantitative Data Analysis”
4/21	Data Bias and media literacy In-class media literacy assignment		Janjuha-Jivraj, “How to Fix Gender Data Bias”
<b>Week 15</b> 4/26	In-class media literacy assignment, cont’d		<a href="#">16.1 What to share and why we share – Scientific Inquiry in Social Work (pressbooks.com)</a> <a href="#">16.2 Disseminating your findings Scientific Inquiry in Social Work (pressbooks.com)</a>
4/28	Flex day	<i>Due: Real-World Presentation &amp; Reflection</i>	
<b>Week 16</b> 5/3	<b>Presentations</b>		
5/5	<b>Presentations &amp; Course Wrap Up</b>	<i>Due: Final Research Proposal by 5/10</i>	

## IX. BIBLIOGRAPHY

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