

THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number: SW 313

Unique Number: 61265

Semester: Fall 2022

Meeting Time: T Th 10:00-11:30 am

Meeting Place: SSW 1.212, online zoom as needed

Instructor: Tres Hinds, PhD, MS

E-mail: josephine.t.hinds@utexas.edu

Office: SSW 3.212cc or Zoom

Office Hours: By appointment via [Calendly](#)

SOCIAL WORK RESEARCH METHODS

I. STANDARDIZED COURSE DESCRIPTION

This course is designed to help you gain an understanding of and appreciation for the use of research as a tool for evidence-based and culturally-grounded social work practice. You will be introduced to the concepts and skills underlying a systematic approach to social work research, including: basic research terminology; the scientific method in social work; the value of research in social work; research ethics and the social work value base; problem formulation and conceptualization; measurement; research designs to evaluate programs and practice; sampling; alternative quantitative and qualitative data gathering; analytic techniques; and preparation and use of research reports. You will also learn how research tools can be misused in ways that support structural inequities and misrepresent issues for people with marginalized identities, including racialized identities, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.

The emphasis in the course is on equipping you with the research knowledge and skills you will need to engage in the evidence-based and culturally-grounded practice process in generalist social work practice. You will learn to critically analyze research findings and be an effective consumer of social work research. You will also learn how social work practice influences the research process and the identification of research problems and questions.

Prerequisite: Course credit or concurrent registration for SW 318, Social Work Statistics, or any approved SW 318 substitution.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course you should be able to:

1. Define the process and steps of social work research.
2. Understand the importance of research activities in social work practice and the importance of the partnership between social work researchers and practitioners.
3. Understand how the concepts and lenses of various practice theories including, but not limited to, ecological systems theory, strengths-based perspective, critical race theory, anti-racism, and anti-oppressive theories with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color, can be applied to social work

research.

4. Describe how particular values and sensitivity to ethical issues influence social work research.
5. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions in research.
6. Demonstrate the following social work research skills:
 - a. Completion of a literature review;
 - b. Formulation of research problems;
 - c. Formulation of research questions and hypotheses;
 - d. Identification of gaps in knowledge;
 - e. Planned use of various research methods (e.g., survey research, single subject design, experimental and quasi-experimental designs, field research, and use of secondary data);
 - f. Planned collection and analysis of research data; and
 - g. Planned use of interpretation of research results.
7. Understand and compare quantitative, qualitative, and mixed methods research designs.
8. Critically analyze evidenced-based research and apply research findings to social work practice.
9. Critically appraise how social work commitment to equity and social, economic, and racial justice influences and differentiates the social work research process.
10. Explain ethical issues in conducting and using research, as well as the role of the social work values in research and evaluation.
11. Explain the ways in which inequities and assumptions (e.g., racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status) influence research and the appraisal and use of research to guide practice and policy decisions.
12. Evaluate the ways in which social work practice and interventions influence decision making and trends in research.

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 all in-class activities and complete assigned readings and assignments. Students are encouraged to meet with the 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 (see Calendly link). The instructor is responsive to emails, and course-related communications will primarily be delivered by UT email (*not* personal email, e.g., gmail) and via Canvas.

IV. REQUIRED TEXT AND MATERIALS

Required Text:

Rubin, A., & Babbie, E. R. (2016). *Essential research methods for social work* (4th 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 class participation & attendance, journal entries, the mid-term exam, attendance at a real-world research presentation or lecture, and the semester-long research proposal (see individual components below).

Class Participation and Attendance (10 points)

Research is best learned by *doing* and engaging with the course material. In-class activities and assignments will be more effective if you're prepared for each class (readings, journal entries) and ready to participate with your classmates to brainstorm the best ways to understand and implement research in your practice. To measure your preparation for class, there will be several in-class activities each class. They will assess your comprehension and application of the reading material. I will also take attendance every day as part of your grade.

Journal Entries (25 points; 5 points each)

Journal entries are designed for you to reflect on what you have learned in class and incorporate the course objectives into planning your research proposal. **There are six total journal entry assignments; the lowest journal entry grade will be dropped.** Journal assignments are loosely based around the following topics:

1. Epistemology and what is knowable; the purpose of research (due on/around Aug 28th)
2. Designing your research questions and hypotheses (due on/around Sept 4th)
3. Shaping your research around theory, constructs, and variables (due on/around Sept 18th)
4. Ethics and community-based approaches to research; social justice in research (due on/around Oct 9th)
5. Quantitative methods and approaches (due on/around Oct 23rd)
6. Qualitative and mixed/multi-method approaches: reflexivity and positionality (due on/around Nov 6th)

You will be given a prompt for each of the 6 journal entries via Canvas. Each journal entry should be approximately 250-350 words (do not exceed 400 words) for 5 points each. **See the course schedule for due dates.**

Mid-term Exam (25 points)

There will be one exam in this course consisting of multiple choice, true/false, and short answer questions. This mid-term will be administered via Canvas; you may complete it remotely or in-class. The exam will be open-book and open note. Exam material will consist of all content covered in class from Week 1 thru Week 7. We will do an in-class review for the exam in the class period prior to the exam.

Attend a Real-World Research Presentation or Lecture (10 points)

These are easy points: attend a **research** lecture, symposium, colloquium, other scientific talk offered by the School of Social Work, Women's & Gender Studies, African American Studies, The Population Research Center, LBJ School of Public Affairs, the psychology department, the sociology department, or other academic department on campus. ***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.*** I will help you identify presentations to attend.

To earn the points, write a typed, double-spaced 12-point font 400-word description and analysis of the presentation (**there will be a rubric posted to Canvas**). 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.

Research Proposal (25 points) and Presentation (5 points)

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. Your journal entries will help you build the project as the semester progresses.

- 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.
- The proposal should follow APA formatting.

Research Proposal Presentation:

- Give a five-minute presentation (5-10 slides) of the highlights and key findings (as listed above) of the Research Proposal. There will be a rubric posted to Canvas to help guide your presentation structure. We will schedule class presentations at the mid-point of the semester.

Extra Credit

- There will be various small extra credit opportunities throughout the semester, and will be announced in-class and via Canvas.

Assignment	Points
Class participation and attendance	10
Journal Entries (5 total)	25
Mid-term Exam	25
Attend real world research presentation	10
Research Proposal and Presentation	30

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

ATTENDANCE & PARTICIPATION. Each student is an important contributor to the classroom environment, and your presence is necessary for everyone's success in this course. Students are expected to attend class and actively participate in the classroom setting, while completing readings and assignments prior to class. I will keep attendance to assess your engagement with the course. Absences, being late to class, or departing before class has

ended **should be communicated prior to class**. Please be proactive in communicating with me about any situations where you will miss class for any reason. Any class material missed due to class absence is the student's sole responsibility. Your grade for attendance and participation will reflect your classroom attendance and your communication about any missed class time.

WHEN IN DOUBT, COMMUNICATE. My role is to teach you about the fundamentals of research in the field of Social Work, while being a sounding board and resource for any issues you encounter as a student. If you experience issues inside or outside of class that impact your ability to engage with the course content, please contact me either in class, via email, or through discussions during office hours so that I may facilitate your navigating what is a profoundly challenging time.

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. I will comply with university guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others. Differences in values, opinions, and feelings of class members and guest speakers will be respected. I will help create and support a learning environment that does not interfere with the learning of fellow students, and we will respect one another. When students voice an opinion with which you do not agree, feel free to voice opinions in a constructive manner.

LATE ASSIGNMENTS. Students are expected to turn in all required assignments on or before the specified due date. If issues arise, communicate the problem **prior** to the date specified in the course syllabus in order to arrange a course of action. Late assignments will be penalized with deductions in points.

TECHNOLOGY USE: Electronic devices that directly facilitate and support your learning are encouraged. Please be mindful that they do not serve as a distraction to you or those around you – especially the use of cell phones.

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

FLEXIBILITY IS KEY: I will modify the syllabus and/or schedule as the semester progresses in order to respond to inevitable scheduling conflicts and unforeseen issues. Every modification of the syllabus and/or schedule will be communicated directly in class and on Canvas. Please check your email frequently and stay tuned to the Announcements portion of the class Canvas page. Note that some of the links to documents and videos on the Internet may change; in this case, new documents, links, or alternate options will be provided.

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

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(s)	Readings Due Today	Assignments Due Today (or on date specified)
<u>Week 1</u> L1: Tues 8/23	<ul style="list-style-type: none"> Course introduction Syllabus Review Introduction to epistemology 	Read syllabus 1.2: Science and Social Work	<ul style="list-style-type: none"> Be prepared for class introductions round robin
L2: Thurs 8/25	<ul style="list-style-type: none"> “Knowledge” and the Scientific Method Research and Social Work Evidence-based Practice (EBP) 	Rubin & Babbie, <u>Chapter 1</u> , Why Study Research” R&B, <u>Chapter 2</u> : Evidence-Based Practice	<u>Journal Entry #1</u> due NLT 11:59 pm Sunday August 28th
<u>Week 2</u> L3: Tues 8/30	<ul style="list-style-type: none"> Evidence-based Practice (EBP), continued Selecting topics, developing research questions & formulating hypotheses The literature review and identifying gaps & limitations 	2.1: Getting Started – Scientific Inquiry in Social Work R&B, <u>Chapter 7</u> : Problem Formulation 2.3: Finding Literature 3.3: Refining your Question	
L4: Thurs 9/1	<ul style="list-style-type: none"> Topics, research questions, and hypotheses (continued) The purposes of research Theories, and paradigms 	R&B, <u>Chapter 4</u> : Factors Influencing the Research Process	<u>Journal Entry #2</u> due NLT 11:59 pm Sunday September 4th
<u>Week 3</u> L5: Tues 9/6	<ul style="list-style-type: none"> Theories and paradigms (continued) 	R&B, <u>Chapter 4</u> : Factors Influencing the Research Process	
L6: Thurs 9/8	<ul style="list-style-type: none"> Introducing Quantitative, Qualitative, and Mixed Methods Research 	R&B, <u>Chapter 3</u> : Quantitative, Qualitative, and Mixed Methods of Inquiry	

<p><u>Week 4</u> L7: Tues 9/13</p>	<ul style="list-style-type: none"> • Measurement, measures, and variables of interest • Sampling 	<p>R&B, <u>Chapter 8</u>: Measurement in Quantitative and Qualitative Inquiry</p> <p>R&B, <u>Chapter 11</u>: Sampling: Quantitative and Qualitative Approaches</p>	
<p>L8: Thurs 9/15</p>	<ul style="list-style-type: none"> • Measurement, measures, variables and sampling (continued) 	<p>R&B, <u>Chapter 8</u>: Measurement in Quantitative and Qualitative Inquiry</p> <p>R&B, <u>Chapter 11</u>: Sampling: Quantitative and Qualitative Approaches</p> <p>News article: Why BMI is a flawed health standard, especially for people of color</p>	<p><u>Journal Entry #3</u> due NLT 11:59 pm Sunday September 18th</p>
<p><u>Week 5</u> L9: Tues 9/20</p>	<ul style="list-style-type: none"> • Experimental Design 	<p>R&B, <u>Chapter 12</u>: Experiments and Quasi-Experiments</p>	
<p>L10: Thurs 9/22</p>	<ul style="list-style-type: none"> • Data analysis and interpretation • Inference and generalizability 	<p>R&B, <u>Chapter 17</u>: Quantitative Data Analysis and <u>Chapter 18</u>: Qualitative Data Analysis</p>	
<p><u>Week 6</u> L11: Tues 9/27</p>	<ul style="list-style-type: none"> • Ethical considerations in research • Human subjects / IRB 	<p>R&B, <u>Chapter 4</u>: <u>Section 4.7</u>: The Influence of Ethical Considerations</p> <p>R&B, <u>Chapter 5</u>: Ethical Issues in Social Work Research</p>	
<p>L12: Thurs 9/29</p>	<ul style="list-style-type: none"> • Culturally competent research • Community-based approaches 	<p>R&B, <u>Chapter 6</u>: Culturally Competent Research</p> <p>News article: How white scholars are colonizing research on health disparities - STAT (statnews.com)</p> <p>Reading TBD re: POC scholars in academia</p>	
<p><u>Week 7</u> L13: Tues 10/4</p>	<ul style="list-style-type: none"> • Interpreting and disseminating research 	<p>16.2: Disseminating your findings</p>	
<p>L14: Thurs 10/6</p>	<ul style="list-style-type: none"> • Feasibility, practicability, generalizability • The peer review process 	<p>R&B, <u>Chapter 7</u>: <u>Section 7.4a</u>: Feasibility</p>	<p><u>Journal Entry #4</u> due NLT 11:59 pm Sunday October 9th</p>

<p><u>Week 8</u> L15: Tues 10/11</p>	<ul style="list-style-type: none"> • Mid-term review 	<p>Study lectures and class notes.</p>	
<p>L16: Thurs 10/13</p>	<p><i>Mid-Term Exam: Details to follow</i></p>		
<p><u>Week 9</u> L17: Tues 10/18</p>	<p><u>Quantitative Research:</u></p> <ul style="list-style-type: none"> • Theories • Variables, constructs, and data types 	<p>Reading TBD</p>	
<p>L18: Thurs 10/20</p>	<p><u>Quantitative Research:</u></p> <ul style="list-style-type: none"> • Survey questionnaires 	<p>R&B, <u>Chapter 9: Section 9.1 thru 9.3:</u> Generic Guidelines for Asking Questions & Critical Appraisal</p> <p>R&B, <u>Chapter 10:</u> Surveys</p> <p>Reading TBD: Cognitive Testing</p>	<p><u>Journal Entry #5</u> due NLT 11:59 pm Sunday October 23rd</p>
<p><u>Week 10</u> L19: Tues 10/25</p>	<p><u>Quantitative Research:</u></p> <ul style="list-style-type: none"> • Survey questionnaires (continued) • Data Analysis • Secondary data 	<p>R&B, <u>Chapter 17:</u> Quantitative Data Analysis</p>	
<p>L20: Thurs 10/27</p>	<p><u>Qualitative Research:</u></p> <ul style="list-style-type: none"> • Theories, reflexivity, and grounding • Methods and paradigms 	<p>R&B, <u>Chapter 9: Sections 9.4 thru 9.5:</u> Qualitative Instruments and Critical Appraisal</p>	
<p><u>Week 11</u> L21: Tues 11/1</p>	<p><u>Qualitative Research:</u></p> <ul style="list-style-type: none"> • Data collection modes • Data analysis 	<p>R&B: <u>Chapter 15:</u> Additional Methods in Qualitative Inquiry</p>	
<p>L22: Thurs 11/3</p>	<p><u>Qualitative Research:</u></p> <ul style="list-style-type: none"> • Data analysis 	<p>R&B: <u>Chapter 18:</u> Qualitative Data Analysis</p>	
<p><u>Week 12</u> L23: Tues 11/8</p>	<p><u>Mixed- and Multi-Method Research</u></p> <ul style="list-style-type: none"> • Strengths and limitations • Secondary data analysis 	<p>R&B: <u>Chapter 9; Section 9.6:</u> A Comparison of Quantitative and Qualitative Approaches to Asking People Questions</p>	

		R&B, <u>Chapter 16</u> : Analyzing Available Records: Quantitative and Qualitative Methods	
L24: Thurs 11/10	Class Presentations		<u>Journal Entry #6 due NLT 11:59 pm Sunday November 13th</u>
<u>Week 13</u> L25: Tues 11/15	Class Presentations		
L26: Thurs 10/17	Class Presentations		
<u>Week 14</u> Mon 11/21 thru Friday 11/15	<i>Fall Break – No class</i>	<u>RESEARCH PROPOSAL</u> due NLT 11:59 pm Sunday November 27th	
<u>Week 15</u> L27: Tues 11/29	Class Presentations		
L28: Thurs 12/1	<ul style="list-style-type: none"> • Program evaluation • Class wrap-up & course evaluations 	R&B, <u>Chapter 14</u> : Program Evaluation	

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