

**The University of Texas at Austin  
Steve Hicks School of Social Work**

<b>Course Number:</b> SW 385R	<b>Professor:</b> Yuanjin Zhou Ph.D.
<b>Unique Number:</b> 60935	<b>Email:</b> <a href="mailto:yjzhou@utexas.edu">yjzhou@utexas.edu</a> *preferred source of contact
<b>Semester:</b> Spring 2022	<b>Office:</b> SSW 3.130L
<b>Meeting Time:</b> Tuesdays 8:30 am – 11:30 am	<b>Office Phone:</b> 512-471-1713
<b>Place:</b> SSW 2.122	<b>Office Hours:</b> By appointment
<b>TA:</b> Sheridan G Aguilar	<b>TA email:</b> sheridanaguilar@austin.utexas.edu

**Social Work Research Methods**

**I. Standardized Course Description:**

This Foundation course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are 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 and analytic techniques, and preparation and use of research reports. The emphasis of the course is on equipping students with the research knowledge and skills they'll need to engage in the evidence-based practice process at all levels of social work practice. As part of that process, they will learn how to critically appraise sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research.

**II. Standardized Course Objectives:**

Upon completion of this course, students will be able to:

1. Formulate answerable evidence-based practice research questions;
2. Efficiently conduct advanced searches of electronic bibliographic databases and other sources to find evidence bearing on evidence-based practice research questions;
3. Critically appraise sources of scientific evidence and explain how the criteria for that appraisal will vary depending upon the purpose of the research;
4. Discuss why research evidence needs to be integrated with practice expertise and idiosyncratic client preferences, circumstances and values in the evidence-based practice process;
5. Design evaluations as part of evidence-based practice.
6. Explain how both qualitative and quantitative research processes apply in evidence-based practice;

7. Define basic qualitative and quantitative research concepts and describe the basic principles of causal inference, and their relationship to the various types of research designs;
8. Describe key concepts in measurement bearing on evidence-based practice, such as sources of measurement error, reliability and validity, and measurement equivalence across cultures.
9. Find measurement instruments applicable to evidence-based practice, sources of evidence bearing on the suitability of those instruments for specific practice scenarios, and critically appraise those sources from the standpoint of measurement principles and cultural sensitivity.
10. Describe the logic of probability sampling procedures, issues in the use of non-probability sampling procedures, how sampling issues bear on conducting evidence-based practice research at mezzo and macro levels of practice, and the implications of sampling for appraising and integrating sources of evidence in guiding practice decisions;
11. Describe how particular values and sensitivity to ethical issues influence the conducting of research;
12. Give examples of the issues that diversity (e.g., gender, ethnicity, culture, age, sexual orientation, race, class, and physical or mental ability) raises in the conduct of research and in appraising and utilizing research to guide practice decisions;
13. Critically appraise how social work commitment to equity and social justice influences and differentiates the social work research process.

### **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 methods of instruction will be lectures (questions and answers are encouraged), class discussions, class activities/exercises, small group work, and student presentations.

### **IV. Required Text and Materials**

**Required Text:** Rubin, A. & Babbie, E. (2017). *Research methods for social work* (9<sup>th</sup> edition), Boston, MA: Cengage Learning.

Required Research Articles and Book Chapters. The professor will provide an on-line link to these readings or provide a hard copy in advance of the assigned reading.

**Websites relevant to this course**

<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)

<http://www.samhsa.gov/nrepp> (Substance Abuse and Mental Health Services Administration national registry of evidence-based practices and programs)

<http://evidencebasedprograms.org> Social programs that work

**V. Course Requirements and Graded Assignments**

The final grade for the course will be based on:

**Due Dates for Assignments:**

Assignment	Points	Assessment	Due Date
1. Interest Paper	2 points	C/NC	1/17/23 11:59 pm
2. Meeting with Instructor	3 points	C/NC	1/17/23 11:59 pm
3. Annotated Bibliography	5 points	C/NC	1/24/23 11:59 pm
4. Research Question Section	5 points	C/NC	1/31/23 11:59 pm
5. Introduction and Significance Section	5 points	C/NC	2/7/23 11:59 pm
6. Completion of CITI Human Subjects Training**	5 points	C/NC	2/14/23 11:59 pm
7. Sample and Setting Section	5 points	C/NC	2/28/23 11:59 pm
8. Common Research Methods Assignment	20 points	rubric	3/21/23 11:59 pm
9. Methods and analysis section	5 points	C/NC	4/4/23 11:59 pm
10. Ethics Section	5 points	C/NC	4/4/23 11:59 pm
11. Proposal Presentation	15 points	rubric	4/11/23, 4/18/23 class time
12. Final Research Proposal with 1-page Revision Statement	15 points	rubric	4/25/23 11:59 pm

13. Class participation	10 points	rubric	Not applicable
<b>Total</b>	<b>100 points</b>		

Note: the due dates for all assignments are Tuesday, the class day, to be submitted via Canvas by 11:59 PM.

<u>Summary of Assignments</u>	<u>Date Due (11:59 pm)</u>																<u>Point (100)</u>
	Jan. 23			Feb. 23				Mar. 23				Apr. 23					
Class num.	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4		
Week																	
1. Interest Paper	1/17																2
2. Meeting with Instructor	1/17																3
3. Annotated Bibliography		1/24															5
4. Research Question Section			1/31														5
5. Introduction and Significance Section				2/7													5
6. Completion of CITI Human Subjects Training**					2/14												5
7. Sample and Setting Section							2/28										5
8. Common Research Methods Assignment										3/21							20
9. Methods and analysis section												4/4					5
10. Ethics Section												4/4					5
11. Proposal Presentation													4/11	4/18			15
12. Final Research Proposal with 1-page Revision Statement															4/25		15
<b>13. Class participation</b>																	10

## ASSIGNMENTS

**1. Interest paper:** This assignment will provide you with an opportunity to share your practice/research backgrounds and area(s) of interests to the instructor. The aim of the paper is to develop a research project that is helpful to for your career development. The more details you provide, the better I will be able to (1) design group learning opportunities based on your interests and developmental goals; (2) help you assess the feasibility of your idea, and (3) provide useful resources. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas.

**2. Meeting with Instructor:** Each student is required to meet with the instructor for a brief planning meeting/phone call at some point within the **first six weeks (before Feb. 21)** of the quarter. At this meeting, we will discuss your ideas for your research project, and you will have the opportunity to brainstorm and ask questions. Sign-ups for this meeting will occur during the first two weeks of class via google document (see the assignment in Canvas).

**3. Annotated bibliography:** For this assignment, please select at least 5 peer-reviewed journal articles that are related to your research interest(s) and complete an annotated bibliography. An annotated bibliography is an organized list of sources (like a reference list) in which each reference is followed by a paragraph of annotation. Please review your selected peer-reviewed journal articles and write a 5-10 line summary in your own words of each reference. Your summary should include: (1) a brief description of the methods used in the article, (2) pertinent results, (3) and how these findings connect to your research topic.

At least 3 of these references should be empirical studies where data- quantitative or qualitative - was collected and these references should be no older than 2010. This assignment should be typed and submitted electronically via Canvas. Please bring digital or paper copy of the articles and the assignment to the class.

If you need assistance with the assignment, you can utilize the “Ask a librarian” service: <https://www.lib.utexas.edu/research-help-support/ask-us>

**4. Research question section:** This assignment will provide you with an opportunity to formulate your research questions that will guide your final research proposal. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas. Please bring digital or paper copy of the articles and the assignment to class.

**5. Introduction and significance section:** This assignment will help you get started with your final research proposal. This paper should be written in a formal, academic or scholarly manner, using APA format. This significance section will serve as the introduction for your research proposal. The goal of the significance section is to provide a brief description of a social problem, a compelling rationale for why social workers should try to address the social problem, and a brief description of what must be learned next to address the social problem. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas. Please bring digital or paper copy of the articles and the assignment to class.

**6. \*\*Human subjects training:** All students will be required to complete the CITI Human Subjects Training, which will familiarize you with various ethical concerns in conducting research. This training is online and can be accessed via the following link: <https://www.citiprogram.org>. When you first visit this site, you will be asked to register and provide basic contact information. It is imperative that you **USE YOUR UT EMAIL ADDRESS TO REGISTER FOR THE COURSE!** You will also be asked to choose courses by answering two questions. Choose a basic versus refresher course, and a social behavioral versus biomedical focus. The course is made up of 8 individual modules. A full course takes several hours to complete, but you don’t have to do it all in one sitting. Most modules take about 15-20 minutes each. I will need official documentation of your training. Please create a pdf of the documentation and upload it to Canvas.

**7. Sampling and setting section:** This paper should be written in a formal, academic or scholarly manner, using APA format. This section will introduce the setting where you plan to conduct your study, and it will explain your sampling strategy. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas. Please bring digital or paper copy of the articles and the assignment to class.

**8. Common Research Methods Assignment:** As a part of CSWE accreditation you will participate in a common assignment across sections. This assignment will be available in Canvas and due on 3/7/23 11:59 pm.

**9. Methods and analysis section:** This section will explain the methods and approach for your research study. This section should include details about the design of your study and the methods you will use. You will include specific information about how you will collect your data and any specific measures or tools that you will use. You will also include information about how you plan to analyze the data. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas. Please bring digital or paper copy of the articles and the assignment to class.

**10. Ethics section:** Please describe at least 3 ethical considerations that you have in conducting your study. Then explain how you plan to address these ethical concerns as a researcher. Cite any literature that is guiding your choices, such as the NASW code of ethics, the Belmont Report, or the other readings found in our ethics module. Use APA format and include references, as this section will appear in your final research proposal.

**11. Proposal presentation:** This assignment is meant to develop presentation, research, and academic communication skills. This project also supports your capacity to explain your work effectively and concisely. You will prepare the proposal presentation using the “3 Minute Thesis” format. The “3 Minute Thesis” was developed by the University of Queensland in 2008 to “challenge research students to communicate the significance of their projects to a non-specialist audience in just three minutes.”

The purpose of the presentation is to present your research proposal in a fun, useful, and engaging format. Your presentation should summarize the main areas of your proposed research: (1) Background and significance- why should the audience be interested in this area? (2) Research question and study aims- why is your project innovative? (3) Methods—how will you conduct the study? (4) Discussion: Implications, strengths and limitations—what are the implications for social work practice? After the presentation, each student will have **3 minutes** to receive feedback. See Assignment 11 in Canvas for additional instructions.

**12. Final research proposal with 1-page revision statement:** The research proposal is designed to allow you to specify a practice/research question of interest to you and to collect, analyze and interpret data related to the research questions. You can elect to do research on an intervention you are providing in your practice, conduct an evaluation of a particular aspect of a program, or identify the needs in a certain domain for a population of concern. Build on the scaffolding assignments you completed throughout the quarter, which were designed to prepare you for writing the research proposal. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas.

**13. Class participation:** Attendance and active participation are critical to the teaching and learning in this class. Students are expected to participate during class sessions, or, in extenuating circumstances, to notify the instructor if they cannot participate. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and coming to class prepared to discuss them, and “being present” and involved in experiential activities and discussions. Taking into account cultural and personal variability, your contributions to and participation in the course will be evaluated by: 1) contribution of questions and comments relevant to course content and themes; 2) evidence of active engagement with required readings (reflected in in-class and small group discussions and in written papers); and 3) engagement in class and with course activities. Note that even if absences are excused, missing more than one class will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present. You will also need to make plans with me to make up the learning missed.

## 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

\*\*\*Remember that as an MSSW student, you are ultimately responsible for your own learning and development. The professor is there to support and facilitate your learning, but you need to take the initiative for your own education.

1. **Instructor Contact:** If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please email me at [yjzhou@utexas.edu](mailto:yjzhou@utexas.edu). I receive my e-mail on my phone at frequent intervals and will respond as quickly as possible.
2. **Attendance:** Students are expected to attend class sessions and participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions. Failure to regularly attend classes and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. **Students are to notify the professor by email if they are going to be absent**

- and how they plan to make up for the missed class (from the options listed below). For people who have to be absent from the in-person class, your options include one of a, b, c:**
- a. Request for a zoom-class for medical reasons (no medical documents are required) and engage in class activities via zoom
  - b. Write a brief summary (at least two-page, double-space) of class readings and slides for the missed class
  - c. Receive 1 point reduction for each class missed
3. **Electronic Devices:** Students are welcome to use notebooks, laptops, and other electronic devices for note-taking during class time. If students are using these devices for other purposes not relevant to the class (i.e., checking email or working on assignments for other courses), they will be unable to continue bringing them to class. Students are asked to have cell phones on vibrate or turned off during class. If you receive an emergency call, please step out of class to talk. You are also expected to refrain from texting during class.
4. **Late assignments policy:** Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. An assignment turned in after the due date without advance arrangements being made with the instructor will result in a deduction of 5% for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at **least 24 hours PRIOR** to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement. Note that the professor will send a reply email when the request for an extension has been received; if you do not get a reply, contact the professor immediately.
5. **APA & References: APA & References:** The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's Online Writing Lab (OWL). Appropriate referencing is required. Failure to use quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.
6. **Course Feedback:** Student feedback is welcome. During this course the professor will ask students to provide feedback on their learning in informal as well as formal



ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

7. **Course Modifications:** Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.
8. **Support to improve class performance:** If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. **Final grades assigned in the course are not negotiable.**
9. **Confidentiality and Self-Care:** As in any social work class, this course will touch on sensitive topics. Personal or case information (e.g., examples from practicum) may be shared. When sharing, please do so respectfully, and consider how to best maintain anonymity if possible (e.g. avoiding using names). Additionally, I ask that discussions about case materials or individual student experiences be considered confidential, to promote a safer learning environment, and practice professionalism.

Research methods are developed and evolved throughout different historical contexts when various social justice issues emerged or were neglected. This class will ask students to think about the social justice implications of research (past and present), and we will necessarily discuss issues of power, privilege, oppression, control, and social change. Some of our class readings or discussions could trigger strong emotions. Please feel free to step out of class for a moment, without explanation, at any point if you need to. I am also available during office hours to discuss any challenging class material. Free support resources are also available through the SSW CARE Counselor program for students. To schedule an appointment, please call 512.471.3515 and ask for a CARE appointment, or leave a message at 512.471.8148. SSW CARE Counselor information sheet will be posted in CANVAS.

### **Use of Canvas in Class**

In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu/> —to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys.

### **Course and Instructor Evaluations**

At the end of the course, I will use the standard Course Instructor Survey (CIS) provided by the University of Texas at Austin. The CIS offers students a systematic, campus-wide method of evaluating courses and instructors. It also allows instructors to compare their course ratings with averages for their school. The results are also used by the Dean and the School's Executive Committee as one of the aspects of faculty and course evaluation. I hope that every student will complete the CIS. Although important, these evaluations are after the fact. I strongly encourage you to provide input and feedback regarding the course during the semester so that we can together make this course of maximum benefit to your academic pursuit.

## 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.

**DISABILITY ACCOMODATION STATEMENT.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/> . If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**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. Class Schedule

An Introduction to the Practice of Research in Social Work	Assignment
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<p>Week 1 1/10/23</p>	<p><b><u>Class 1:</u></b> <b><u>Introduction to social work research</u></b></p> <ul style="list-style-type: none"> <li>• Introduction, syllabus review, expectations, and assignments</li> <li>• What is research and social work research</li> <li>• Research-practice-education collaboration for social justice</li> </ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Rubin &amp; Babbie, Ch. 1 and 2</li> <li>• Teater, B. (2017). Social Work Research and Its Relevance to Practice: “The Gap Between Research and Practice Continues to be Wide”. Journal of Social Service Research, 43(5), 547-565.</li> </ul>	
<p>Week 2 1/17/23</p>	<p><b><u>Class 2: Integrating Theory, Research and Practice</u></b></p> <ul style="list-style-type: none"> <li>• Factors influencing the research process</li> <li>• The Ethics, Politics and Cultural Context of Social Work Research</li> </ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Rubin &amp; Babbie, Ch. 3, 5 and 6</li> <li>• Agurs-Collins, T., Persky, S., Paskett, E. D., Barkin, S. L., Meissner, H. I., Nansel, T. R., ... &amp; Farhat, T. (2019). Designing and assessing multilevel interventions to improve minority health and reduce health disparities. American Journal of Public Health, 109(S1), S86-S93.</li> </ul>	<p><b>Assignment 1:</b> Interest paper <b>Assignment 2:</b> Sign-up meeting with instructor in the Google document</p> <p>Due: 1/17/23 11:59 pm</p>
<b>Problem Formulation and Measurement</b>			
<p>Week 3 1/24/23</p>	<p><b><u>Class 3:</u></b> <b><u>Formulating a research question</u></b></p> <ul style="list-style-type: none"> <li>• Variables and operationalized definitions</li> <li>• Problem formulation</li> <li>• Crafting the research question</li> <li>• Qualitative, Quantitative and Mixed Methods of Inquiry</li> </ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Rubin &amp; Babbie, Ch. 7 &amp; 8</li> <li>• Helsinki statement on social work practice research. (2014). Nordic Social Work Research, 4(sup1), 7–13.</li> </ul>	<p><b>Assignment 3:</b> Annotated bibliography</p> <p>Due: 1/24/23 11:59 pm</p>

<b>Designs for Evaluating Programs and Practice</b>			
Week 4 1/31/23	<b><u>Class 4:</u></b> <b><u>Quantitative research design (I):</u></b> <ul style="list-style-type: none"> <li>• Measurement:</li> <li>• Sampling</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Rubin &amp; Babbie, Ch. 9 &amp; 10 &amp; 15</li> <li>• LeCroy, C. W. (2019). Mismeasurement in Social Work Practice: Building Evidence-Based Practice One Measure at a Time. <i>Journal of the Society for Social Work and Research</i>, 10(3), 000-000.</li> <li>• Pettus-Davis, C., Grady, M.D., Cuddeback, G.S.,</li> <li>• Scheyett, A. (2011). Practitioner's guide to sampling in the age of evidence-based practice: Translation of research into practice. <i>Clinical Social Work Journal</i>, 39, 379–389.</li> </ul>	<b>Assignment 4:</b> Research Question Section  Due: 1/31/23 11:59 pm
Week 5 2/7/23	<b><u>Class 5:</u></b> <b><u>Quantitative research design (II)</u></b> <ul style="list-style-type: none"> <li>• Causal Inference</li> <li>• Experimental Designs</li> <li>• Quasi-Experimental Designs</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Rubin &amp; Babbie, Ch. 11 and 12</li> <li>• Rubin &amp; Babbie, Ch. 16 &amp; 17</li> <li>• Coulton, C. J., Goerge, R., Putnam-Hornstein, E., &amp; de Haan, B. (2015). Harnessing big data for social good: A grand challenge for social work. <i>Cleveland: American Academy of Social Work and Social Welfare</i>, 1-20.</li> </ul>	<b>Assignment 5:</b> Introduction and Significance Section  Due: 2/7/23 11:59 pm
Week 6 2/14/23	<b><u>Class 6:</u></b> <b><u>Quantitative research design (III)</u></b> <ul style="list-style-type: none"> <li>• Single-case Evaluation Designs</li> <li>• Program Evaluation</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Rubin &amp; Babbie, Ch. 13 and 14</li> </ul>	<b>Assignment 6:</b> Completion of CITI Human Subjects Training**  Due: 2/14/23 11:59 pm

Week 7 2/21/23	<b><u>Class 7:</u></b> <b><u>Qualitative Research Methods (I)</u></b> <ul style="list-style-type: none"> <li>• Qualitative research methods</li> <li>• Qualitative sampling</li> <li>• Main qualitative research approach</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Rubin &amp; Babbie, Ch. 18 &amp; 19</li> <li>• Padgett, D. K. (1998). Does the glove really fit? Qualitative research and clinical social work practice. <i>Social Work</i>, 43(4), 373-381.</li> <li>• Pieper, M. H., &amp; Tyson, K. (1999). Response to Padgett's " Does the Glove Really Fit?". <i>Social Work</i>, 44(3), 278.</li> </ul>	
Week 8 2/28/23	<b><u>Class 8:</u></b> <b><u>Qualitative Research Methods (II):</u></b> <ul style="list-style-type: none"> <li>• Data collection and data analysis</li> <li>• Innovative qualitative research methods</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Rubin &amp; Babbie, Ch. 20</li> <li>• Wang, C., &amp; Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. <i>Health education &amp; behavior</i>, 24(3), 369-387.</li> <li>• Pollak, M. (2018). Care in the Context of a Chronic Epidemic: Caring for Diabetes in Chicago's Native Community. <i>Medical anthropology quarterly</i>, 32(2), 196-213.</li> </ul>	<b>Assignment 7:</b> Sample and setting section  Due: 2/28/23 11:59 pm
Week 9 3/7/23	<b><u>Class 9:</u></b> <b><u>Qualitative Research Methods (III):</u></b> <ul style="list-style-type: none"> <li>• Decolonizing methodology</li> <li>• Transgender theory</li> </ul>	<b>Required Reading:</b> <ul style="list-style-type: none"> <li>• Nagoshi, J. L., &amp; Brzuzy, S. I. (2010). Transgender theory: Embodying research and practice. <i>Affilia</i>, 25(4), 431-443.</li> <li>• Braun KL, Browne CV, Ka'opua LS, Kim BJ, Mokuau N. Research on Indigenous Elders: From Positivistic to Decolonizing Methodologies. <i>Gerontologist</i>. 2014;54(1):117-126.</li> </ul>	
Week 10 3/14/22	<b>Spring Break</b>		



Week 11 3/21/23	<p><b><u>Class 10: Mixed methods &amp; multidisciplinary research</u></b></p> <ul style="list-style-type: none"> <li>• Mixed method</li> <li>• Multidisciplinary research</li> </ul>	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Review: Rubin &amp; Babbie, Chapter 4; Quantitative, Qualitative, and Mixed Methods of Inquiry;</li> <li>• Teasley, M., Canfield, J. P., Archuleta, A. J., Crutchfield, J., &amp; Chavis, A. M. (2012). Perceived barriers and facilitators to school social work practice: A mixed-methods study. <i>Children &amp; Schools</i>, 34(3), 145-153.</li> <li>• Nurius, P. S., Kemp, S. P., Köngeter, S., &amp; Gehlert, S. (2017). Next generation social work research education: fostering transdisciplinary readiness. <i>European Journal of Social Work</i>, 20(6), 907-920.</li> </ul>	<p><b>Assignment 8: Common Research Methods Assignment</b></p> <p>Due: 3/21/23 11:59 pm</p>
<b>Data analysis</b>			
Week 12 3/28/23	<p><b><u>Class 11: What's in the Data</u></b></p> <ul style="list-style-type: none"> <li>• Qualitative and Quantitative Data Analysis</li> </ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Rubin &amp; Babbie, Ch. 20, 21 and 22</li> </ul>	
<b>Future directions</b>			
Week 13 4/4/23	<p><b><u>Class 12: Future directions</u></b></p> <ul style="list-style-type: none"> <li>• Practice &amp; Research</li> <li>• Implementation science &amp; translational science</li> <li>• Participatory research</li> <li>• Imagining future for social work: AI and social work research</li> </ul>	<p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• Baumann A., Rodriguez, M.D., &amp; Parra-Cardona, J. R. (2011). Community-based applied research with Latino immigrant families: Informing practice and research according to ethical and social justice principles. <i>Family Process</i>, 50(2), p132-148.</li> <li>• Kitchin, R. (2001). Using Participatory Action Research Approaches in Geographical Studies of Disability: Some Reflections. <i>Disability Studies Quarterly</i>, 21(4), 61-69.</li> <li>• Ford CL, Airhihenbuwa CO. The public health critical race methodology: praxis for antiracism research. <i>Soc Sci Med</i>. 2010;71(8):1390–1398.</li> </ul>	<p><b>Assignment 9: Methods and analysis section</b></p> <p><b>Assignment 10: Ethics section</b></p> <p>Due: 4/4/23 11:59 pm</p>

<b>Proposal presentation and writing</b>			
Week 14 4/11/23	Presentation of proposals	PowerPoint Presentations	<b>Assignment 11:</b> Proposal Presentation
Week 15 4/18/23	Presentation of proposals Course evaluation	PowerPoint Presentation Course evaluation	<b>Assignment 11:</b> Proposal Presentation
Week 16 4/25/23	<b>No Class</b> <b>Final Proposal Due</b>		<b>Assignment 12:</b> Final Research Proposal with 1-page Revision Statement  Due: 4/25/23 11:59 pm

## **X. BIBLIOGRAPHY**

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