

**Social Work Research Methods**  
**The University of Texas**  
**Steve Hicks School of Social Work**

<b>Course Number:</b>	SW 385R	<b>Instructor:</b>	Henrika McCoy Ph.D.
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<b>Semester:</b>	Spring 2023	<b>Office:</b>	SSW 3.106C
<b>Meeting Time/Place:</b>	Wednesdays 5:30pm-8:30pm SSW 2.122	<b>Office Phone:</b>	(512) 471-1003
		<b>Office Hours:</b>	Wednesdays, 3:30pm – 5:00pm Other times by appointment
<b>TA:</b>	Micaela Williams	<b>TA email:</b>	

- 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 in 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 conduction 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 include but not be limited to lectures (questions and answers are encouraged), class discussions, class activities/exercises, small group work, and student presentations.

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

**Required Text:** Schutt, R. K. (2021). *Understanding the social world* (2nd. ed.). Thousand Oaks, CA: Sage.

**Required Research Articles, Book Chapters, and Media.** Links will be provided on Canvas or directly.

**Recommended Texts:**

Hacker, D. & Sommers, N. (2022). *Pocket style manual, APA version* (9th ed.) Boston, MA: Bedford/St Martins.

Holosko, M. J., & Thyer, B. A. (2011). *Pocket glossary for commonly used research terms*. Thousand Oaks, CA: Sage.

**V. Course Requirements and Graded Assignments**

**The final grade for the course will be based on:**

Activity	Due Date	Points
Attendance/Participation	Weekly	14
CITI Training	Week 4 (01/31)	6
Quizzes (4)	Week 5 (02/08) Week 7 (02/22) Week 9 (03/08) Week 15 (04/19)	24
“Research in the News” Peer Presentation	Week 9 (03/08)	14
Common Assignment	Week 15 (04/19)	12
Group Oral and Poster Presentation	Week 15 (04/19)	20
Peer Review	Week 15 (04/19)	10
<b>TOTAL</b>		<b>100</b>

**Attendance and Participation:**

This portion of the grade will be determined by contributions of comments and questions in class, evidence of reading the required materials, participation in class activities, positive class engagement, and class attendance. Excessive lateness may result in a deduction of attendance/participation points. An absence will only be counted as excused if there is a severely extenuating circumstance (e.g., injury, illness, birth or death in the family); documentation will likely need to be provided to the instructor for such an event. **You must sign the attendance sign-in sheet by 5:45pm to have your attendance counted - this is your responsibility.** If you are delayed on the way to class, and know that you will be late, you may email [hmccoy@austin.utexas.edu](mailto:hmccoy@austin.utexas.edu) letting me know. I must receive your email with a timestamp of **before 5:30pm**. If I receive your email, I will waive your requirement to sign in by 5:45pm. This option for a waiver can be used only twice.

**Collaborative Institutional Training Initiative (CITI):**

Human subjects research training is required every three (3) years for researchers. Follow the instructions carefully! Please note, you will be required to submit your certificate **on January 31<sup>st</sup> no later than 5:30pm** in order to receive credit. To complete the required *Social/Behavioral Researchers* training follow the provided instructions at the webpage to which you are guided:

- [If you have never taken the CITI Course click here.](#) To receive credit, you must complete all of the required modules and one elective module with an average quiz score of 80.
- If you have a *Social/Behavioral Researchers* certificate **that will expire before April 19th**, you **must take a refresher course by clicking here**. This is in lieu of submitting the original/expired certificate.
- If you have a *Social/Behavioral Researchers* certificate that **will not expire before April**

**19th**, you do not need to retake the course or complete a refresher. You may submit a copy of your certificate for credit. If you completed your training at another institution, I also encourage you to [apply the modules towards UT requirements](#).

If you completed CITI training is not the *Social/Behavioral Researchers* training you will be awarded zero points for the assignment; thus, please pay close attention and make sure that you complete the correct modules. **There will not be an opportunity after the due date to complete, submit, and receive credit for the correct training. Note: This web-based course can take 3 to 6 hours to complete.**

### **Quizzes:**

Quizzes will occur Weeks 5, 7, 9, and 15 and will include, but not be limited to: matching, fill in the blank, multiple choice, and short answer. Each quiz will be worth 6 points and only include content covered in class since the prior quiz. However, if content is included in course content again after already being covered in a prior class it has the potential for inclusion on that additional quiz(es). Each quiz will be based on assigned readings, CITI training content, videos, and lectures, as well as the application of research concepts. Please note **once the quiz has begun - you will not be permitted to leave and re-enter the classroom unless you have turned in your quiz.** If you leave you will not be able to continue your quiz when you return. If you are absent due to an extenuating circumstance (e.g., injury, illness, birth, or death in the family) and deemed acceptable you will be allowed to make up the quiz. Please be aware that documentation will likely need to be provided to the instructor for such an event. **If you are late and the quiz has already begun you will not be allotted additional time to complete the quiz. You will need to complete the quiz in the time that is remaining. If you arrive after the time allotted for the quiz has ended, you will not be allowed to take the quiz, and you will earn zero points.**

### **Research in the News:**

- 1) First, identify in a widely read media source an instance where social work research (conducted by a person with a social work degree) has been discussed **and** the social work researcher has been referred to by name or named and quoted. The researcher must hold a university/college faculty position (e.g., Lecturer, Assistant Professor, Associate Professor, or Professor). The media source must have been published since January 2021 and be a widely read newspaper (i.e., Chicago Tribune, NY Times, etc.), a standard local newspaper of a city (i.e., Austin American-Statesman, The Des Moines Register, The Kansas City Star, etc.), or a major news magazine (i.e., Time, Newsweek, etc.). You may not use a source that is online only (including an online only news source/newspaper, e.g., the NASW website, Huffington Post, BBC, or CNN). If you are unsure as to whether your media source is acceptable, I highly recommend you check with me first. You will not receive credit for any portion of the assignment if I determine the news source is unacceptable.
- 2) Second, locate, in a peer-reviewed journal, the specific article cited in the media source, or an article written specifically about the research that is cited in the media source. The person who is quoted in the article must be one of the authors of the peer-reviewed article. **In order to determine whether the journal is peer-reviewed you can check the <http://ulrichsweb.serialssolutions.com.ezproxy.lib.utexas.edu/> database on the UT library website ( a peer-reviewed journal will have this symbol ) or Google and check the actual journal website which will provide such information.**

### **Submission Requirements for Written Component**

To be eligible for full credit for the written portion of this assignment, you **must submit 1 through 7 below**:

- 1) a copy of the media story. **An editorial or blog that the researcher-author has written, or an editorial or a blog that refers to the researcher-author and/or their research, is not acceptable.** You will not receive credit for any part of the assignment (written or oral) if you submit one of these.
- 2) a copy of the peer-reviewed journal article that is specifically referred to or a copy of a peer-reviewed journal article about the same topic (this must be a journal article from a peer-reviewed journal article; a commentary/editorial from a journal, report, or white paper is not acceptable). The person quoted in the news article must be an author on the article.
- 3) a copy of the person's university web page explicitly indicating their faculty position (e.g., Lecturer, Assistant Professor, Associate Professor, or Professor – these titles can be modified with the addition of words such as Clinical, Research, or Teaching)
- 4) a copy of their cv from their school, personal, or other professional website (**you only need to submit the page(s) that indicates the person's name and that they have a social work degree.** This is typically the first page or first two pages; so, for example, if the person's cv is 35 pages, you only need submit the 1<sup>st</sup> page with their name and the page that indicates their social work education).
- 5) A jointly prepared summary, with the names of both contributors on the assignment that uses the bold and underlined headings noted below. The summary should be a **maximum of 3 pages** (anything longer will not be read or counted towards your grade), double spaced, 12-point, Times New Roman font, and 1-inch margins.
  - a) **Overview** (of the news story from the media source)
  - b) **Study Demographics** (from the peer-reviewed article)
  - c) **Study Goal** (why was the study conducted)
  - d) **Important Findings** (from the peer-reviewed article)
  - e) **Interesting Fact** (something that stood out to you from the news story and/or peer-reviewed article)
  - f) **Question** (two questions you think should be investigated further related to the focus of the peer-reviewed article.
- 6) A separate page listing who completed which portion of the assignment (article identification, identification of the peer-reviewed article, locating the documentation about the person's social work background, and each component of a through f. This list must be signed by both of each of you (this signed document indicates that you agree with how the work was divided).
- 7) The Article Review Checklist (the questions are detailed below). **You should review this portion before completing the assignment because there are components that must be completed during your search process.** This portion should also use 12-point, Times New Roman font, and 1-inch margins. Please include the section headings, questions, and number provided with each of your answers – you may simply copy and paste and answer the questions in a separate document.

#### **Questions about the researcher**

- 1) At what school/university is your researcher on faculty?
- 2) What is their current position?
- 3) Does your researcher have a BSW (or another identified undergraduate degree by a CSWE-accredited program)?
- 4) Does your researcher have an MSW (or another identified graduate degree by a CSWE-accredited program)?

- 5) Does your researcher have a PhD?
- 6) If your researcher does have a PhD, where did they earn their degree?
- 7) If your researcher does have a PhD, is their PhD in social work?
- 8) In the article, what professional title was used to identify author?
- 9) In the article, was the author identified as a social worker/social work researcher/social work professor?
- 10) If they were not identified as a social worker/social work researcher/social work professor, what profession were they affiliated with?
- 11) What is the author's gender (if accessible)?
- 12) What is the author's race and/or ethnicity (if accessible)?

### **Questions about the research**

- 1) What is the research topic?
- 2) What newspaper or magazine was the news story published in?
- 3) What peer-reviewed journal was the research article published in?
- 4) Was the study quantitative, qualitative, or mixed-methods?
- 5) What analyses were used?
- 6) Was the peer-reviewed article written by a single author, two authors, or three or more authors?
- 7) If more than one author, what number was the researcher who was quoted?

### **Questions about the search process**

- 1) How long did it take for you to find the newspaper/magazine article (in minutes and/or hours)?
- 2) How long did it take for you to find the peer-reviewed article (in minutes and/or hours)?

### **Oral Presentation Instructions:**

Your entire presentation must last no longer than 10 minutes so you will need to cover all of your content during that time – you will receive a deduction from your total points for the information that is not covered.

- 1) The **first person** in the group should be prepared to share with the class for **a maximum of 5 minutes**. This portion of your presentation should minimally include:
  - a) an overview of the news story including the study's demographics and the study's important findings
  - b) something interesting that stood out to you from the article and/or study
- 2) The **second person** must engage the class in a discussion about the news article/peer-reviewed article for **a maximum of 5 minutes** (this may mean answering only one question). You should be prepared to use one of the two questions you created in order to engage the audience in case no questions are posed from the class. This person will be responsible for responding to the audience's questions.
- 3) If there are three people in your group, **the third person** should be prepared to use your second question for a continued discussion and your group will be allocated **an additional maximum of 5 minutes**.

**Policy for late submissions:** Because this assignment includes a written portion, and an oral presentation, late submissions will be treated as follows:

- **Written assignment.** Two points will be deducted per day from your overall assignment grade that your written component is late. Assignments must be submitted by 5:30pm on March 8<sup>th</sup>; thus, the first day late begins immediately at 5:31pm on March 8<sup>th</sup> and the highest possible grade to be earned will be 12 points. The second late day begins at 5:31pm on March 9<sup>th</sup> and the highest possible grade to be earned will be 10 points. The third day late begins at 5:31 pm on March 10<sup>th</sup> and the highest possible grade will be 8 points. The fourth day late begins at 5:31pm on March 11<sup>th</sup> and the highest possible grade to be earned will be 6 points. The fifth day late begins at 5:31pm on March 12<sup>th</sup> and the highest possible grade to be earned will be 4 points. The sixth day late begins at 5:31pm on March 13<sup>th</sup> and the highest possible grade to be earned will be 2 points.
- The only exception to applying this late policy is if there is a severely extenuating circumstance (e.g., injury, illness, birth or death in the family); documentation will likely need to be provided to the instructor for these events. Please see the instructor **in advance, when possible**, if you know that you will need to submit your assignment late so that alternative arrangements can be made.
- **Oral Presentation.** There will be no opportunity to make up the verbal component of this assignment and you will automatically lose 4 points for the overall assignment unless one of you is experiencing an extenuating circumstance. If this does occur and has been approved a makeup time will be arranged. Please note, barring an impossibility, your presentation will be delayed until all contributors can present.

### **Common Assignment**

This assignment focuses on Competency 4: Engage in Practice-informed Research and Research-informed Practice and more specifically:

- Outcome 4a: Use practice experience and theory to inform scientific inquiry and research.
- Outcome 4b: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Outcome 4c: Use and translate research evidence to inform and improve practice, policy, and service delivery.

This is a written assignment where students will be assessed on their level of attained competence for CSWE Competency 4. This assignment is required for every student in the MSSW program.

**Policy for late submissions:** If your assignment is submitted late, 4 points will be deducted per day your assignment is late. Assignments must be submitted by 5:30pm on the due date; thus, the first day late begins immediately at 5:31pm on the April 19<sup>th</sup> and the highest possible grade to be earned will be 8 points. The second late day begins at 5:31pm on April 20<sup>th</sup> and the highest possible grade to be earned will be 4 points. Because this assignment is required program-wide you should submit this assignment even if you have to submit late. The only exception to this rule is if there is an extenuating circumstance (e.g., injury, illness, birth or death in the family); documentation will likely need to be provided to the instructor for these events. Please see the instructor **in advance, when possible**, for such circumstances so that alternative arrangements can be made.

### **Group Oral and Poster Presentation:**

Each group presentation will focus on the article you have selected. Although not required, I encourage you to speak with the author of the article you select – they will be able to provide you with some useful information as you prepare your assignment. Students who talk to faculty generally have stronger presentations. You should contact the author as soon as possible to schedule your **virtual appointment**. If you wait to schedule your appointment you may lose out on the opportunity to learn invaluable information. Faculty do try to make themselves available for this assignment, but their availability can be quite limited, and they are not required to allot time to assist you with this assignment. **Do not compile a list of questions and email the faculty member asking them to answer the questions and send the answers back to you.** That strategy places the burden on the faculty member, and this is your assignment. You will lose points if you take this approach.

This assignment has two components – an oral presentation and a poster. The oral presentation should last no more than 12 minutes. It will occur after the classroom poster display and your group will be responsible for answering questions posed by your peers. Deductions will be taken from the poster portion of the grade when required components have not been included or you have not provided enough in-depth information.

### ***Poster Presentation***

Required poster section headings are underlined, bolded, and in quotation marks below. Your poster should present your article in the order the article is structured and include the following:

- 1) A **“Summary”** of the article which includes information from each section. For example, if an article includes an Introduction, Background and Significance, Methods, Results, Discussion, and Conclusion sections, you must include a section on the poster for each. (**I highly recommend that this portion be divided up and not assigned to just one person – to summarize the article is a lot of work.**) For this section use the article topic headings as your sub-headings. Detailed below in a, b, and c is additional information that must also be included. The content in a, b, and c, should be included in the same sections where they have been included in your article.
  - a) Not all articles include a theoretical framework, but if the article does have one you must provide a Theoretical Framework section and include information about the theory that is used by the authors. For example, if the article relies on ecological theory, you must provide the class with information about ecological theory **and** why it was an appropriate choice for the article’s topic (this may require some research beyond what is stated in the article). Note: this content might have its own section in the article or might be included in another section such as Background or Significance. **If there is not a theoretical framework do not add your own.**
  - b) You must research the statistical analysis(es) that have been used by the author(s). This content is typically found in the Methods or Data Analysis (other titles may be used) section of an article. Your content should include: 1) a definition in plain language about the analyses used so that a reader not familiar with the analyses can understand it and 2) why the analyses were an appropriate choice to answer the research questions asked by the authors in the article. For example, if your article uses propensity score analysis, you

should tell us **what** propensity score analysis is, **when** it is used, and **why** it was appropriate for the research question asked in the article. This must be completed for each type of analyses used (you do not need to include this information for univariate (descriptive) analyses) The author will likely be very helpful with providing you information for this section.

- c) Your Results section should be presented with infographics (I have provided you an example on Canvas an article with an associated infographic). There are a number of free infographic websites that you can use, or you may choose to simply use clip art that reflects the information you want to share and modify as appropriate to meet your needs. This section must use words minimally and communicate the results predominately through pictures. You may include graphs and charts as appropriate, but they cannot be the only method used.
- 2) You must also provide a **“Critique”** section on your poster of the article. You should highlight the article’s strengths and limitations/weaknesses -- some of this may be provided in the article. To be eligible to receive full credit for this section **you must add to what the author(s) has already described**. Talking with the author can be very helpful with this section.
- 3) You should include a section that places the article in the **“Context of the Larger Research Area”**. For example, if your article is about college age women with HIV, you would discuss what contributions the article makes to the literature about college age women with HIV (i.e., What gaps does the article fill in research, practice, or policy?).
- 4) Your poster should end with an **“Interesting Fact”** section which includes an interesting fact that your group learned about the topic.

You must submit to me **at the beginning of class** a list indicating which member of your group contributed what component of the poster (this list must be typed and include the signatures of each group member verifying they agree with how the work was allocated).

### ***Oral Presentation***

Your oral presentation will take the form of your group answering questions from peers who have also read your specific article. That group of peers will also be conducting a peer review of your presentation (the oral and poster components). **Each member must participate in the oral portion** for the possibility of full points to be earned (unless the group member is absent and has been excused due to an extenuating circumstance).

**Policy for late presentations: Your group’s poster and oral presentation must be completed on the assigned day.**

- If the poster is not provided, the highest possible grade that can be earned by the group for the entire assignment is 5 points. Your group will not have the opportunity to submit the poster at a later time.

- If the oral presentation is not completed, the highest possible grade that can be earned by the group for the entire assignment will be 15 points. Your group will not have the opportunity to reschedule.

**Policy for individual group member’s non-participation.**

- If you are a member of a group that presents and you do not participate, you will automatically lose 5 points from the 20 points possible for the entire assignment, regardless of what grade your group earns.
- If you are not on the list of participating group members for the poster, you will automatically lose 15 points from the 20 points possible for the entire assignment, regardless of what grade your group earns.
- The only exception to this policy, is if an individual member experienced a severely extenuating circumstance (e.g., injury, illness, birth or death in the family). In that case alternative arrangements will be made. Note: documentation will likely need to be provided to the instructor for these events. Please see the instructor **in advance of the presentation date, when possible**, for such circumstances.

**Peer Review:**

In addition to participating in a group oral and poster presentation, you will also be responsible for reviewing another group’s oral and poster presentation. You will not be assigning a grade; however, you will provide comments and your ratings and comments will ultimately be provided anonymously and in aggregate with my feedback to the group for the assignment. You must also create a question that you will ask the group during the group’s oral presentation. In order to create your question and provide comments, you will need to read, ahead of time, the article that the group is presenting. You will earn credit for creating and including the question, regardless of whether you have the opportunity to ask the group your question.

On the day of the presentation, I will provide you with a feedback form that you will complete during the presentation. You will submit your form to me when the presentation is over. In order to earn points for this assignment you must submit your form. If you are late on the day you are to complete your peer review, and you miss a portion of the group’s presentation your grade will be deducted points proportional to the amount of the presentation that you missed - **you will not earn the full points for this assignment**. You must submit your form to be eligible for the full points. Each component must be completed in order to be eligible to earn full points.

If you are absent on the day of the oral and poster presentations, you will not be allowed to make-up the assignment and you will earn zero points for this assignment. The only exception to this rule is if there is an extenuating circumstance (e.g., injury, illness, birth or death in the family); documentation will likely need to be provided to the instructor for these events. Please see the instructor **in advance, when possible**, for such circumstances so that alternative arrangements can be made.

**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. Students are expected to attend class sessions and be interactive. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions. **Students are responsible for any material missed due to absences.**
2. 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.**
3. Cellular phones may not be used in the classroom. Please consult me regarding genuine emergencies when having access to your phone would be important for the class session.
4. Laptops and tablets are not required for this class and their usage must be restricted to class relevant activities. Checking emails, using social media etc. are not class activities. If you are caught repeatedly engaging in non-class activities you might be penalized and lose class participation points.

### Canvas

Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu/> will be used to distribute course materials, as well as other activities, to communicate and collaborate online.

### Course and Instructor Evaluations

At the end of the course, I will use the standard Course Evaluation System (CES) provided by the University of Texas at Austin. The CES offers students a systematic, campus-wide method of evaluating courses and instructors and I hope each of you will complete the process. These evaluations are completed after the course and are important. More information and guidance can be found [here](#).

\*People may choose to mask at any time, for any reason, and individuals who are immunocompromised or at high risk should continue to take precautions. UHS provides symptomatic COVID-19 testing for students. Schedule your appointment by calling 512-471-4955 or online within the MyUHS patient portal. Stay up-to-date on [COVID-19 vaccinations](#) by getting all available boosters when eligible. Vaccines are available through University Health Services.

Learn more about symptomatic COVID-19 testing here. Masks are available for students who need one at the William C. Powers, Jr. Student Activity Center and Texas Union hospitality desks.\*

## 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.

**NAMES AND PRONOUNS.** Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so [here](#). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit [this site](#). More resources are available on the Gender and Sexuality Center's website, [www.utgsc.org](http://www.utgsc.org).

**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.
- Students should sign up for [Campus Emergency Text Alerts](#).

## IX. COURSE SCHEDULE

DATE	TOPIC/IN-CLASS ACTIVITY	READINGS
<b>An Introduction to the Practice of Research in Social Work</b>		
<b>Week 1</b> 1/11/23	<b>Introduction</b>  • <b>Review of Syllabus &amp; Assignments</b>	<b>Required Reading:</b> Grinnell, Jr., R. M., & Unrau, Y. A. (2018). Why study research? In <i>Social work research and evaluation</i> (4th ed., pp. 3-31). New York: Oxford.  <b>Recommended Podcasts:</b> Episode 66 - Dr. Michael Reisch: How did social work get here?: The historical narratives that shape social work research and practice (part 1 of 2). (2011, March 7). inSocialWork® Podcast Series. [Audio Podcast] Retrieved from <a href="http://www.insocialwork.org/episode.asp?ep=66">http://www.insocialwork.org/episode.asp?ep=66</a>  Episode 68 - Dr. Michael Reisch: How did social work get here?: The historical narratives that shape social work research and practice (part 2 of 2). (2011, April 4). inSocialWork® Podcast Series. [Audio Podcast] Retrieved from <a href="http://www.insocialwork.org/episode.asp?ep=68">http://www.insocialwork.org/episode.asp?ep=68</a>
<b>Week 2</b> 1/18/23	<b>Scientific Inquiry and Social Work</b>  • <b>Philosophy and Theory in Science and Research</b> • <b>Evidence Based Practice</b> • <b>How to Read a Research Article</b>	<b>Required Readings:</b> Rubin, A. and Babbie, E. R. (2017). Chapter 2: Evidence-based Practice (pp. 24-42). <i>Empowerment series: Research methods for social work</i> , 9th ed. Boston, MA: Cengage  Schutt, op. cit., Chapter 1: Science, society, and social research (pp. 2-17), Appendix A: Questions to ask about a research article (pp. 301-302), Appendix B: How to read a research article (pp. 303-309).  <b>Required Podcasts:</b> Episode 21 - Dr. Denise Bronson: Doing Evidence-Based Social Work Practice. (2009, June 1). inSocialWork® Podcast Series. [Audio Podcast] Retrieved from

		<p><a href="http://www.insocialwork.org/episode.asp?ep=21">http://www.insocialwork.org/episode.asp?ep=21</a></p> <p>Episode 198 - Dr. Jeane Anastas and Dr. Cynthia Franklin: The Science of Social Work. (2016, August 29). inSocialWork® Podcast Series. [Audio Podcast] Retrieved from <a href="http://www.insocialwork.org/episode.asp?ep=198">http://www.insocialwork.org/episode.asp?ep=198</a></p>
<p><b>Week 3</b> <b>01/25/23</b></p>	<p><b>The Ethics, Politics, and Cultural Context of Social Work</b></p> <ul style="list-style-type: none"> <li>• <b>Research and Social Justice</b></li> <li>• <b>Conducting Culturally Competent Research</b></li> </ul>	<p><b>Required Reading:</b></p> <p>Schutt op. cit., Chapter 3: Research ethics (pp. 46-62).</p> <p>Drake, B. &amp; Jonson-Reid, M. (2008). Examples from history: Harm to human subjects. In <i>Social work research methods</i> (pp. 26-33). Boston, MA: Pearson Education.</p> <p>Loue, S. (2000). Human experimentation and research: A brief historical overview. In <i>Textbook of research ethics</i>, (pp. 1-43). New York: Kluwer Academic/Plenum Publishers.</p> <p>Yaeger, K. A., &amp; Bauer-Wu, S. (2013). Cultural humility: Essential foundation for clinical researchers. <i>Applied Nursing Research</i>, 26(4), 251-256.</p> <p><b>Recommended Readings:</b></p> <p>Delva, J., Allen-Meares, P., &amp; Momper, S. L. (2010). Introduction. <i>Cross-cultural research</i>. (pp. 3-14). New York: Oxford.</p> <p>Farmer, A. Y. &amp; Bess, D. (2010). Gender, ethnicity, and racial issues. In B. Thyer (Ed.), <i>The handbook of social work research methods</i> (pp. 579-590). Thousand Oaks, CA: Sage.</p> <p>McNeil, Jr. D. G. (2010, October 1). U.S apologizes for syphilis tests in Guatemala. <i>New York Times</i>. Retrieved from <a href="http://www.nytimes.com/2010/10/02/health/research/02infect.html">http://www.nytimes.com/2010/10/02/health/research/02infect.html</a></p> <p>Shavers, V. L., Lynch, C. F., &amp; Burmeister, L. F. (2000). Knowledge of the Tuskegee study and its impact on the willingness to participate in medical research studies. <i>Journal of the National Medical Association</i>, 92(12), 563-572.</p> <p>Shuster, E. (1997). Fifty years later: The significance of the Nuremberg Code. <i>New England Journal of Medicine</i>, 337(20), 1436-1440.</p> <p><b>Recommended Podcast:</b></p> <p>Episode 47 - Dr. Caitlin Ryan: Commitment, Intentionality, and Hard Work: What It Takes To Do Culturally Competent, Ground-Breaking Research. (2010, June 1). inSocialWork® Podcast Series. [Audio Podcast] Retrieved from <a href="http://www.insocialwork.org/episode.asp?ep=47">http://www.insocialwork.org/episode.asp?ep=47</a></p>
<p><b>Week 4</b> <b>2/01/23</b></p>	<p><b>The Ethics, Politics, and Cultural Context of Social Work Research II</b></p>	<p>Schutt op. cit., Chapter 3: Research ethics (pp. 46-62), Chapter 9: Unobtrusive Methods (pp. 227 –229)</p> <p>Antle, B. J., Regehr, C., &amp; Mishna, F. (2004). Qualitative research</p>

	<ul style="list-style-type: none"> <li>• <b>Values, Ethics, and the Protection of Human Subjects</b></li> <li>• <b>The Need for Ethical Standards</b></li> <li>• <b>NASW Code of Ethics</b></li> </ul>	<p>ethics. In A. R. Roberts and K. R. Yeager (Eds.) <i>Evidence-based practice manual</i> (pp. 126-136). NY: Oxford.</p> <p>Fisher, C. B., Hoagwood, K., Boyce, C., Duster, T., Frank, D. A., Grisso, T., Levine, R. K...Zayas, L. (2002). Research ethics for mental health science involving ethnic minority children and adults. <i>American Psychologist</i>, 57, 1024-1040.</p> <p>Fisher, C. B., &amp; Mustanski, B. (2014). Reducing health disparities and enhancing the responsible conduct of research involving LGBTQ youth. <i>Hastings Center Report</i>, 44(4), S28-S31.</p> <p>Knight, G. P., Roosa, M. W., &amp; Umana-Taylor, A. J. (2009). Ethical issues. In <i>Studying ethnic minority and economically disadvantaged populations</i> (pp. 79-96). Washington, DC: American Psychological Association.</p> <p>National Association of Social Workers. (2018). <i>Code of ethics of the National Association of Social Workers</i>. Retrieved from <a href="https://www.socialworkers.org/LinkClick.aspx?fileticket=msArtLqzeI%3d&amp;portalid=065">https://www.socialworkers.org/LinkClick.aspx?fileticket=msArtLqzeI%3d&amp;portalid=065</a></p> <p><b>Recommended Readings:</b></p> <p>Becker-Blease, K.A. &amp; Freyd, J. J. (2006). Research participants telling the truth about their lives. <i>American Psychologist</i>, 61(3), 218-226.</p> <p>Humphreys, L. (1976). Methods: The sociologist as voyeur. In M. P. Golden (Ed.), <i>The research experience</i>, (pp. 100-114). Itasca, IL: F. E. Peacock Publishers.</p> <p>Humphreys, L. (1976). Tearoom trade: Impersonal sex in public places. In M. P. Golden (ed.), <i>The research experience</i>, (pp. 85-100). Itasca, IL: F. E. Peacock Publishers.</p> <p>Sun, L. H., &amp; Eilperin, J. (2017, December 15). CDC gets list of forbidden words: fetus, transgender, diversity. <i>Washington Post</i>. Retrieved from <a href="https://www.washingtonpost.com/national/health-science/cdc-gets-list-of-forbidden-words-fetus-transgender-diversity/2017/12/15/f503837a-e1cf-11e7-89e8-edec16379010_story.html?utm_term=.a8d17bc57d8a">https://www.washingtonpost.com/national/health-science/cdc-gets-list-of-forbidden-words-fetus-transgender-diversity/2017/12/15/f503837a-e1cf-11e7-89e8-edec16379010_story.html?utm_term=.a8d17bc57d8a</a> (This link also includes two videos that should be watched)</p>
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**Problem Formulation and Measurement**

<p><b>Week 5</b> 2/08/23</p>	<p><b>Quiz #1</b></p> <p><b>Problem Formulation</b></p> <ul style="list-style-type: none"> <li>• <b>Conceptualization and Operationalization</b></li> </ul>	<p><b>Required Readings:</b></p> <p>Schutt op. cit., Chapter 2: The process and problems of social research (pp. 16 – 44) and Schutt op. cit., Chapter 4: Conceptualization and Measurement (pp. 64 – 88).</p> <p><b>Recommended Podcast:</b></p> <p>Singer, J. B. (Producer). (2008, October 20). Measurement in clinical practice and research (Part II): Interview with Dr. Mary Rauktis [Episode 44]. Social Work Podcast [Audio podcast]. Retrieved from <a href="http://socialworkpodcast.com/2008/10/measurement-in-clinical-practice-and_19.html">http://socialworkpodcast.com/2008/10/measurement-in-clinical-practice-and_19.html</a></p>
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<p><b>Week 6</b> 2/15/23</p>	<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Levels of Measurement</li> <li>• Measurement Error</li> <li>• Validity and Reliability of Measures</li> <li>• Constructing Measurement Instruments</li> </ul>	<p><b>Required Readings:</b></p> <p>Schutt, op. cit., Chapter 4: Conceptualization and measurement (pp. 64-88).</p> <p>Monette, D. R., Sullivan, T. J. &amp; DeJong, C. R. (2010). Chapter 13: Scaling. <i>Applied social research: A tool for the human services</i>. (8th ed., pp. 349-374). Belmont, CA: Brooks/Cole.</p> <p>Tran, T.V. (2009). Adopting or adapting existing instruments. In <i>Developing cross-cultural measurement</i> (pp. 31-46). New York, NY: Oxford University.</p> <p><b>Required Podcast:</b></p> <p>Singer, J. B. (Producer). (2008, October 6). Measurement in clinical practice and research (Part I): Interview with Dr. Mary Rauktis [Episode 43]. Social Work Podcast [Audio podcast]. Retrieved from <a href="http://socialworkpodcast.com/2008/10/measurement-in-clinical-practice-and.html">http://socialworkpodcast.com/2008/10/measurement-in-clinical-practice-and.html</a></p> <p><b>Recommended Reading:</b></p> <p>Cauffman, E., &amp; MacIntosh, R. (2006). A Rasch differential item functioning analysis of the Massachusetts Youth Screening Instrument. <i>Educational and Psychological Measurement</i>, 66, 502-521.</p> <p>McCoy, H. (2014). Using cognitive interviewing to explore causes for racial differences on the MAYSI-2. <i>Crime and Delinquency</i>, 60(5), 647-666.</p>
<p><b>Designs for Evaluating Programs and Practice</b></p>		
<p><b>Week 7</b> 02/22/23</p>	<p><b>Quiz #2</b></p> <p><b>Sampling</b></p> <ul style="list-style-type: none"> <li>• Probability and Non-probability Sampling</li> <li>• Qualitative Sampling Methods</li> </ul> <p><b>Survey Research</b></p> <ul style="list-style-type: none"> <li>• Designing Questionnaires</li> <li>• Interviews</li> <li>• Surveys</li> </ul>	<p><b>Required Reading:</b></p> <p>Schutt, op. cit., Chapter 5: Generalizability and sampling (pp. 90-112) and Chapter 7: Survey research (pp. 142-174)</p> <p>Knight, G. P., Roosa, M. W., &amp; Umana-Taylor, A. J. (2009). Sampling, recruiting, and retaining diverse samples. In <i>Studying ethnic minority and economically disadvantaged populations</i> (pp. 29-78). Washington, DC: American Psychological Association.</p>
<p><b>Week 8</b> 03/01/23</p>	<p><b>Program Evaluation</b></p> <ul style="list-style-type: none"> <li>• Formative (Process) Evaluation Research</li> <li>• Summative (Outcome) Evaluation Research</li> <li>• Practical Pitfalls</li> </ul>	<p><b>Required Reading:</b></p> <p>Engel, R. J., &amp; Schutt, R. K. (2014). Chapter 11: Evaluation research (pp. 245-262). In <i>Fundamentals of social work research</i> (2nd. ed.). Thousand Oaks, CA: Sage.</p>
<p><b>Week 9</b> 03/08/23</p>	<p><b>Quiz # 3</b></p> <p><b>Research in the News Presentations</b></p> <p><b>In-Class Group Presentation Prep Time</b></p>	

<b>Week 10</b> 03/15/23	<b>SPRING BREAK</b>	
<b>Data Collection Methods and Analysis</b>		
<b>Week 11</b> 03/22/23	<b>Single-case Evaluation Designs</b>	<p><b>Required Reading:</b> Engel, R. J., &amp; Schutt, R. K. (2014). Chapter 7: Single-subject design (pp. 145-172. In <i>Fundamentals of social work research</i> (2nd. ed.). Thousand Oaks, CA: Sage.</p> <p><b>Recommended Reading:</b> Proctor, E.K. (1990). Evaluating clinical practice: Issues of purpose and design. <i>Social Work Research and Abstracts</i>, 26, 32-40.</p>
<b>Week 12</b> 03/29/23	<b>Causal Inference, Correlational Designs, and Experimental Designs</b> <ul style="list-style-type: none"> <li>• Internal and External Validity</li> <li>• Cross-Sectional Studies</li> </ul>	<p><b>Required Reading:</b> Schutt op. cit., Chapter. 6: Causation and experimental design (pp. 114-139).</p>
<b>Week 13</b> 04/05/23	<b>Quantitative Research Methods and Data Analysis</b> <ul style="list-style-type: none"> <li>• Secondary Data</li> <li>• Content Analysis</li> <li>• Univariate Analysis</li> </ul> <p><b>Bivariate Analysis</b></p>	<p><b>Required Reading:</b> Schutt op. cit., Chapter 9: Unobtrusive methods and Chapter 10; Quantitative Data Analysis</p> <p>Monette, D. R., Sullivan, T. J., &amp; DeJong, C. R., (2013). Data analysis I: Data preparation and presentation (pp. 375-402) In <i>Applied social research: A tool for the human services</i> (9th ed.). Boston: Cengage.</p> <p><b>Recommended Readings:</b> Hwang, S. W., Martin, R. E., Bayoumi, A. M. (2004). Methodological practical, and ethical challenges, to inner-city health research. In A. R. Roberts and K. R. Yeager (Eds.) <i>Evidence-based practice manual</i> (pp. 115-125). New York: Oxford.</p> <p>Solomon, P., &amp; Draine, J. (2010). An overview of quantitative research methods. In B. Thyer (Ed.) <i>The handbook of social work research methods</i> (2nd. ed., pp. 26-36). Thousand Oaks, CA: Sage.</p>
<b>Week 14</b> 04/12/23	<b>Qualitative Research Methods and Data Analysis</b> <ul style="list-style-type: none"> <li>• Ethnography</li> <li>• Focus Groups</li> <li>• Case Studies</li> <li>• Participatory Action Research</li> <li>• Grounded Theory</li> <li>• Content Analysis</li> <li>• Coding</li> </ul>	<p><b>Required Reading:</b> Schutt op. cit., Chapter 8: Qualitative methods (pp. 176-202).</p> <p>Casey, M. A., &amp; Krueger, R. (2004). An overview of focus group interviewing. In A. R. Roberts and K. R. Yeager (Eds.) <i>Evidence-based practice manual</i> (pp. 61-69). NY: Oxford.</p> <p>Franklin, C. S., Cody, P. A., &amp; Ballan, M. (2010). Reliability and validity in qualitative research. In B. Thyer (Ed.) <i>The handbook of social work research methods</i> (2nd. ed., pp. 355-374). Thousand Oaks, CA: Sage.</p> <p>Holosko, M. J. (2010). An overview of qualitative research methods. In In B. Thyer (Ed.) <i>The handbook of social work research methods</i> (2nd. ed., pp. 340-354). Thousand Oaks, CA:</p>

		<p>Sage.</p> <p>Nápoles-Springer, A. M., &amp; Stewart, A. L. (2006). Overview of qualitative methods in research with diverse populations. <i>Medical Care, 44</i>, S5-S9,</p> <p><b>Recommended Readings:</b></p> <p>DeCuir-Gunby, J. T, Marshall, P. L., &amp; McCulloch, A. W. (2012). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. <i>Field methods, 23</i>(2), 136-155.</p> <p>Hohmann, A. A. &amp; Shear, M. K. (2002). Community-based intervention research: Coping with the "noise" of real life in study design. <i>American Journal of Psychiatry, 159</i>(2), 201-207.</p>
<p><b>Week 15</b> <b>04/19/23</b></p>	<p><b>Quiz #4</b></p> <p><b>Peer Review</b></p> <p><b>Group Poster and Oral Presentations</b></p>	

## X. BIBLIOGRAPHY

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- DeCuir-Gunby, J. T, Marshall, P. L., & McCulloch, A. W. (2012). Developing and using a codebook for the analysis of interview data: An example from a professional development research project. *Field methods, 23*(2), 136-155.
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- Drake, B. & Jonson-Reid, M. (2008). Examples from history: Harm to human subjects. In *Social work research methods* (pp. 26-33). Boston, MA: Pearson Education.
- Farmer, A. Y. & Bess, D. (2010). Gender, ethnicity, and racial issues. In B. Thyer (Ed.), *The handbook of social work research methods* (pp. 579-590). Thousand Oaks, CA: Sage.
- McNeil, Jr. D. G. (2010, October 1). U.S apologizes for syphilis tests in Guatemala. *New York Times*. Retrieved from <http://www.nytimes.com/2010/10/02/health/research/02ifect.html>
- Fisher, C. B., Hoagwood, K., Boyce, C., Duster, T., Frank, D. A., Grisso, T., Levine, R. K. Zayas, L. (2002). Research ethics for mental health science involving ethnic minority children and adults. *American Psychologist, 57*, 1024-1040.
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