

# THE UNIVERSITY OF TEXAS STEVE HICKS SCHOOL OF SOCIAL WORK

<b>Course Number:</b>	SW n385R	<b>Instructor:</b>	P. Cody
<b>Unique Number:</b>	88535	<b>Email:</b>	triciacody@austin.utexas.edu
<b>Semester:</b>	Summer 2023	<b>Office:</b>	3.212A
<b>Meeting Time/Place:</b>	Tuesdays/Thursdays	<b>Office Phone:</b>	512-413-6405 (cell)
	5:30pm – 8:00pm	<b>Office Hours:</b>	Tuesdays, 4:30pm–5:30pm
	SSW 2.112		Other time by appointment

## 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 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 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 primary methods of instruction are interactive lectures (students are encouraged to ask questions and make comments), class discussions, group/class exercises, and reading assignments. Students are encouraged to meet individually with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet by appointment and is responsive to emails. Students are expected to come to all classes having completed all reading assignments, being prepared to discuss the reading material, and being able to participate in the class activities by sharing your thoughts, views and questions.

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

#### ***Required Text:***

Rubin & Babbie (2017). *Essential Research Methods for Social Work*, 9th Edition. Cengage Learning.

Recommended readings will be posted on Canvas.

## V. COURSE REQUIREMENTS

Assignment	Points
<b>Human Subjects Training (submit certification on Canvas)</b> Instructions: <a href="https://research.utexas.edu/ors/human-subjects/for-researchers/training/instructions-for-registering-for-human-subjects-research-training/">https://research.utexas.edu/ors/human-subjects/for-researchers/training/instructions-for-registering-for-human-subjects-research-training/</a> Link to Human Subjects Training: <a href="https://utdirect.utexas.edu/citi/citi_login.WBX">https://utdirect.utexas.edu/citi/citi_login.WBX</a> Course to be completed: <ul style="list-style-type: none"> <li>• Social and Behavioral Responsible Conduct of Research Course 1 (9 modules)</li> <li>• Social/Behavioral Researchers (5 modules)</li> </ul>	15
<b>Quiz:</b> To assess EPAS Competency 4: Engage in Practice-informed Research and Research-informed Practice, one in-class quiz will be given.	15
<b>Two Research Article Critiques – Group discussion and presentation</b> Articles will be posted on Canvas to select from for this critique. Assignment outline will be provided in class.	20
<b>Research Proposal Project</b> Groups of 2-3 students <ul style="list-style-type: none"> <li>• <i>Topic Selection and group assignment:</i> group assignments will be made by interest areas.</li> <li>• <i>Review of empirical literature and research questions</i> (12 points): This should include a minimum of 7 recent, empirical studies published in peer reviewed journals. The outcome of the literature review should guide and inform the development of the research questions.</li> <li>• <i>Methodology and Sampling</i> (10 points): This section will be the proposed study including methodology and sampling. Additional handouts to guide this section will be provided in class.</li> <li>• <i>Class presentation and peer feedback</i> (8 points): Each group will present their proposal to the class and receive peer feedback about how to strengthen the proposal</li> <li>• <i>Final Proposal Submission</i> (10 points): Final submission will include all section of the proposal and include responses to all feedback received throughout the semester on the proposal. All students are expected to provide feedback or questions for consideration to each group presentation.</li> </ul>	40
<b>Class Participation and Attendance</b> Students are expected to attend class and participate in activities and discussion. One unexcused absence will be allowed without penalty.	10

## VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## VII. CLASS POLICIES

Students are asked to bring their laptops or tablets to class to allow participation in electronic polling and discussion. Laptops or tablets *should not* be used for non-class related activities during class. Please keep cell phones on silent and only have access to them for emergencies.

All classroom discussions will be conducted with respect and professional conduct. Students are expected to engage in their own learning process by participating in class discussion and course assignments.

## 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. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
<b>Th</b> <b>6/1</b>	Introduction		Syllabus
<b>Tues</b> <b>6/6</b>	Chapter 1: Why Study Research Chapter 2: Evidence Based Practice	Research Design Project – topic selection and group assignments	Chapters 1 and 2
<b>Th</b> <b>6/8</b>	Chapter 3: Factors Influencing the Research Process Chapter 4: Quantitative, Qualitative and Mixed Methods of Inquiry	Human Subjects Training Due	Chapters 3 and 4
<b>Tues</b> <b>6/13</b>	Chapter 5: The Ethics and Politics of Social Work Research Chapter 6: Culturally Competent Research		Chapters 5 and 6
<b>Th</b> <b>6/15</b>	Chapter 7: Problem Formulation Chapter 8: Conceptualization of Quantitative and Qualitative Inquiry		Chapters 7 and 8
<b>Tues</b> <b>6/20</b>	Chapter 9: Measurement Chapter 10: Constructing Measurement Instruments	Research Article Critique – first in class presentation and discussion	Chapters 9 and 10
<b>Th</b> <b>6/22</b>	Chapter 11: Causal Inference and Experimental Design Chapter 12: Quasi-Experimental Design		Chapters 11 and 12
<b>Tues</b> <b>6/27</b>	Chapter 13: Single Case Evaluation Design	Review of empirical literature and research questions – due by end of day	Chapter 13
<b>Th</b> <b>6/29</b>	Chapter 14: Program Evaluation		Chapter 14
<b>Tues</b> <b>7/4</b>	No Class – Happy Fourth of July!		
<b>Th</b> <b>7/6</b>	Chapter 15: Sampling		Chapter 15
<b>Tues</b> <b>7/11</b>	Chapter 16: Survey Research Chapter 17: Analyzing Existing Data: Quantitative and Qualitative Methods	Research Article Critique – second in class presentation and discussion	Chapters 16 and 17
<b>Th</b> <b>7/13</b>	Chapter 18: Qualitative Research: General Principles Chapter 19: Qualitative Research: Specific Methods Chapter 20: Qualitative Data Analysis	Methodology and Sampling – due by end of day on Friday 7/14	Chapters 18, 19, & 20

<b>Tues</b> <b>7/18</b>	Proposal presentations	In class peer feedback	
<b>Th</b> <b>7/20</b>	Chapter 21: Descriptive Data Analysis Chapter 22: Inferential Data Analysis Chapter 23: Writing Research Proposals and Reports	Quiz – in class, open book/notes	Chapters 21, 22, & 23
<b>Tues</b> <b>7/25</b>	Last Day of Class	Final Proposal Submission	

## **X. BIBLIOGRAPHY**

Rubin & Babbie (2017). *Essential Research Methods for Social Work, 9th Edition*. Cengage Learning.