

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

Course Number: SW 313

Unique Number: 60045

Semester: Spring 2024

Meeting Time: M W 9:30-11:00am

Meeting Place: SSW 1.214 online zoom as needed

Instructor: Farya Phillips, PhD, CCLS

E-mail: farya@utexas.edu

Office: SSW 3.212F or Zoom

Office Hours: By appointment email

SOCIAL WORK RESEARCH METHODS

I. STANDARDIZED COURSE DESCRIPTION

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

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

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

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, you should be able to:

1. Define the process and steps of social work research.
2. Understand the importance of research activities in social work practice and the importance of the partnership between social work researchers and practitioners.
3. Understand how the concepts and lenses of various practice theories including, but not limited to, ecological systems theory, strengths-based perspective, critical race theory, anti-racism, and anti-oppressive theories with a focus on theories that center racialization using perspectives developed by Black, Indigenous and other scholars of color, can be applied to social work research.
4. Describe how particular values and sensitivity to ethical issues influence social work research.
5. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions in research.

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

EPAS Competencies: The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Outcome 4.1: Use practice experience and theory to inform scientific inquiry and research

Outcome 4.2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Outcome 4.3: Use and translate research evidence to inform and improve practice, policy, and service delivery

III. TEACHING METHODS

The primary methods of instruction consist of interactive lectures, group discussions, and class readings. Students are expected to participate in all in-class activities and complete assigned readings and assignments. Students are encouraged to meet with the instructor to review course progress and discuss course-related material. The course instructor has designated office hours to meet with students, and appointments outside of these office hours may also be scheduled by email. **The instructor is responsive to emails, and course-related communications will primarily be delivered by UT email (not personal email, e.g., gmail) and via Canvas.**

IV. REQUIRED TEXT AND MATERIALS

Required Text:

Rubin, A., & Babbie, E. R. (2016). *Essential research methods for social work* (4th ed).

Boston, MA: Cengage Learning.

****You can download the book on Canvas > Files > Textbook**

Additional materials will be posted to Canvas during the semester. Students are responsible for checking the Canvas course site regularly to access and download supplementary materials.

V. COURSE REQUIREMENTS

Course grades will be determined based on the class participation & attendance, the mid-term exam, attendance at a real-world research presentation or lecture, and the semester-long research proposal (see individual components below).

Class Participation and Attendance (10 points)

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

IRB Human Subjects Training (10 pts)

DUE: February 7th

Social sciences research generally includes data obtained through the use of human subjects. Due to the sensitivity of this issue, all human subjects research (including but not limited to recruitment) conducted at the University must be approved by the school's Institutional Review Board (IRB) before beginning.

The major goals of the IRB are to minimize the risk to human subjects (beneficence); ensure all subjects consent and are fully informed about the research and any risks (autonomy); and promote equity in human subjects research (justice).

Therefore, this course requires students to take the human subjects protection course (all four sections of the training) at https://utdirect.utexas.edu/citi/citi_login.WBX. Instructions on how to access Citi training for first time users can be found [HERE](#). Upon completion, hand in (1) the certificate, and (2) a typed **500-word max summary paper** on the brief history of human subjects in research, major points discussed in the human subjects training and the importance of protecting human subjects.

Exams (40 pts total; 20 pts each)

Test #1: March 4th

Test #2: April 29th

There will be two in-class exams. A full class session is allotted for each exam. The tests will contain a combination of some or all the following types of questions: true/false, matching, multiple choice, and short essay. The tests will cover materials from assigned readings, lectures, class discussions and guest speakers. Test #1 will cover the first half (approximately) of the semester and Test #2 will cover the

second half of the semester. We will do an in-class review for the exam in the class period prior to the exam.

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

DUE 3/22 – extensions allowed if there is an event scheduled after this date that you would like to attend – please email me in advance to request this option

These are easy points: attend a **research** lecture, symposium, colloquium, other scientific talk offered by the School of Social Work, Women's & Gender Studies, African American Studies, The Population Research Center, LBJ School of Public Affairs, the psychology department, the sociology department, or other academic department on campus. **The lecture can be about any subject, as long as the speaker presents original, empirical human subjects research, and an academic department sponsors the presentation.** I will help you identify presentations to attend and post upcoming announcements to a running Canvas thread.

Your submission will cover the presented subject matter, the research questions and/or hypotheses, research methods, and conclusions the speaker presented, your critique of the work, and issues the audience raised. Be sure to relate your discussion to the material that has been covered in class by directly referring to research concepts. For example, if you are discussing the presenter's hypothesis, you should consider discussing whether it meets the criteria for a good hypothesis. Or, if you are discussing sampling, identify the type of sampling used, the sample's representativeness, and other important qualities of the sample.

You will not be able to cover everything about the presentation, so after summarizing the basic idea of the presenter's research, focus on a few points. Your paper will be graded on the quality of writing (organization, clarity, grammar) and the quality of the ideas (expression of thought, depth of thought, analytic perspective) presented. When you submit your paper, include a copy of the announcement/details of the lecture you attended.

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

The semester culminates with your submission of a 10-15 page research paper (excluding title page, references, and appendices). The research Proposal is designed to deepen your understanding of key research concepts covered in this course through practice and application, in a topic area of your choice. Requirements of the proposal include:

- Formulate an answerable research question that will contribute to an evidence based social work practice;
- Literature review (in peer-reviewed journals) of the chosen problem and critical appraisal of the efficacy and effectiveness of the evidence-based practice/service/intervention;
- Research design (quasi-experimental or experimental design; description of the procedures of implementing evidence-based practice/service/intervention; sample inclusion/exclusion criteria, planned methods of subject identification, screening, recruitment, and retention; fidelity monitoring method;
- Design and methods of data collection;
- Anticipated findings and their implication for social work practice, programs, and/or policies;
- Anticipated limitations of the study with respect to its research; and

- Identify gaps in the literature and suggest areas for additional research.
- The proposal should follow APA formatting.

There will be a detailed rubric for the Research Proposal posted to Canvas.

Research Proposal Presentation:

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

Assignment	Points
Class participation and attendance	10
Exam #1	20
Exam #2	20
IRB Assignment	10
Attend real world research presentation	10
Research Proposal and Presentation	30

VI. GRADES

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

VII. CLASS POLICIES

ATTENDANCE & PARTICIPATION. Each student is an important contributor to the classroom environment, and your presence is necessary for everyone's success in this course. Students are expected to attend class and actively participate in the classroom setting, while completing readings and assignments prior to class. I will keep attendance to assess your engagement with the course. Absences, being late to class, or departing before class has ended **should be communicated prior to class**. **Please be proactive in communicating with me about any situations where you will miss class for any reason.** Any class material missed due to class absence is the student's sole responsibility. Your grade for attendance and participation will reflect your classroom attendance and your communication about any missed class time.

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

INTEGRITY & KINDNESS. Social work students adhere to the Student Standards for Professional Conduct of the NASW Code of Ethics and assume responsibility for their conduct. Scholastic honesty and integrity are consistent with social work values. I will comply with university guidelines regarding scholastic dishonesty, including plagiarism. Social work practitioners respect others. Differences in values, opinions, and feelings of class members and guest speakers will be respected. I will help create and support a learning environment that does not interfere with the learning of fellow students, and we will respect one another. When students voice an opinion with which you do not agree, feel free to voice opinions in a constructive manner.

LATE ASSIGNMENTS. Students are expected to turn in all required assignments on or before the specified due date. If issues arise, communicate the problem **prior** to the date specified in the course syllabus in order to arrange a course of action. Late assignments will be penalized with deductions in points at a rate of 10% per day.

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

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

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

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

https://owl.purdue.edu/owl/research_and_citation/apa6_style/apa_formatting_and_style_guide/reference_list_boos.html

VIII. UNIVERSITY POLICIES

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
		84.0 to 86.999	B	74.0 to 76.999	C	64.0 to 66.999	D
94.0 and Above	A	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
90.0 to 93.999	A-					Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: <https://community.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.

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.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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 and Assignments	Readings Due By Class Date
1/17	Introductions Review Syllabus	Syllabus Rubin & Babbie, Chap. 1, Why Study Research?
1/22	GUEST SPEAKER: Grant Hardaway Librarian for Behavioral Sciences Finding Scholarly Articles and Reviewing Literature (using electronic databases and libraries) APA Style and Writing	Rubin & Babbie, Chap. 7, 7.1-7.4 Problem Formulation: Reviewing Literature and Developing Research Questions

1/24	What is Social Work Research? Methods of Inquiry, Paradigms and Theories	Chap. 3 Quantitative, Qualitative, and Mixed methods of Inquiry Chap. 4, Factors Influencing the Research process
1/29	Evidence-Based Practice	Rubin & Babbie, Chap. 2, Evidence-based Practice. Visit the Cochrane Collaboration and the Campbell Collaboration (www.cochrane.org) (www.campbellcollaboration.org) and read some reviews of interest to you – be prepared to discuss.
1/31	Research Questions and Hypotheses Concepts, Constructs, and Operational Definitions	Rubin & Babbie, Chap. 7, 7.5-7.7 Conceptualization in Qualitative and Quantitative Inquiry
2/05	GUEST SPEAKER: Alyssa Geis, MPH, CCLS & Heather Van Diest, MPH, LCSW Evidence-Based Practice	Gambrill E. (2010). Evidence-Informed Practice: Antidote to Propaganda in the Helping Professions? <i>Research on Social Work Practice</i> ; 20:302-320. (Available on Canvas) Pignotti and Thyer (2009). Use of Novel Unsupported and Empirically Supported Therapies by Licensed Clinical Social Workers: An Exploratory Study. (Available on Canvas)
2/07	<u>Measurement: Reliability and Validity</u> <u>In-Class Project</u> Group Research Proposal: Research Questions and Hypotheses <u>DUE</u> <u>Assignment #1: IRB Human Subjects Training</u>	Rubin & Babbie, Appendix B, Writing Research Proposals Rubin & Babbie, Chap. 8, Measurement in Quantitative and Qualitative Inquiry
2/12	Measurement: Instruments <u>DUE</u> Part I of EBP Paper	Rubin & Babbie, Chap 9, Quantitative & Qualitative Measurement Instruments
2/14	Sampling: Surveys In class activity	Rubin & Babbie, Chap 10, Surveys
2/19	Sampling: Surveys	Rubin & Babbie, Chap 10, Surveys
2/21	Sampling: Probability and Non-probability Sampling	Rubin & Babbie, Chap. 11, Sampling
2/26	Experimental and Quasi-Experimental Design Threats to Validity	Rubin & Babbie, Chap. 12, Experiments and Quasi-experiments

2/28	<i>Review for Test #1</i>	
3/04	<i>Test #1</i>	
3/06	Single-Subject Design	Rubin & Babbie, Chap. 13, Single-case evaluation designs Brophy, G. (2000). Social work treatment of sleep disturbance in a 5-year-old boy: A single-case evaluation. <i>Research on Social Work Practice</i> , 10(6), 748-758.
3/11 – 3/15	Spring Break – No Class	
3/18	Data Analysis: Quantitative	Rubin & Babbie, Chap. 17, Quantitative Data Analysis
3/20	Qualitative Research: Methods Conducting and Evaluating Qualitative Studies	Rubin & Babbie, Chap. 15, Additional methods in Qualitative Research
3/25	Data Analysis: Qualitative Research	Rubin & Babbie, Chap. 18, Qualitative Data Analysis
3/27	Guest Speaker: Dagoberto Cortez, PhD	
04/01	Program Evaluation	Rubin & Babbie, Chap. 14, Program Evaluation
04/03	Secondary, Content and Historical Analysis Due: Part III EBP Paper	Rubin & Babbie, Chap. 16, Analyzing Available Records: Quantitative and Qualitative Methods
04/08	Guest Speaker: Liana Petruzzi PhD Mixed Methods	Padgett, D. (Ed., 2004). Mixed Methods, Serendipity and Concatenation. In the Qualitative Research Experience. Belmont, CA: Thomson, Brook-Cole. Padgett, D. (1998) Qualitative Methods in Social Work Research: Challenge and Rewards. Thousand Oaks, CA: Sage.
04/10	Ethical Issues in Social Work Research In-Class Group Project	Rubin & Babbie, Chap. 5, Ethical Issues in Social Work Research
04/15	Issues of Diversity: Ethnicity and Culture Due: Research Presentations	Rubin & Babbie, Chap. 6, Culturally Competent Research
04/17	Due: Research Presentations	
04/22	<i>Article Critiques – If time</i>	
04/24	<i>Review for Test #2</i>	
04/29	<i>Test #2 - Our Last Class Day</i> DUE by 5pm	

X. Bibliography of Recommended Readings

- Babbie, E. (2005). *The practice of social research* (11th Ed.). Pacific Grove, CA: Brooks/Cole.
- Bogden, R.R. & Biklen, S.K. (2003). *Qualitative research in education: An introduction to theories and methods* (4th ed.). Boston: Allyn & Bacon.
- Campbell, D. T., & Stanley, J. C. (1973). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Creswell, J.H. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Edin, K. & Lein, L. (1997). *Making Ends Meet*. New York: Russell Sage Foundation
- Gibbs, L. E. (1991). *Scientific reasoning for social workers: Bridging the gap between research and practice*. New York: Merrill.
- Grinnell, R. M., Jr., & Unrau, Y. (Eds.). (2008). *Social work research and evaluation: Foundations of evidence-based practice* (8th ed.). New York: Oxford University Press.
- Gubrium, J. F., & Holstein, J. A. (1997). *The new language of qualitative method*. New York: Oxford University Press.
- Hudson, W. W., & Nurius, P. S. (Eds.). (1994). *Controversial issues in social work research*. Boston: Allyn & Bacon.
- Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation* (3rd ed.). San Diego: Edits.
- Kerlinger, F. N., & Lee, H. (2000). *Foundations of behavioral research* (4th ed.). New York: Holt, Rhinehart, & Winston.
- Miller, D. C., & Salkind, N. (2002). *Handbook of research design and social measurement* (6th ed.). Newbury Park, NJ: Sage.
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