

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

<b>Course Number:</b> SW 385R	<b>Professor:</b> Lailea Noel, Ph.D.
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<b>Semester:</b> Spring 2024	<b>Office:</b> 3 <sup>rd</sup> Floor Room SSW 3.130D
<b>Meeting Time:</b> Mon 11:30 am - 2:30 pm	<b>Office Hours:</b> By Appointment
<b>Meeting Place:</b> SSW 2.118	

**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 40sampling; alternative quantitative and qualitative data gathering; 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**

Behavior 4a. Apply research findings to inform and improve practice, policy, and programs.  
Behavior 4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

### **III. Teaching Methods**

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

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

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

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

**V. Course Requirements and Graded Assignments**

The final grade for the course will be based on:

- |                                  |                  |
|----------------------------------|------------------|
| 1. Quiz                          | 10 points        |
| 2. Research Proposal (Group)     | 30 points        |
| 3. Proposal Presentation (Group) | 10 points        |
| 4. Midterm Test                  | 25 points        |
| 5. Proposal Peer Review          | 10 points        |
| 6. UT Human Subjects Training    | 5 points         |
| 7. Class Participation           | <u>10 points</u> |
|                                  | 100 points       |

**Due Dates for Assignments:**

The due dates for all assignments are Mondays.  
 Assignments are to be submitted on Canvas by 11:00 AM.

Human Subjects Training	02/12/24	5 points
Quiz	02/19/24	10 points
Midterm Test	04/01/24	25 points
Research Proposal <ul style="list-style-type: none"> <li>• Proposal Background and Significance and Specific Aims (10 points)</li> <li>• Proposed Methods (10 points)</li> <li>• Final Proposal (10 points)</li> </ul>	3-25-24 4-08-24 5-06-24	30 points
Proposal Presentations (PowerPoints)	*04/22/24 or *04/29/24	10 points
Proposal Peer Reviews	**04/29/24 or **05/06/24	10 points

Note: For group assignments, only one member of each group needs to submit the assignments.  
 \*Proposal presentations will be conducted on 04-22-24 and on 04-29-24. PowerPoints will be due on the day of presentation  
 \*\*Proposal Peer Reviews are due on the Monday following the presentation you are assigned to peer review.

**Graded Assignments:**

1. Quiz: The Quiz will be based on the assigned readings, Citi training modules, and class lectures and will be given by the professor to facilitate the understanding of research methods. The short quiz will be given to help inform the student and the professor about the level of understanding and the pace of the course. **(10 points)**
2. Research Proposal, Presentation and Peer Review (Total 50 points)  
 For this proposal, four students will team up to write a research proposal for a study to answer a student generated research question. The study must be approved by the instructor. The study can be designed to test a new social service method, an educational program, a health behavior prevention or intervention program, or evaluate a program to name a few possibilities.

The overall purpose of the research proposal is for students to practice writing a rigorous yet feasible, scientifically valid, and relevant research plan.

Specific goals of this assignment are to:

- a) Familiarize the student with the research literature and theoretical frameworks on a topic of her/his choice;
- b) Allow the student to generate research questions and hypotheses, select a scientifically solid research design, and describe the methods of data collection and the strategy for analyses that optimally suit the chosen topic, setting, and population. The proposal should be written in the following format. NOTE that sections of the proposal will be due in class on specific days. We may review these sections as a class.

**Proposal Format (See Appendix for more detailed information on Proposal Assignment)**

Background & Significance	<p style="text-align: center;"><b>1 page</b></p> <p>Explain the importance of the problem or critical barrier to progress in the field that the proposed project addresses.</p> <p>Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields.</p> <p>Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved.</p>
Specific Aims	<p style="text-align: center;"><b>1 page</b></p> <p>List succinctly the specific objectives of the research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm or clinical practice, address a critical barrier to progress in the field, evaluate a program or develop new technology.</p>
Methods	<p style="text-align: center;"><b>2-3 pages</b></p> <ol style="list-style-type: none"> <li>1. Overview of research design</li> <li>2. Setting</li> <li>3. Study participants, including the inclusion/exclusion criteria; sample size; recruitment procedures; sampling method</li> <li>4. Randomization or other assignment method</li> <li>5. Data collection methods and consent procedures</li> <li>6. Measures</li> </ol>



5. Class Participation: It is very important that all students participate in class discussion, activities, exercises, and assignments. Also, each student will be evaluated on their individual contributions to their groups. **(10 points)**

## VI. 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 participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions. Failure to regularly attend classes and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. **Students are to notify the professor by email if they are going to be absent. Students are responsible for any material missed due to absences.**
2. Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. Students are expected to email all requests to the professor the evening before the agreed upon due date. Assignments turned in after the 11:59 P.M. deadline will be considered late. If accepted, late assignments will be assessed point penalties at the rate of **5% each day it is late**. If the due date is a problem, then the student should see the professor and negotiate another due date WELL in advance of the due date. Note that the professor will send a reply email when the request for an extension has been received; if you do not get a reply, contact the professor immediately. Email is great, but not ALWAYS reliable!
3. Student feedback is welcome. During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.
4. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.
5. 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.

### Use of Canvas in Class

In this class the professor uses Canvas—a Web-based course management system with password-protected access at <http://canvas.utexas.edu/> —to distribute course materials, to

communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys.

**Course and Instructor Evaluations**

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

**VII. UNIVERSITY POLICIES**

**Academic Policies**

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**Grading Scale**

[No A+]	87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999 A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
			<i>*minimum to pass course</i>		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**

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**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**

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**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.

## VIII. Class Schedule

Date	Description	Assignments/Readings
<b>An Introduction to the Practice of Research in Social Work</b>		
Week 1 1/22/24	Introduction to Course  Why study research  Integrating Theory, Research and Evidence-Based Practice	<b>Required Reading:</b> Rubin & Babbie, Ch. 1 and 2  <b>Assignment:</b> <b>Research Interest Form</b> Due Thursday, January 25 <sup>th</sup> 5:00 pm on Canvas. This will help me place each of you into an assign group for class assignments.
Week 2 1/29/24	Factors Influencing the Research Process  The components of a Research Designs: Quantitative Designs, Qualitative Designs, and Mixed Methodology Designs	<b>Required Reading:</b> Rubin & Babbie, Ch. 3 and 4  <i>Professor to Assign Groups</i>
Week 3 2/05/24	The Ethics, Politics and Cultural Context of Social Work Research	<b>Required Reading:</b> Rubin & Babbie, Ch. 5 and 6 and complete Online CITI Human Subjects Training Modules  <b>Assignment:</b> <b>Complete Human Subjects Training</b> Post a copy of your certificate or proof that you passed your CITI training on Canvas; Due 2-12-24
<b>Problem Formulation and Measurement</b>		
Week 4 2/12/24	Research Foundations: <ul style="list-style-type: none"> <li>• Variables and operationalized definitions</li> <li>• Problem formulation</li> <li>• Crafting the Research Question</li> </ul>	<b>Required Reading:</b> Rubin & Babbie, Ch. 7 & 8  <b>DUE today: Complete Human Subjects Training</b> Post a copy of your certificate or proof that you passed your CITI training on Canvas; Due 2-12-24  <b>Assignment:</b> <b>Quiz</b> will be available on Canvas today (Due 2-19-24)
Week 5 2-19-24	Measurement: <ul style="list-style-type: none"> <li>• Selecting Instruments</li> <li>• Constructing and Validating new instruments</li> <li>• Cultural Appropriateness of Instruments</li> </ul>	<b>Required Reading:</b> Rubin & Babbie, Ch. 9 & 10  <b>DUE today</b> <b>Quiz - post completed quizzes on Canvas Due 2-19-24</b>

<b>Designs for Evaluating Programs and Practice</b>		
Week 6 2/26/24	<u>Quantitative Research Designs:</u> <ul style="list-style-type: none"> <li>• Causal Inference</li> <li>• Experimental Designs</li> <li>• Quasi-Experimental Designs</li> </ul>	<b>Required Reading:</b> Rubin & Babbie, Ch. 11 and 12
Week 7 3/04/24	<u>Quantitative Research Designs:</u> <ul style="list-style-type: none"> <li>• Single-case Evaluation Designs</li> <li>• Program Evaluation</li> </ul>	<b>Required Reading:</b> Rubin & Babbie, Ch. 13 and 14
3/11/24	<b>Spring Break No Class</b>	
Week 8 3/18/24	<u>Qualitative Research Designs</u>	<b>Required Reading:</b> Rubin & Babbie, Ch. 18 and 19
Week 9 3/25/24	Midterm Test Review	Review Rubin and Babbie Chapters 1-14, 18 and 19 and bring questions to class  <b>DUE today:</b> <i>Proposal Sections Background and Significance and Specific Aims Due 3-25-24</i>  <b>Assignment</b> Midterm Test available on Canvas on 3-25-24 (Due 4-01-24)
<b>Data Collection Methods and Analysis</b>		
Week 10 4/01/24	Research Designs Review and meet in small groups with the professor	<b>DUE today:</b> <i>Midterm Test Due 4-01-24</i>
Week 11 4/08/24	What's in the Data: Qualitative and Quantitative Data Analysis  What's in the data I: How to evaluate scientific articles <ul style="list-style-type: none"> <li>• Validity</li> <li>• Cultural Appropriateness</li> <li>• Conflict Theories</li> <li>• Bias</li> </ul>	<b>Required Reading:</b> Rubin & Babbie, Ch. 17, 21 and 22  <b>DUE today:</b> <i>Proposal Section – Research Design and Proposed Methods Due 4-08-24</i>

Week 12 4/15/24	Community-based Participatory Research  The Ethics, Politics and Cultural Context of Social Work Research	<b>Required Reading:</b> Baumann A., Rodriguez, M.D., & Parra-Cardona, J. R. (2011). Community-based applied research with Latino immigrant families: Informing practice and research according to ethical and social justice principles. <i>Family Process</i> , 50(2), p132-148.  Ford CL, Airhihenbuwa CO. The public health critical race methodology: praxis for antiracism research. <i>Soc Sci Med</i> . 2010;71(8):1390–1398.  Noel, L., Connors, S. K., Goodman, M. S., & Gehlert, S. (2015). Improving breast cancer services for African-American women living in St. Louis. <i>Breast cancer research and treatment</i> , 154(1), 5-12
Week 13 4/22/24	Presentation of proposals	<b>DUE if you present/peer review 4-22-24 then...</b> <b>PowerPoint Presentations Due 4-22-24</b> <b>Peer Review Critiques Due 4-29-24</b>
Week 14 4/29/24	Presentation of proposals	<b>DUE if you present/peer review 4-29-24 then...</b> <b>PowerPoint Presentation Due 4-29-24</b> <b>Peer Review Critiques Due 5-06-24</b>
5/06/24	<b>No Class</b> <b>Final Proposal Due</b>	<b>DUE today:</b> <b>Final Proposal Due 5-06-24</b>

## IX. Bibliography and Supplemental Class Reading List

- Baumann A., Rodriguez, M.D., & Parra-Cardona, J. R. (2011). Community-based applied research with Latino immigrant families: Informing practice and research according to ethical and social justice principles. *Family Process*, 50(2), p132-148.
- Belmont Report: <http://ohsr.od.nih.gov/guidelines/belmont.html>
- Bernard, H.R. (2006). *Research Methods in Anthropology: Qualitative and Quantitative Approaches*. (4<sup>th</sup> Ed). Oxford, United Kingdom: AltaMira Press. Chapters 6, 8.
- Calheiros, M. & Patricio, J. (2014). Assessment of needs in residential care: Perspectives of youth and professionals. *Journal of Child & Family Studies*, 23 (3), 461-474.
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- Kuklinski, M.R., Briney, J.S., Hawkins, J.D., & Catalano, R.F. (2012). Cost-benefit analysis of communities that care outcomes at eighth grade. *Prevention Science*, 13, 150–161.
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<http://www.policy.rutgers.edu/faculty/miller/tasks07.pdf>
- Miller, J.E. (2007). Preparing and Presenting Effective Research Posters. *Health Services Research*. Volume 42(1):311-328, with appendixes online.  
<http://www.policy.rutgers.edu/faculty/miller/ResearchPosters.pdf>
- NASW Code of Ethics (<http://www.naswdc.org/pubs/code/default.asp>)
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**APPENDIX**  
**Description of Assignments and Suggested Formats**

**Research Proposal**

**I. Specific Aims (1 page)**

Provide a clear overview statement of the problem you are proposing to study, the specific research question, the purpose or aims of the research and the significance of the study to social work.

- a. State the problem to be studied;
- b. Describe what population will be involved in this study;
- c. State the purpose of the study? What do you hope to find out?
- d. Provide a concise statement of the research question.
- e. Explain rationale for why this is an important issue to study;
- f. State the type of study you are proposing;
- g. Provide concise statement of the aims.

**II. Background and Significance (1 page)**

A literature review is a description of relevant research on your topic. It is not simply a summarization of a few studies; the literature must be synthesized as it relates to issues or subtopics in your proposed study. When citing literature on your topic, group your references together when they point to a common issue you are discussing. Point out conflicts in the literature. Use the results of the studies you are citing to support the reason your study is necessary.

The significance of your study should include the proposed rationale, current state of knowledge and potential contributions and significance of your research to the field. Critically evaluate existing knowledge, and specifically identify the gaps that the project is intended to fill. Explain why the literature about your research leads you to think this topic needs study. Make sure the significance of the topic is explicitly stated. State how scientific knowledge or clinical practice will be advanced if the aims of the application are achieved. Describe the effect of these studies on the concepts, methods, technologies, treatments, services or preventative interventions that drive this field.

- a. Perform a review of peer-reviewed articles and book chapters for your literature review.
- b. Use current literature and you must go beyond on-line journals.
- c. Only include literature that is relevant to your research question.
- d. Synthesize the literature as it relates to issues or subtopics in your proposed project.
- e. Group your references together when they point to a common issue you are discussing.
- f. Point out conflicts in the literature.
- g. Use the results of the studies you are citing to support the reason your study is necessary.

**III Methods (2-3 pages)**

Use this section to describe how you plan to carry out the research. Develop and describe the study design you outlined in your Specific Aims. The methodology for the study you design



should contain a high degree of scientific rigor. If your study is attempting to examine a cause and effect relationship, you will need to address threats to internal validity. Most threats to internal validity should be controlled, and reasonable efforts should be made to minimize measurement bias. This proposal should provide a concise enough description on how the study is to be conducted so that readers would be able to conduct the study themselves from your description. Remember to write this paper in future tense, i.e. “will do”.

### **Sub-Headings:**

#### **Research Design**

Identify and describe the specific research design

#### **Setting**

Describe the setting and how it will provide the sample population of interest

#### **Sample**

Describe the sampling procedure, how the recruitment and selection process will occur, and consent process

- a. Identify the subject pool
- b. State your inclusion and exclusion criteria
- c. Provide projected number of recruited subjects (n=).
- d. Provide power analysis using G Power 3 <http://www.psych.uni-duesseldorf.de/abteilungen/aap/gpower3/download-and-register>

#### **Procedures**

In this section you will describe the process of implementing your study. What, exactly, will you DO? (Be extremely specific!)

##### *Recruitment*

- a. What will your recruitment procedures look like
- b. Describe your consent process

##### *Intervention*

Describe the intervention or program being studied. Describe the control or comparison condition that will be used. What will or do subjects in this condition receive?

##### *Measurement*

- a. Identify your dependent variable(s)
  - name of the variable
  - describe how you are operationally defining it/them
  - identify specifically how it is measured (question, scale, standardized measure, etc.)
  - identify the level of measurement (dichotomous, categorical, continuous)
- b. Identify your independent variable(s)
  - name of the variable
  - describe how you are operationally defining it/them
  - identify specifically how it is measured (question, scale, standardized measure, etc.)

- describe level of measurement (dichotomous, categorical, continuous)

**Limitations (1-2 paragraphs)**

- c. Discuss the potential limitations of the study (sampling, ethical, political issues)
- d. You MUST discuss issues of internal and external validity.

**Study Impact and Implications for the Field of Social Work (1-2 paragraphs)**

**III. References**

Provide references using APA Sixth edition format