

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

Course Number: SW 385R	Professor: Dnika J. Travis, Ph.D.
Unique Number: 60290	Email: dnika.travis@austin.utexas.edu
Semester: Spring 2024	Office:
Meeting Time: Wed 5:30 – 8:30 PM	Office Hours: By Appointment
Meeting Place: SSW 2.122	

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

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 interactive lectures (students are encouraged to ask questions and make comments), class discussions, group activities/exercises, student presentations, and reading assignments.
- Students are encouraged to meet with the instructor to review their progress, ask questions regarding the course content and application to the social work profession.
- Students are expected to come to all classes having completed all reading assignments; prepared to discuss the reading material, and ready to participate in the class activities by sharing your insights, 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.
- **WEBSITES** relevant to this course:
 - <http://www.campbellcollaboration.org> (meta analysis of the effects of interventions in the social, behavioral, crime and justice, and educational arenas)
 - <http://www.cochrane.org> (meta analysis of the effects of health and mental health interventions)
 - <http://www.samhsa.gov/nrepp> (Substance Abuse and Mental Health Services Administration national registry of evidence-based practices and programs)
 - <http://evidencebasedprograms.org> Social programs that work

V. COURSE REQUIREMENTS

ASSIGNMENT	POINTS
<p>RESEARCH ARTICLE CRITIQUE <u>Due: March 8th</u> Articles and/or Journals (to select articles from) will be posted on Canvas to select from for this critique. Paper should be thorough and backed up by examples; 2-4 pages, double-spaced, APA style. A detailed assignment outline will be provided in class.</p> <p>Student must write a summary and critical assessment of the article to include the following content areas:</p> <p>Part I: Your Why – brief discussion/bullet points on why you selected this article, what you hoped to learn, and your views on whether your hopes/expectations were met (why or why not)</p>	15

ASSIGNMENT	POINTS
<p>Part II: Research Critique</p> <ul style="list-style-type: none"> - Topic and “top-line” overview (create a visual depiction of the core message/main point/key findings; <u>creativity welcomed and have fun!</u>) - Central research questions and/or hypotheses - Methodology used - Conclusions draw - Practical implications - Challenges faced by the researcher - Outstanding questions and recommendations to the research for next steps 	
<p>Research Design: Group Project (5 Phases) Groups of 2-3 students. Additional handouts to guide your group’s proposal development process will be provided in class.</p> <ul style="list-style-type: none"> - PURPOSE/TOPIC SELECTION + GROUP ASSIGNMENT: group assignments will be made by interest areas. Will center on purpose of research study and potential contribution to social work practice. Completed in-class by session #2. <u>Due in-class: January 31st</u> - INITIAL REVIEW OF EMPIRICAL LITERATURE AND RESEARCH QUESTIONS (5 points): Includes a minimum of 7 recent, empirical studies published in peer reviewed journals. The outcome of the literature review will guide, inform, and include your research questions. <u>Due: February 16th</u> - INITIAL METHODOLOGY, SAMPLING, AND ETHICS (5 points): This section will be the proposed study including methodology, sampling, and ethical considerations. <u>Due: March 22th</u> - GROUP PRESENTATION (10 points): Each group will present their proposal to the class and receive peer feedback about how to strengthen the proposal. All students are expected to provide feedback or questions for consideration to each group in class via a short form that will be distributed in class. <u>In class: April 10th & 17th</u> - FINAL DESIGN/PROPOSAL (25 points) <u>Due in class: April 24th</u> Final submission will include: <ol style="list-style-type: none"> 1. Each section of the proposal – all of which your group has revised, revamped, or reworked based on feedback received and lessons learned throughout the semester. Feel free to add visual elements/graphics to reinforce your main points or key elements of your proposal and make it compelling! Also, make sure your research design/proposal is backed up by evidence, double-spaced, APA style, and no more than 15 pages. 2. Responses to all feedback received throughout the semester on the proposal. 3. Quality Review – Fact-checking and quality assurance are cornerstone and essential part of the research production process. You will receive guidelines and practice opportunities to conduct a quality review during class. 	50

ASSIGNMENT	POINTS
Completion of CITI Human Subject Training (submit certification on Canvas)* Due: February 7th	5
Quiz In-class: April 3rd To assess EPAS Competency 4: Engage in Practice-informed Research and Research-informed Practice, one in-class quiz will be given.	10
Social Work Research: Self-Assessment Due April 26th This is your opportunity to speak about your learning, insights gained, and contributions to the group project as well to our class general. One area of focus will be to share your views on the application of research to social work practice and future directions of your work. Feel free to be creative in your reflection. Simultaneously your paper should be thoughtful, personally meaningful, and backed up by evidence; max 3 pages, double-spaced, APA style. PPT, PDFs or DOC files accepted. Additional guidelines and time for questions will be provided in class.	10
Class Participation and Attendance ongoing Attendance and active participation are critical to the teaching and learning in this class. Students are expected to participate during class sessions, or, in extenuating circumstances, to notify the instructor if they cannot participate.	10
TOTAL	100

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

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.

Instructor Contact: If you wish to make an appointment to see me, cannot attend class, or have a question about the course, please email me at dnika.travis@austin.utexas.edu.

Attendance: Students are expected to attend class sessions and participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions. Failure to regularly attend classes and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. **Students are to notify the professor by email if they are going to be absent** and how they plan to make up for the missed class (from the options listed below). For people who have to be absent from the in-person class, your options include one of a, b, c:

- a. Request for a zoom-class for medical reasons (no medical documents are required) and engage in class activities via zoom
- b. Write a brief summary (at least two-page, double-space) of class readings and slides for the missed class
- c. Receive 1 point reduction for each class missed

Electronic Devices: Students are welcome to use notebooks, laptops, and other electronic devices for note-taking during class time. If students are using these devices for other purposes not relevant to the class (i.e., checking email or working on assignments for other courses), they will be unable to continue bringing them to class. Students are asked to have cell phones on vibrate or turned off during class. If you receive an emergency call, please step out of class to talk. You are also expected to refrain from texting during class.

Late assignments policy: Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty.** Changes in work schedules, personal celebrations, transportation problems, computer/printing problems, etc. are not considered legitimate reasons for missing an assignment deadline. An assignment turned in after the due date without advance arrangements being made with the instructor will result in a deduction of 5% for each day it is late. Any legitimate adjustments in due dates must be discussed with the instructor at **least 24 hours PRIOR** to the regularly scheduled due date unless there is a valid documented reason for not being able to meet this requirement. Note that the professor will send a reply email when the request for an extension has been received; if you do not get a reply, contact the professor immediately.

APA & References: The School of Social Work uniformly requires APA editorial style as the standard format for all written assignments. Details of APA style are included in the Publication Manual of the American Psychological Association. Information on APA style and format can be found at the Learning Resource Center (LRC) in the School of Social Work and on the UT library website. Another excellent source is Purdue University's **Online Writing Lab (OWL)**: Appropriate referencing is required. Failure to use

quotation marks for direct quotes or citations for indirect quotations and/or others' ideas constitutes plagiarism and may result in receiving no credit for the assignment. All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

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

Course Modifications: Any modifications, amendments, or changes to the syllabus and/or assignments are at the discretion of the instructor. Changes will be announced in class. It is the responsibility of the student to inquire about any changes that might have been made in their absence; all changes will be published on Canvas.

Support to improve class performance: If students are concerned about their class performance, the professor is more than willing to work with students to help them improve their course grades prior to the end of the semester. **Final grades assigned in the course are not negotiable.**

Confidentiality and Self-Care: As in any social work class, this course will touch on sensitive topics. Personal or case information (e.g., examples from practicum) may be shared. When sharing, please do so respectfully, and consider how to best maintain anonymity if possible (e.g. avoiding using names). Additionally, I ask that discussions about case materials or individual student experiences be considered confidential, to promote a safer learning environment, and practice professionalism.

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

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

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.

VIII. COURSE SCHEDULE

Note: Required readings listed Below. Recommended readings will be posted on Canvas.

Date	Topic	Required Readings	Assignment Due
INTRODUCTION TO THE PRACTICE OF RESEARCH IN SOCIAL WORK			
1/17	Introduction to Social Work Research <ul style="list-style-type: none"> • Why study research • Evidence based practice • Syllabus review, expectations and assignments 	Syllabus Chapters 1 & 2	<ul style="list-style-type: none"> • Research interests form—completed and submitted in class • Groups formed
1/24	Building Blocks of Social Work Research <ul style="list-style-type: none"> • Factors influencing the research process • Methods of inquiry (quantitative, qualitative, mixed methods) 	Chapters 3 & 4	
1/31	The World Around Us: Context of Social Work Research <ul style="list-style-type: none"> • Ethics and politics of social work research • Culturally competent research 	Chapters 5 & 6	Research design project: <u>Purpose/topic selection due 1/31</u>
<ul style="list-style-type: none"> • Problem formulation and measurement 			
2/7	Formulating a Research Questions <ul style="list-style-type: none"> • Problem formulation • Conceptualization of quantitative and qualitative inquiry 	Chapters 7 & 8	<u>Human subjects training due 2/7</u>
<ul style="list-style-type: none"> • Designs for evaluating programs and practice 			
2/14	Quantitative Research Design I <ul style="list-style-type: none"> • Measurement • Constructing Measurement Instruments • Sampling 	Chapters 9, 10, 15	Research design project: <u>empirical literature review + research questions due Friday 2/16 end of day</u>
2/21	Quantitative Research Design II <ul style="list-style-type: none"> • Causal inference and experimental design • Quasi-experimental design • Single case evaluation design 	Chapters 11, 12, 13	

Date	Topic	Required Readings	Assignment Due
2/28	Survey Research & Existing Data <ul style="list-style-type: none"> • Survey Research • Analyzing existing data: quantitative and qualitative methods 	Chapters 16 & 17	Schedule group check-ins with instructor: week of Feb 26 – Mar 1 (optional)
3/6	Qualitative Research <ul style="list-style-type: none"> • Qualitative research: general principles • Qualitative research: specific methods 	Chapters 18 & 19	<u>Research article critique due Friday 3/8 end of day</u>
3/13	SPRING BREAK		
3/20	Program Evaluation	Chapter 14	Research design project: Initial <u>methodology, sampling, and ethics due Friday 3/22 end of day</u>
3/27	What's in the Data <ul style="list-style-type: none"> • Quantitative data analysis • Qualitative data analysis • Inferential data analysis 	Chapters 20, 21, 22	
4/3	Writing Research Proposals and Reports	Chapter 23 Select 1 recommended readings to review	<u>In class quiz (4/3)</u>
4/10	Connecting the Dots <ul style="list-style-type: none"> • Review + “Ask Anything” • Research design presentations start 		Group presentations + live peer feedback
4/17	Research Design Presentations		Group presentations + live peer feedback
4/24	Last Day of Class <ul style="list-style-type: none"> • Application of research to social work practice • Future directions of social work research 		Research design: group project—<u>final paper due in class on 4/24</u> <u>Self-assessment due by Friday 4/26 5 PM</u>

IX. BIBLIOGRAPHY

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