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

Course Number: SW 385R	**Professor:** Yuanjin Zhou, Ph.D.
Unique Number: 60280	**Email:** yjzhou@utexas.edu *preferred source of contact
Semester: Spring 2024	**Office:** SSW 3.130L
Meeting Time: Tuesdays 8:30 am – 11:30 am	**Office Phone:** 512-471-1713
Place: SSW 2.122	**Office Hours:** By appointment
	TA Office hour: Tuesdays 11:30am - 12:30pm or by appointment

Social Work Research Methods

I.   Standardized Course Description:

This Foundation course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and preparation and use of research reports. The emphasis of 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 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* (9th 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.

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 and Graded Assignments

The final grade for the course will be based on:

Assignment	Points	Assessment	Due Date
1. **Interest Paper**	**2 points**	C/NC	1/21/24 11:59 pm
2. **Annotated Bibliography**	**3 points**	C/NC	1/30/24 11:59 pm
3. **Community needs assessment**	**2 points**	C/NC	2/6/24 11:59 pm
4. **Completion of CITI Human Subjects Training****	**3 points**	C/NC	2/13/24 11:59 pm
5. **Research Question Section**	**5 points**	C/NC	2/20/24 11:59 pm
6. **Introduction and Significance Section**	**5 points**	C/NC	2/27/24 11:59 pm
7. **Sample and Setting Section**	**5 points**	C/NC	3/5/24 11:59 pm
8. **Common Research Methods Assignment**	**20 points**	rubric	3/19/24 11:59 pm
9. **Data collection methods**	**2 points**	C/NC	3/26/24 11:59 pm
10. **Data analysis methods**	**3 points**	C/NC	4/2/24 11:59 pm
11. **Ethics Section**	**5 points**	C/NC	4/9/24 11:59 pm
12. **Pilot data collection summary**	**5 points**	C/NC	4/16/2411:59 pm
13. **Proposal Presentation**	**15 points**	rubric	4/23/24 class time
14. **Final Research Proposal with 1-page Revision Statement**	**15 points**	rubric	04/30/24 11:59 pm
15. **Class participation**	**10 points**	rubric	Not applicable
Total	**100 points**		

Note: the due dates for all assignments are Tuesday, the class day, to be submitted via Canvas by 11:59 PM.

Summary of Assignments	Date Due (11:59 pm)															Point (100)
	Jan. 2024		Feb. 2024				Mar. 2024				Apr. 2024					
Week		5	1	2	3	4	1	2	3	4	1	2	3	4	5	
1. Interest Paper	1/21															2
2. Annotated Bibliography		1/30														3
3. Community needs assessment			2/6													2
4. Completion of CITI Human Subjects Training**				2/13												3
5. Research Question Section					2/20											5
6. Introduction and Significance Section						2/27										5
7. Sample and Setting Section							3/5									5
8. Common Research Methods Assignment									3/19							20
9. Data collection methods										3/26						2
10. Data analysis methods											4/2					3
11. Ethics Section												4/9				5
12. Pilot data collection summary													4/16			5
13. Proposal Presentation														4/23		15
14. Final Research Proposal															4/30	15
15. Class participation																10

ASSIGNMENTS (Detailed instructions will be posted on canvas.)

1. Interest paper: This assignment will provide you with an opportunity to share your practice/research backgrounds and area(s) of interest with the instructor. It will allow the instructor to match you with some other students who may have shared interests. The more details you provide, the better I will be able to (1) assign you to a group of classmates who have shared interests with you, (2) help you assess the feasibility of your idea, and (3) provide useful resources. You will also use your interest paper to brainstorm research topic with your teammates. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas.

2. Annotated bibliography: For this assignment, each group will select <u>at least 10 peer-reviewed journal articles</u> that are related to your research interest(s) and complete an annotated bibliography. An annotated bibliography is an organized list of sources (like a reference list) in which each reference is followed by a paragraph of annotation. Please review your selected peer-reviewed journal articles and write a 5-10 line summary <u>in your own words</u> of each reference. Your summary should include: (1) a brief description of the methods used in the article, (2) pertinent results, (3) and how these findings connect to your research topic.

At least 6 of these references should be <u>empirical studies</u> where data- quantitative or qualitative - was collected and these references should be <u>no older than 2010</u>. This assignment should be typed and submitted electronically via Canvas. Please bring digital or paper copy of the articles and the assignment to the class.

If you need assistance with the assignment, you can utilize the "Ask a Librarian" service: https://www.lib.utexas.edu/research-help-support/ask-us

3. Community needs assessment. For this assignment, please select <u>one community group</u> (for example, Latinx immigrants, LGBTQ+ group in Austin, or houseless community in Austin) or <u>one community organization</u> that you would like to do research for. At least one group member should have direct contact with this community. Using different information resources to gather information about the community's needs and their perspectives on how research can help them achieve their goals or address the challenges they encounter in their everyday life/practice. The community needs assessment can be done through informal talk with community members, social media, lived experiences, conversations with staff, or the organization's website. Please summarize information from different resources and list at least three things you can do some research to help them.

4. **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!**

5. Research question section: This assignment will provide you with an opportunity to formulate your research questions that will guide your final research proposal. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas. Please bring digital or paper copy of the articles and the assignment to class.

6. Introduction and significance section: This assignment will help you get started with your final research proposal. This paper should be written in a formal, academic or scholarly manner, using APA format. This significance section will serve as the introduction for your research proposal. The goal of the significance section is to provide a brief description of a social problem, a compelling rationale for why social workers should try to address the social problem, and a brief description of what must be learned next to address the social problem. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas. Please bring digital or paper copy of the articles and the assignment to class.

7. Sampling and setting section: This paper should be written in a formal, academic or scholarly manner, using APA format. This section will introduce the setting where you plan to

conduct your study, and it will explain your sampling strategy. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas. Please bring digital or paper copy of the articles and the assignment to class.

8. Common Research Methods Assignment: As a part of CSWE accreditation, you will participate in a common assignment across sections. This assignment will be available in Canvas on 3/6/24 and due on 3/19/24 11:59 pm.

9. Data collection methods: This section will explain the methods and approach for your research study. This section should include details about the design of your study and the methods you will use. You will include specific information about how you will collect your data and any specific measures or tools that you will use.

10. Data analysis methods: You will include information about how you plan to analyze the data. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas. Please bring digital or paper copy of the articles and the assignment to class.

11. Ethics section: Please describe at least 3 ethical considerations that you have in conducting your study. Then explain how you plan to address these ethical concerns as a researcher. Cite any literature that is guiding your choices, such as the NASW code of ethics, the Belmont Report, or the other readings found in our ethics module. Use APA format and include references, as this section will appear in your final research proposal.

12. Preliminary data analysis results: You will write up a summary of your primary data analysis results. You will use different templates based on the type of data that your group collected.

13. Proposal presentation: This assignment is meant to develop presentation, research, and academic communication skills. This project also supports your capacity to explain your work effectively and concisely.

The purpose of the presentation is to present your research proposal in a fun, useful, and engaging format. Your presentation should summarize the main areas of your proposed research: (1) Background and significance- why should the audience be interested in this area? (2) Research question and study aims- why is your project innovative? (3) Methods—how will you conduct the study? (4) Results – what did you learn from your pilot data collection, and how do you plan to adjust your research plan? (5) Discussion: Implications, strengths, and limitations— what are the implications for social work practice?

14. Final research proposal with 1-page revision statement: The research proposal is designed to allow you to specify a practice/research question of interest to you and to collect, analyze and interpret data related to the research questions. Build on the scaffolding assignments you completed throughout the quarter, which were designed to prepare you for writing the research proposal. Please see the assignment in Canvas for additional instructions. This assignment should be uploaded in Canvas. You will also be asked to complete a researcher contribution tracking log, which will be used to determine your individual grade.

15. Class participation: 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. This portion of the grade will be determined by attendance and quality of contribution as demonstrated by student preparation level. Preparation includes completing readings and assignments by due dates and

coming to class prepared to discuss them, and "being present" and involved in experiential activities and discussions. Taking into account cultural and personal variability, your contributions to and participation in the course will be evaluated by: 1) contribution of questions and comments relevant to course content and themes; 2) evidence of active engagement with required readings (reflected in in-class and small group discussions and in written papers); and 3) engagement in class and with course activities. Note that even if absences are excused, missing more than one class will impact your participation grade (unless it is because of a religious holiday) since you cannot participate if you are not present. You will also need to make plans with me to make up the learning missed.

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. **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 yjzhou@utexas.edu. I receive my e-mail on my phone at frequent intervals and will respond as quickly as possible.

2. **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

3. **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.

4. **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.

5. **APA & References: 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.

6. **Plagiarism**: 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. If you or any team members have used ChatGPT to assist your writing, you will need to include a report to describe how ChatGPT is used when completing the assignment.

7. **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.

8. **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.

9. **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 <u>not</u> negotiable.**

10. **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.

Research methods are developed and evolved throughout different historical contexts when various social justice issues emerged or were neglected. This class will ask students to think about the social justice implications of research (past and present), and we will necessarily discuss issues of power, privilege, oppression, control, and social change. Some of our class readings or discussions could trigger strong emotions. Please feel free to step out of class for a moment, without explanation, at any point if you need to. I am also available during office hours to discuss any challenging class material. Free support resources are also available through the SSW CARE Counselor program for students. To schedule an appointment, please call 512.471.3515 and ask for a CARE appointment or leave a message at 512.471.8148. SSW CARE Counselor information sheet will be posted in CANVAS.

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-
				minimum to pass course		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.

Class Schedule

An Introduction to the Practice of Research in Social Work			Assignment
Class 1: 1/16/24	**Introduction to social work research** • Introduction, syllabus review, expectations, and assignments • What is research and social work research • Research-practice-education collaboration for social justice	**Required Reading:** • Rubin & Babbie, Ch. 1 and 2 • Joubert, L., Webber, M., Uggerhøj, L., Julkunen, I., Yliruka, L., Hampson, R., ... & Austin, M. J. (2023). The Melbourne Statement on practice research in social work: practice meets research. Research on Social Work Practice, 33(4), 367-374. ○ Please read pages 367-368 and the section "State-of-the-art" from pages 369-371.	**Assignment 1**: Interest paper Due: 1/21/24 11:59 pm
Class 2 1/23/24	**Integrating Theory, Research and Practice** • Form research team • Factors influencing the research process • The Ethics, Politics and Cultural Context of Social Work Research	**Required Reading:** • Rubin & Babbie, Ch. 3, 5 and 6 • Tirado-Rafferty, A., Petrescu-Prahova, M., Belza, B., Berridge, C., Zhou, Y., & La Fazia, D. M. (2023). Implementation and impact of a Dementia Friends pilot. Dementia, 22(3), 493-513. Lonsdale, N., & Webber, M. (2021). Practitioner opinions of crisis plans within early intervention in psychosis services: A mixed methods study. Health & Social Care in the Community, 29(6), 1936-1947.	Form research team
Problem Formulation and Measurement			

Class 3 1/30/24	**Formulating a research question** • Variables and operationalized definitions • Problem formulation • Crafting the research question • Qualitative, Quantitative and Mixed Methods of Inquiry	**Required Reading:** • Rubin & Babbie, Ch. 7 & 8 Fisher, M. (2020). From research question to practice research methodology. In The Routledge handbook of social work practice research (pp. 43-56). Routledge. •	**Assignment 2**: Annotated bibliography Due: 1/30/24 11:59 pm
Designs for Evaluating Programs and Practice			
Class 4 2/6/24	**Quantitative research design (I):** • Measurement • Sampling	**Required Reading:** • Rubin & Babbie, Ch. 9 & 10 & 15 • Eberhart, N. K., Sherbourne, C. D., Edelen, M. O., Stucky, B. D., Sin, N. L., & Lara, M. (2014). Development of a measure of asthma-specific quality of life among adults. Quality of Life Research, 23, 837-848. Pettus-Davis, C., Grady, M.D., Cuddeback, G.S., Scheyett, A. (2011). Practitioner's guide to sampling in the age of evidence-based practice: Translation of research into practice. Clinical Social Work Journal, 39, 379–389.	**Assignment 3**: Community needs assessment Due: 2/6/24 11:59 pm
Class 5 2/13/24	**Quantitative research design (II)** • Causal Inference • Experimental Designs • Quasi-Experimental Designs	**Required Reading:** • Rubin & Babbie, Ch. 11 and 12 • Rubin & Babbie, Ch. 16 & 17 • \	**Assignment 4:** Completion of CITI Human Subjects Training** Due: 2/13/24 11:59 pm

Class 6 2/20/24	**Quantitative research design (III)** • Single-case Evaluation Designs • Program Evaluation • Guest lecturer: TBD	**Required Reading:** • Rubin & Babbie, Ch. 13 and 14	**Assignment 5:** Research Question Section Due: 2/20/24 11:59 pm
Class 7 2/27/24	**Qualitative Research Methods (I)** • Qualitative research methods • Qualitative sampling • Main qualitative research approach • Mixed method	**Required Reading:** • Rubin & Babbie, Ch. 18 & 19 • Padgett, D. K. (1998). Does the glove really fit? Qualitative research and clinical social work practice. Social Work, 43(4), 373-381. • Pieper, M. H., & Tyson, K. (1999). Response to Padgett's" Does the Glove Really Fit?". Social Work, 44(3), 278.	**Assignment 6:** Introduction and Significance Section Due: 2/27/24 11:59 pm
Class 8 3/5/24	**Qualitative Research Methods (II):** • Data collection and data analysis • Innovative qualitative research methods • Decolonizing methodology • Guest lecturer: TBD	**Required Reading:** • Rubin & Babbie, Ch. 20 • Wang, C., & Burris, M. A. (1997). Photovoice: Concept, methodology, and use for participatory needs assessment. Health education & behavior, 24(3), 369-387. • Pollak, M. (2018). Care in the Context of a Chronic Epidemic: Caring for Diabetes in Chicago's Native Community. Medical anthropology quarterly, 32(2), 196-213. • Braun KL, Browne CV, Ka'opua LS, Kim BJ, Mokuau N. Research on Indigenous Elders: From Positivistic to Decolonizing Methodologies. Gerontologist. 2014;54(1):117-126.	**Assignment 7:** Sample and setting section Due: 3/5/24 11:59 pm
No class 3/12/24	**Spring Break**		

Class 9 3/19/24	**Mixed methods** • Mixed method • Multidisciplinary research	**Required Reading:** • Review: Rubin & Babbie, Chapter 4; Quantitative, Qualitative, and Mixed Methods of Inquiry; • Teasley, M., Canfield, J. P., Archuleta, A. J., Crutchfield, J., & Chavis, A. M. (2012). Perceived barriers and facilitators to school social work practice: A mixed-methods study. Children & Schools, 34(3), 145-153. • Nurius, P. S., Kemp, S. P., Köngeter, S., & Gehlert, S. (2017). Next generation social work research education: fostering transdisciplinary readiness. European Journal of Social Work, 20(6), 907-920.	**Assignment 8:** Common Research Methods Assignment Due: 3/19/24 11:59 pm
Class 10 3/26/24	**What's in the Data (Introduction)** • Qualitative and Quantitative Data Analysis • Data Analysis	**Required Reading:** • Rubin & Babbie, Ch. 20, 21 and 22	**Assignment 9:** Data collection methods Due: 3/26/24 11:59 pm
Data analysis			
Class 11 4/2/24	**No in-person class – data collection**		**Assignment 10:** Data analysis methods Due: 4/2/24 11:59 pm
Future directions			

Class 12
4/9/24
	What's in the
	Data (Practice)
	• Qualitative and
	  Quantitative Data
	  Analysis
	• Data Analysis
		Required Reading:
		• Review: Rubin & Babbie, Ch. 22
			Assignme
			nt 11:
			Ethics
			section
			
			Due:
			4/9/24
			11:59 pm

Proposal presentation and writing			

Class 13
4/16/24
	Future directions
	• Practice &
	  Research
	• Implementation
	  science &
	  translational
	  science
	• Participatory
	  research
	• Imagining future
	  for social work:
	  AI and social
	  work research
	• Guest lecturer:
	  TBD
		Required Reading:
		• 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.
		• Kitchin, R. (2001). Using Participatory
		  Action Research Approaches in
		  Geographical Studies of Disability:
		  Some Reflections. Disability Studies
		  Quarterly, 21(4), 61-69.
		• Ford CL, Airhihenbuwa CO. The public
		  health critical race methodology: praxis
		  for antiracism research. Soc Sci Med.
		  2010;71(8):1390–1398.
			Assignment
			12.
			Preliminary
			data analysis
			results
			
			Due: 4/16/24
			11:59 pm

Class 14 4/23/24	**Presentation of** **proposals** **Course** **evaluation**	PowerPoint Presentation Course evaluation	**Assignment** **13**: Proposal Presentation

No Class 4/30/24	Final Proposal Due		Assignment 14: Final Research Proposal with 1-page Revision Statement and Collaboration Log Due: 4/30/24 11:59 pm

X. BIBLIOGRAPHY

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benefit analysis of communities that care outcomes at eighth grade. Prevention Science, 13, 150–161.

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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)

Noel, L., Connors, S. K., Goodman, M. S., & Gehlert, S. (2015). Improving breast cancer services for African-American women living in St. Louis. Breast cancer research and treatment, 154(1), 5-12

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Rowan, M.S., Mason, M., Robitaille, A., Labrecque, L., & Tocchi, C.L. (2013). An innovative medical and dental hygiene clinic for street youth: Results of a process evaluation. *Evaluation and Program Planning, 40*, 10–16.

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