

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

Course Number: SW 385R	Professor: Danielle Parrish, Ph.D.
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Semester: Spring 2025	Office: WWH 324
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Social Work Research Methods

I. STANDARDIZED COURSE DESCRIPTION

Catalog Description

This course is designed to prepare students to critically examine and understand research processes and methods in social work, with the focus on consuming and analyzing research at all levels of social work practice. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work, or graduate standing and consent of instructor or the graduate adviser.

Course Overview

In this course, students are introduced to concepts and skills underlying a systematic approach to social work research, including the following: basic research terminology, the scientific method in social work, the value of research in social work, research ethics, problem formulation and conceptualization, measurement, research designs to evaluate programs and practice, sampling, and preparation and use of research proposals. Students will learn to critically analyze and utilize research methods, outcomes, and impacts using an antiracist, anti-oppressive approach and develop the skills to integrate this knowledge into all aspects of social work practice. Course content will focus on the bidirectional ways in which research and systems can influence, reflect, and perpetuate inequitable access to social services and disparate opportunities for communities marginalized by those systems. Students will learn how to critically evaluate sources of scientific evidence and how the criteria for that appraisal will vary depending upon the purpose of the research. Students will also gain the research knowledge and skills they will need to engage in consuming and critically analyzing research at all levels of social work practice, as well as developing the ability to articulate and share research findings with a broad audience, including diverse stakeholders.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Define basic qualitative, quantitative, and mixed methods research concepts, including but not limited to sampling, measurement, design, ethics, and evaluation.

2. Explain how to apply qualitative, quantitative, and mixed methods research methodologies in evidence-based practice.
3. Identify and demonstrate tenets of inclusive research, including the value of lived experience, researcher-practitioner-participant partnerships, translational nature of research, policy, and practice, and the importance of accessibility and public impact.
4. Demonstrate the skills to identify and conceptualize practice problems that can benefit from research, efficiently conduct literature searches, develop a foundation of knowledge, identify prior research done on a topic, identify gaps and challenges in available research, and create a research plan that can address practice problems.
5. Examine and critically appraise measurement tools using an antiracist and anti-oppressive lens, including an understanding of historical influences.
6. Demonstrate an understanding of how research methodology has and continues to result in harm to marginalized, vulnerable, and oppressed groups of people, and begin to identify implementation strategies for prevention, interruption, and mitigation.
7. Gain an understanding of how research can promote social justice and empower underserved individuals, groups, and communities.
8. Engage in critical self-reflection (i.e., understanding one's own biases, power differentials, and social inequalities) and self-correction when conducting research in a political climate where the findings can impact larger political structures, systems, and contexts.
9. Critically appraise how a commitment to equity, social justice, and awareness of cultural context for diverse clients and constituencies influence 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 primary methods of instruction are interactive lectures (students are encouraged to ask questions), class discussions, group/class experiential exercises, and reading assignments.

Students are encouraged to meet individually with the instructor to review their progress in the course and to ask questions regarding the course content. The instructor is available to meet by appointment and is responsive to emails. Students are expected to come to all classes having completed all reading assignments, prepared to discuss the reading material and participate in class activities.

IV. REQUIRED TEXT AND MATERIALS

Required Text:

Rubin & Babbie (2017). Essential Research Methods for Social Work, 10th Edition. Cengage Learning.

Additional Required Reading:

Other required readings will be posted on Canvas under the week that each reading is due.

V. COURSE REQUIREMENTS

This class requires the completion of the following learning tasks to support mastery of key course concepts.

Grading

Assignment	Due Date	Points	Percent of Grade
IRB CITI Training	January 29 on Canvas (11 p.m.)	5	5%
Reading Checks	Start of each class	10	10%
Article Critique -Outcome Study	March 5 on Canvas (11 p.m.)	10	15%
Knowledge Check (Exam)	March 26 in Class	20	20%
Group Research Proposal		50	40%
-Group Presentation	April 24 & May 1	-10	-10%
-Group Proposal		-40	-40%
* Background/ Significance & Research Question(s)	February 19		
*Method	April 2		
*Limitations of Proposed Methods	April 16		
*Implications for Social Work Research And Practice	April 16		
*Complete First Draft	April 16		
*Final Draft	April 23		
Course Participation	Ongoing	5	5%

*The instructor reserves the right to change due dates as necessary to support student learning. If changes are made, students will be notified in advance of the change.

1. IRB CITI Training for Researchers – (10 points; 10% of grade)

(submit certification on Canvas) Instructions: <https://research.utexas.edu/ors/human-subjects/forhttps://research.utexas.edu/ors/human-subjects/for-researchers/training/instructions-for-registering-for-human-subjects-research-training/researchers/training/instructions-for->

[registering-for-human-subjects-research-training/](https://utdirect.utexas.edu/citi/citi_login.WBX) Link to Human Subjects Training:
https://utdirect.utexas.edu/citi/citi_login.WBX

Course to be completed:

1. Social and Behavioral Responsible Conduct of Research Course 1 (9 modules)
2. Social/Behavioral Researchers (5 modules)

2. Article Review/Critique (10 points; 10 of grade)

Each student will select one of the provided articles provided on Canvas for each article critique assignment provided below to demonstrate the ability to critically appraise outcome/effectiveness research studies and understand the application of single-system designs.

You may use headings in your paper to address each point, if you choose, and you must upload the article with your write-up. Please indicate which article is being critiqued at the start of each submission. See each critique's rubric on Canvas to guide your response.

Article Critique 1: Outcome-Based Study (Quasi- or Experimental Design) – 10 points

Each student will read and critique one article *that assesses the effectiveness of an intervention, program or policy* provided on Canvas. This assignment will assess your ability to critique and consume research to inform social work practice.

In your three- to four-page write-up, please address the following (10 points—see rubric):

- a. Identify the purpose/background of the study.
- b. Identify and describe the study population of interest.
- c. Identify the independent variable(s) and dependent variable(s).
- d. Identify and critique how the outcome(s) are measured/assessed. Include and assess the reliability and validity of outcome procedures/instrument and evaluate the measures for cultural and study population validity.
- e. Assess fidelity checks for the intervention throughout the study.
- f. Identify and critique the research design, including sampling procedures.
- g. Describe and critique the results of the study.
- h. Describe the strengths and limitations of the study.
- i. Identify three takeaways from this article and discuss if and how they are useful for your future practice as a social worker, and what future research is needed.
- j. Utilize clear communication in all the above.

3. Reading Checks (5 points per quiz, 40 points total; weighted to account for 10% of total grade)

Learning research methods requires repetitive exposure to content so that the material can be better understood and retained. For this reason, reading before class is essential so that interactive lectures will help you to better understand what you've read and that you are better prepared to ask questions during class. Another reason reading is essential before class is that the course will also include experiential activities and application of information that has been provided in your readings. To encourage these readings, there will be 10 brief reading checks (5 T/F questions) given at the start of class throughout the semester as shown in the course calendar below. The reading checks will cover the assigned reading for the week. *Your two lowest quiz scores will be dropped.* Since the two lowest scores are being dropped, students are not permitted to make up missed quizzes. Regardless of the reason for not completing a quiz, if a quiz is missed, it will be

included as a dropped quiz. If more than two quizzes are missed, the additionally missed quiz(es) will be included with a score of zero in the overall grade calculation.

4. Knowledge Assessment (20 points; 20% of total grade)

A knowledge assessment (exam) will be given on March 27th covering the readings up through March 12th. If you have been reading and taking good notes, participating in class and devoting effort to the other assignments in class, you should do well on this knowledge check.

This knowledge assessment will include multiple choice questions and essay answers. You will be provided with a list of essay questions in advance to prepare for the exam. You will also receive the common assessment questions (see CSWE EPAS Competencies statement above) as a part of this knowledge assessment.

5. Group Research Proposal and Presentation (40 points; 40% of total grade)

As you learn research methods in the class, you will apply the concepts learned with a group of your colleagues in the class by developing a research proposal for a study that addresses a significant and meaningful gap in the social work research literature.

This proposal will require the following components, and guidance will be provided on Canvas for each section and within the course by the instructor.

1. Background/Significance of Study
2. Research Question(s)
3. Methods Section (Research Design, Measures, Sampling Approach, Human Protections Plan, Data Collection, and Data Analysis Plan)
4. Limitations of Proposed Study
5. Implications of Findings for Social Work Research & Practice

A draft of each section will be submitted as it is completed so that the group can revise and present and submit the final draft at the end of the semester. However, please write your first draft as if it were your final draft so you can receive the most helpful feedback. Additional detail will be provided for this assignment on Canvas.

6. Group Research Proposal Presentation (10 points, 10% of grade)

Each group will present their final group research proposal during the last two weeks of class. Students will present their study for 15 minutes and then engage the class in a 5-10 minute Q&A.

7. Course Participation (5 points; 5% of total grade)

This course will include course application of course material in groups and course discussion that requires students actively participating and being present in class. Course participation will be reflected in completion of course quizzes that are given at the start of each class, completed group activities during class time and feedback on peer presentations.

Extra Credit Opportunities

You have the option of earning 5 points extra credit that will count toward your overall grade for the semester. These opportunities are provided to demonstrate your knowledge in other ways to supplement other assignments and exams in the class. You may choose one option for up to 5

points. Late extra credit submissions will not be accepted – see course calendar for extra credit due date/time.

A. Interview Summary Extra Credit (up to 5 points): If you are interested in connecting what you are learning in class to the “real-world”, you can interview a social work researcher or someone within your field placement (field instructor or an administrator) about current research or program evaluation activities taking place. You may **not** interview a current MSW student (e.g., concentration year student or research assistant) for this assignment. Your interview should focus on the specific research appraisal and evaluation/research is used in the individual’s agency. Be sure to include the gap in the literature (if research project), design of the study, sampling strategies, steps to protect human subjects, analyses used, and what the individual will do with the results (internal evaluation within agency, to create knowledge, or both?). Write a 2-3 pg. summary of this interview, *including a critique* based on what you’ve learned in class.

B. Online Logic Model Training (up to 5 points): If you are interested in learning more about how research methods can be applied to program planning and evaluation, there is an online course on logic models provided by the University of Wisconsin posted on Canvas (or available here: <https://logicmodel.extension.wisc.edu>). You can earn up to 5 points of extra credit if you complete the video and course and then provide: 1) a print out of the webpage that documents completion of the online course (the completion page), and 2) a 1 pg. summary that details what you learned from these sources and how logic models tie in with research and your future practice.

C. Attend Research Presentation (up to 5 points): Attend a research presentation by a doctoral student or faculty member presenting at UT Austin. Critique the research presented, specifically commenting on the gap in the literature (significance, importance), design of the study, data collection and sampling strategies, steps to protect human subjects, analyses used, and implications and next steps based on the results. Write a 2-3 pg. summary of this presentation, *including a critique* based on what you’ve learned in class.

VI. 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

VII. CLASS POLICIES

Class participation is an important component of this course. Participation includes engaging actively in class/group discussions and exercises in class, not working on other course work or personal matters during class (including cell phone or social media use) and consistently attending and being on time to class. The use of cell phones and social media is not only distracting to you, but also other students and the instructor. Please keep all cell phones on silent and only access them for emergencies. Students are expected to engage in their own learning process by participating in all aspects of the course and independently seeking help from the

professor if needed. All your questions are very welcome and strongly encouraged – in fact, if you have the question, it is very likely that your colleagues do too. This is a professional graduate course that is preparing you for social work practice, so it is expected that you will treat other members of the course with respect and professionalism. Finally, please bring your computer, tablet or other device so you can access course materials for group work, complete reading checks during class and participate in lecture polls.

If you must miss a class, please email me *before* the missed class session. Missing *more than two classes* will impact your reading check and participation grades. Students are encouraged, if a class must be missed, to get materials or content missed in class from another student in the course. If there is a reason more than two class sessions must be missed (illness, accident, etc), please contact me as soon as possible, as a third absence would mean missing a significant amount of classroom content and meetings with your group.

VII. UNIVERSITY POLICIES

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://disability.utexas.edu/>. 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 Advice Line (BCAL). 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 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>.

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

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

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

Campus Carry Policy. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Week 1 (January 15)

Course Introduction

Why Study Research? An Introduction to Evidence-Based Practice

To do: Get Textbook, start reading assignment due for Reading Check on January 22

Reading on Canvas:

1. Bellamy, J. & Parrish, D. (2020). Shopping for an Empirically Supported Intervention. In Practical Implementation in Social Work Practice: A Guide to Engaging in Evidence-Based Practice. Oxford.
 2. Barrera, M. & Castro, F. (2019). The role of culture in Evidence-Based Practice, Ch. 8. In Evidence-Based Practice in Action: Bridging Clinical Science and Intervention
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Week 2 (January 22)

Introduction to Social Work Research:

Philosophy/Theory

Qualitative & Quantitative Methods

To do: Read R&B Ch. 1, 2, 3 4, & 25 (pgs. 506-517)

Reading Check 1 – Start of Class on Chapters above

Week 3 (January 29)

No In Person Class- Complete Human Protections CITI Training

To do: Read Ch. 5 & 6 for next week

Due: Human Protections Training (CITI) - this training takes a while, so be sure to start in plenty of time to finish on time. **Upload your certificate to Canvas by 11 p.m.**

Week 4 (February 5)

Ethical, Political and Cultural Context of Social Work Research

Watch Before Coming to Class: Guatemala Syphilis Study Video

To do: Read Kolata (2012) – New York Times Article, Clark Goings et al. (2023) & Yeager and Wu (2013)

- **Select One of the Following in Your Groups to Read. One Group Member Should Read One of Each of the Following for Class Discussion.**
- Casado, Negi, & Hong (2012)
- Stennis et al. (2015)
- Suen et al. (2020)

Based on the article read and the video watched, have each group member upload a document on Canvas answering the questions for this group assignment.

Reading Check 2 (only on Ch. 5 and 6)– Start of Class

Week 5 (February 12)

Problem Formation and Study Conceptualization

*Time for groups to meet in class on proposal

To do: Read R&B Ch. 7, 8

Reading Check 3 – Start of Class

Week 6 (February 19)

Measurement & Measurement Development

To do: Read R&B Ch. 9 & 10, Rubin & Parrish (2009) – Development and Validation of the Evidence-Based Practice Process Assessment Scale: Preliminary Findings

Reading Check 4 – Start of Class

Due: Group Research Proposal – Background/Significance & Research Question(s)

Week 7 (February 26)

Group Designs: Experimental & Quasi-Experimental

To do: Read R&B Ch. 11 & 12, Velasquez et al (2019) Preventing alcohol and tobacco exposed pregnancies: CHOICES Plus in Primary Care

Reading Check 5 – Start of Class

Week 8 (March 5)

Sampling & Survey Research

To do: Read R&B Ch. 15 & 16, Parrish & Rubin (2012) Social workers' orientations toward the evidence-based practice process: A comparison with psychologists and licensed marriage and family therapists.

Reading Check 6 – Start of Class

Due: Article Critique – Turn in on Canvas by 11 p.m.

(March 12):
Data Analysis

To do: Read R&B Ch. 21 & 22

Reading Check 7 – Start of Class

Week 9 (March 19)
Spring Break! Enjoy!

Week 10 (March 26)
Knowledge Check (Exam)

Week 12 (April 2)
Single System Designs

To do: Read R&B Ch. 13

Reading Check 8 – Start of Class

Due: Group Research Proposal - Methods Section

Week 13 (April 9)
Qualitative and Mixed Methods

To do: Read R&B Ch. 18, 19 & 20

Reading Check 9 – Start of Class

Week 14 (April 16)
Program Evaluation

To do: Read R&B Ch. 24 & Parrish, Scheffert & Crouch (2022) (on Canvas), Chapter 3
Fetterman – Empowerment Evaluation Principles; Baum, MacDougall, & Smith – Participatory
Action Research

Reading Check 10 – Start of Class

Due - Group Research Proposal Entire Draft, Including Limitations and Implications

***Start Group Research Proposal Presentations**

Week 12 (April 23)
Wrap up Presentations and Class

Group Presentations of Research Proposal

Due - Final Group Research Proposal and Any Extra Credit

X. BIBLIOGRAPHY

Rubin & Babbie (2025). *Essential Research Methods for Social Work, 10th Edition*. Cengage Learning.

*A full bibliography for the course is on Canvas.