

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**SCHOOL OF SOCIAL WORK**  
**Social Work Research Methods**  
**(Required Course – BSW Program)**

<b>Course Number:</b> SW 313 SOCIAL WORK RESEARCH METHODS	<b>Instructor:</b> Beth Gerlach, LCSW, MSSW TA: Amanda N. Barczyk, MSW
<b>Unique Number:</b> 63440	<b>Semester:</b> Fall 2009
<b>Class Time:</b> Monday & Wednesday 4:00-5:30	<b>Class Location:</b> SSW 2.118
<b>Office Hours:</b> Monday 3:00-4:00 and by appointment	<b>Office Location:</b> 3.104A (Adjunct Instructor Office)
<b>Instructor Email:</b> bgerlach@mail.utexas.edu	
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**I. Standardized Course Description**

This course is one of two research courses in the BSW curriculum. The course introduces students to the social work values base, the research process, problem formulation and conceptualization, measurement, research design and inference, single subject designs and practice evaluation, sampling, alternative data gathering techniques and analyses, and uses of research in social work. SW313 is a prerequisite to entry into the social work major.

**II. Standardized Course Objectives**

The goal of the course is to help students develop basic understanding of research process. Upon completion of this course the students should be able to:

1. Describe the basic steps of scientific inquiry and how they parallel the basic steps of social work practice;
2. Demonstrate an understanding of basic social work research skills pertinent to the profession of social work: a) formulation of research problems, b) formulation of research questions and hypotheses, c) use of various research methods (e.g., survey research, single subject design, experimental and quasi-experimental designs, field research, and use of secondary data), d) collection and analysis of research data, and e) interpretation of research results;
3. Critically analyze research findings and be effective consumers of, and contributors to, social work research;
4. Illustrate how gender bias or insensitivity to diverse populations can impede effective research and inference;
5. Identify research methods, sampling designs, and measurement techniques which are sensitive to diverse groups, including women, people of color, persons with disabilities, and gays and lesbians;
6. Discuss the usefulness of social science theory and research methods in social work practice;
7. Explain ethical issues in conducting and using research and the role of the social work values base in research and evaluation;
8. Determine feasibility, practicability, and generalizability of research findings.

### III. Teaching Methods

The primary methods of instruction are interactive lectures (i.e., students are encouraged to ask questions and make comments), class discussions, group/class exercises, guest speakers, who will discuss their research and reading assignments.

### IV. Required Text and Additional Required Readings

Rubin, A., & Babbie, E. R. (2010). *Essential research methods for social work (2<sup>nd</sup> Ed)*. Belmont, CA: Thomson Brooks/Cole.

Assigned readings and other materials such as additional readings are expected to be completed before each class. Additional readings shall be posted on Blackboard or can be directly accessed on the UT Library Web site.

### V. Course Requirements

Your grade for this course will be based on two examinations, a research paper, five in-class reading responses, and two additional assignments. Students are encouraged to attend all class meetings. In addition, students are encouraged to meet individually with the instructor to review their progress in the course and to ask questions regarding the course content and the social work profession. The instructor is available to meet during office hours or by appointment.

#### 1. Exams (50 pts total; 25 pts each) Test #1: October 12th Test #2: December 2nd

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

#### 2. Research Paper (25 pts) Due November 23

This paper is designed to help you practice applying critical analysis of current research to address a social work issue and make informed practice decisions. More specifically, you will be asked to engage in the following steps to address a social work problem area:

1) Select a social work/client problem area of interest. The client problem that you select may be from work, field placement or a client population you hope to work with in the future. Examples include adolescent pregnancy, Iraqi war veterans with PTSD, childhood obesity, youth gangs, depression in older adults, school violence, transition services for emancipated youth (from foster care), substance abuse, runaway youth, domestic violence, childhood grief and loss, etc. If you need help deciding on an appropriate topic, please speak with the instructor.

2) Review the research literature for the most effective interventions. Emphasis should be on outcome studies that describe the effectiveness of an intervention for the problem. A search of the literature must include journal articles as well as pertinent book chapters. Emphasis should be given to the most recent (within the past 5 to 7 years) literature and studies. **You must include at least 4 scholarly articles that present an effective intervention of the problem.** The articles do not necessarily need to present 4 different interventions, but each must present original research.

3) Select the intervention that you feel is best supported by the available evidence. Critically appraise the evidence for the intervention for its validity, impact and applicability.

**The research paper should be 7-10 pages in length and must follow APA format.**

Please use the following outline to write your paper:

- I. Briefly describe your practice problem area/practice issue. Include prevalence, population information and why it is a problem that needs to be addressed.
- II. Describe how you searched for the evidence (include your search terms, what search engines/databases you used, about how many studies or articles were available for the problem you identified and how you decided on the research articles you selected).
- III. Briefly describe the different approaches used to address the problem. Include a brief description of the interventions and a summary of the available research evidence on its effectiveness.
- IV. Select one strong study that you believe presents a solution to your practice problem that is both relevant and rigorous enough to be implemented in a practice setting. *You must turn in a copy of the article with your paper.* (This article cannot be one of the article critiques used in this class). **This section should be the major emphasis of your paper.**
  - a. Describe the practice solution/intervention that was supported by this research study/systematic review.
  - b. Critically appraise the methodology used in this study and describe why the methodology was strong enough to guide your practice. Include both description and analysis of the study design, population, validity and reliability of measures, sampling procedure, internal and external validity and any other relevant research methods. Address both the strong points of the research and any limitations.
- V. Explain, therefore, which intervention you would select to use to address the problem area that you have selected. Discuss any concerns that you might have in deciding to utilize the intervention (diverse populations that the evidence does not address, time needed or cost of the intervention, etc). Suggest next steps in research that could further support and build the evidence base for the intervention.

### **3. Assignments**

#### **Assignment #1 (5 pts): IRB Human Subjects Training DUE September 16**

Social Sciences research usually deals with data containing human subjects. Due to the sensitivity issue, all human subjects research (including but not limited to recruitment) conducted at university level must be approved by the school Institutional Review Board (IRB) before commencing. The major goals of the IRB are to minimize the risk to human subjects (beneficence); ensure all subjects consent and are fully informed about the research and any risks (autonomy); and promote equity in human subjects research (justice). Therefore, this course requires students to take the human subjects protection course (all four sections of the training) at [www.utexas.edu/research/rsc/humansubjects/training/index.html](http://www.utexas.edu/research/rsc/humansubjects/training/index.html) Upon completion, email or hand in (1) the certificate, and (2) a typed 2 page summary paper on the brief history of human subjects in research, major points discussed in the human subjects training and the importance of human subject protection.

## **Assignment #2 (10 pts): Research Presentation Report DUE October 5**

To complete this assignment, attend an on-campus **research** lecture, symposium, colloquium, or “brown bag” talk offered by the School of Social Work, Women’s Studies, African American Studies, Population Research Center, LBJ School of Public Affairs, psychology department, sociology department, or other academic department on campus. The lecture can be about any subject as long as the speaker presents original, empirical research he or she conducted and an academic department sponsors the presentation. The instructor will help you identify presentations to attend. Write a 3 to 5 page, double-spaced, and typewritten description and analysis of the presentation. Include the subject matter, research questions or hypotheses, research methods, and conclusions the speakers presented, your critique of the work, and other information, such as issues the audience raised. **Be sure to relate your discussion to the material that has been covered in class by directly referring to research concepts and citing the text and referring to lectures.** For example, if you are discussing the presenter’s hypothesis, you should consider discussing whether it meets the criteria for a good hypothesis. You will likely not be able to cover everything about the presentation in under 5 pages, so after summarizing the basic idea of the presenter’s research, focus on a few points. Your paper will be graded on the quality of writing (organization, clarity, grammar), integration of research themes from class and the quality of the ideas (expression of thought, depth of thought, analytic perspective) presented. When you submit your paper, include a copy of any handouts provided during the lecture.

## **4. Reading Responses (10 pts. total; best 5 out of 8, 2 pts each)**

There will be eight (8) in-class assignments which require students to write short responses to themes from the assigned readings. The reading responses will not be announced prior to class and will be given at the beginning ten minutes of class. Students will receive a completion grade of a “check” (  ) or “no credit” (NC). Students will have the option to drop 3 of the in-class, short response assignments. Each reading response is worth 2 points. The highest five scores will be used in the grade calculation (three responses will be dropped). There is no make-up for missed reading responses.

## **\*Extra Credit \*(Option 1 = 5 pts; Option 2 = 10 pts) DUE by Wednesday, Dec 9<sup>th</sup> at 5 p.m.**

*Option 1:* Faculty and staff at the School of Social Work are conducting many research projects. This assignment option is designed for students who may be interested in becoming a social work researcher or would like to learn more about the real-life applicability of research in social work. This assignment requires meeting with a SSW faculty member about a research project they are working on, gathering specific information about the research methodology and implementation, and observing a part of the research process (a research meeting, data collection, etc). A number of research projects are currently in progress through the SSW’s Center for Social Work Research and among UT’s SSW faculty and doctoral students. Some of this research includes projects on child welfare, domestic and community violence, gerontology, health and health care, evidence-based practice, substance abuse, natural disasters, well-being of Mexican immigrants, and welfare reform/poverty. This assignment is worth **5 pts** of extra credit and will require the following:

- I. Identify a research project that you are interested in learning more about and set up a time to meet with an available faculty member or doctoral student that is working on that project.
- II. Meet with the faculty member or doctoral student and gather the following information about their research project: 1) What is the background of the research problem and why is it important to social work?, 2) What are your major research questions/hypotheses and how does your research answer these?, 3) What is your research design, sampling methodology, and measurement for this project?, 4) What challenges have you encountered while implementing this research? -AND- any other questions that are of interest to you.

III. Set up a time to observe a part of the research process. This can include any aspect of the research process, including sitting in on a research meeting where important decisions are being made or observing data collection (among several other possibilities).

IV. Write a minimum 3 page summary of the information that you gathered about the research project and your experiences observing the research. The paper should describe the project and your work; include your insights (e.g., what you learned, what you felt was most relevant about your research experience). Be sure to relate the description of your work to the research concepts and principles such as hypothesis testing, sampling, ethical issues, etc., discussed during the semester by citing the text or referring to lectures.

**Option 2:** In addition to completing all of the requirements for Option 1, student will complete **20 hours** of volunteer work on the same UT-sponsored research project. This assignment should be confined to tasks that can be done on campus and that would not jeopardize your safety. Examples of appropriate tasks are attending research team meetings, working with a team to code qualitative data, assisting with analysis of quantitative or qualitative data, helping to design a survey instrument, transcribing interviews, preparing mailings or conducting telephone surveys at a supervised phone bank. Simple data entry alone is not sufficient for this assignment. You must include a form provided by the course instructor that has been signed by the research project's principal investigator, project director, or other responsible staff member, indicating that you have satisfactorily completed the required hours. Extra credit will not be given without this verification. The paper and hours verification are due no later than Dec 9<sup>th</sup> at 5 p.m.

***\*\*If you choose to complete one of the extra credit options, turn in a short summary (paragraph or two) of your plan and the research project that you have selected to the instructor for approval prior to beginning the assignment.*** You should have received agreement at this point from the research team principal investigator. If you are interested in this opportunity, the instructor can help you find a suitable opportunity. Students can begin by looking at the current research projects through the Center for Social Work Research website: <http://www.utexas.edu/ssw/cswr/projects.html> or by speaking to a faculty person of interest.

No partial credit will be given for option 1 or option 2. In order to receive the 5 or 10 pts extra credit, all of the requirements must be met by the deadline.

## VI. Grading

### Course Grades

Test #1	25 pts.	
Test #2	25 pts.	
Research Paper	25 pts.	
Assignment #1	5 pts.	
Assignment #2	10 pts.	
<u>Reading Responses</u>	<u>10 pts.</u>	(best 5 out of 8, 2 pts each)
<b>Total</b>	<b>100 pts.</b>	

You may also elect to complete the extra credit opportunities detailed in the syllabus worth 5 or 10 pts.

### *Grading Scale*

Beginning in the Fall of 2009, UT has adopted a +/- grading scale for undergraduate students. Grades will be rounded up or down to the nearest whole number to determine the grade. Therefore, the grading scale for this course is as follows:

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

## **VII. Class Policies**

### **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.

### **Professional Conduct in Class**

The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism as is integral to social work practice.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic 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 scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

**Any incident of scholastic dishonesty in this class will result in a failing grade for the course and reporting of the incident to the BSW Program Director, Dean of the School of Social Work and Dean of Students of the University.**

### **Attendance and Participation**

Students are expected to attend all classes, be prepared for each session by reading the materials assigned for that date **before** coming to class, and participate in class discussions, exercises, etc. Learning is also facilitated by respectful communications among all parties.

### **Makeup Tests**

Only in the case of documented illness or other **unforeseen** emergencies will make-up tests be given. It is the student's responsibility to contact the instructor either prior or within 24 hours of the missed exam. The format of makeup tests is at the discretion of the instructor and may be limited to essay questions.

### **Late Assignments**

Barring documented emergencies, assignments are to be submitted on time. Five percent per day (including weekends) will be deducted from the grade for each day the assignment is late. The points deduction will start for assignments not submitted by the beginning of class at 4:00 p.m. If you are submitting your assignment via email, it also must be received by the beginning of class at 4:00 p.m. or it will incur the late penalty of five percent per day deduction.

### **Incompletes**

Only in documented emergency situations will a grade of X (incomplete) be assigned for the course. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed. It is the student's responsibility to contact the instructor to make arrangements for an incomplete grade.

### **APA Style**

The referencing style of the American Psychological Association (APA) *Publication Manual of the American Psychological Association, Sixth Edition* is to be used for all written assignments. You can access a copy of the APA manual from the libraries or from the LRC. If you would like to purchase a copy of the manual, you can do so on the APA website (<http://www.apastyle.org/products/>) or at local bookstores. If you are unfamiliar (or need a refresher) with APA style, you can also complete a free on-line tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.

Examples of elements of APA style which must be included are page numbers, one-inch margins, 12-point font, double-spaced text, title page, and, if appropriate, a reference page and in-text citations.

### **Blackboard**

The Blackboard site available for this class will be used for e-mail, announcements, course readings, grade postings and other functions. Class e-mail rosters are a component of these sites. Students who do not want their names included in these electronic rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see: <http://www.utexas.edu/student/registrar/catalogs/gi00-01/app/appc09.html>. Students that need support in using Blackboard can call the ITS Help Desk at 475-9400.

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the *beginning* of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**Professional Conduct in Class**

The professor expects students to act like 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

**Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

*Not all issues can be handled appropriately on email. Students that wish to discuss concerns about their performance, grades, an assignment, or other more complex matters need to attend the instructor's office hours or make an appointment.*

**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 instructor regarding any safety concerns.

**Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior.

This service is provided through a partnership among 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 <http://www.utexas.edu/safety/bcal>.

**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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

### Course and Instructor Evaluation

Students will have opportunities to evaluate the instructor at mid-term and at the end of the semester. You do not have to complete these evaluations, but they are helpful to the instructor to help create the best environment for effective teaching and learning. I am also available during office hours and at other mutually agreeable times to discuss the course with you.

## VII. COURSE SCHEDULE

Date	Topic and Assignments	Readings
Aug. 26	Introductions Review Syllabus	Syllabus
Aug. 31	Finding Scholarly Articles and Reviewing Literature (using electronic databases and libraries)  APA Style and Writing	Rubin & Babbie, Chap. 4, Reviewing Literature and Developing Research Questions, pp. 51-61.
Sept. 2	What is Social Work Research?  Methods of Inquiry, Paradigms and Theories	Rubin & Babbie, Chap. 1, Why Study Research?, pp. 4-16; Chap. 3, Factors Influencing the Research Process, pp. 34-47.
Sept. 7	Labor Day – no class	
Sept. 9	Evidence-Based Practice	Rubin & Babbie, Chap. 2, Evidence-based Practice, pp. 19-30.  Visit the Cochrane Collaboration and the Campbell Collaboration ( <a href="http://www.cochrane.org">www.cochrane.org</a> ) ( <a href="http://www.campbellcollaboration.org">www.campbellcollaboration.org</a> ) and read some reviews of interest to you – be prepared to discuss.
Sept. 14	Research Questions and Hypotheses  Concepts, Constructs, and Operational Definitions	Rubin & Babbie, Chap. 4, Reviewing Literature and Developing Research Questions, pp. 61-63; Chap. 5, Conceptualization in Qualitative and Quantitative Inquiry, pp. 66-77.
Sept. 16	<u>In-Class Exercise</u> Group Research Proposal: Research Questions and Hypotheses  <u>DUE</u> * Assignment #1: IRB Human Subjects Training	Rubin & Babbie, Appendix A, Writing Research Proposals, pp. 315-320.
Sept. 21	Measurement: Reliability and Validity	Rubin & Babbie, Chap. 6, Measurement in Quantitative and Qualitative Inquiry, pp. 80-91.

<b>Sept. 23</b>	Measurement: Instruments	Rubin & Babbie, Chap 7, Quantitative and Qualitative Measurement Instruments, pp. 94-110.
<b>Sept. 28</b>	Sampling: Surveys	Rubin & Babbie, Chap 8, Surveys, pp. 114-130.
<b>Sept. 30</b>	Sampling: Probability and Non-probability Sampling	Rubin & Babbie, Chap. 9, Quantitative and Qualitative Approaches, pp. 132-151.
<b>Oct. 5</b>	Experimental and Quasi-Experimental Design  Threats to Validity  * <u>DUE</u> Assignment #2: Research Presentation Report	Rubin & Babbie, Chap. 10, Experiments and Quasi-experiments, pp. 156-175.
<b>Oct. 7</b>	<u>In Class Exercise</u> Group Research Proposal: Design, Measurement and Sampling	
<b>Oct. 12</b> *	<i>Test #1</i>	
<b>Oct. 14</b>	Library Day	
<b>Oct. 19</b>	Single-Subject Design	Rubin & Babbie, Chap. 11, Single-case evaluation designs, pp. 178-197. Brophy, G. (2000). Social work treatment of sleep disturbance in a 5-year-old boy: A single-case evaluation. <i>Research on Social Work Practice, 10(6)</i> , 748-758.
<b>Oct. 21</b>	Program Evaluation	Rubin & Babbie, Chap. 12, Program Evaluation, pp. 200-212.
<b>Oct. 26</b>	Data Analysis: Quantitative	Rubin & Babbie, Chap. 17, Quantitative Data Analysis, pp. 290-301.
<b>Oct. 28</b>	Quantitative Article Critiques	Floyd, R. L., Sobell, M., Velasquez, M. M. et al. (2007). Preventing alcohol-exposed pregnancies: A randomized controlled trial. <i>American Journal of Preventive Medicine, 32(1)</i> , 1-10. Franklin, C., Streeter, C. L., Kim, J. S., & Tripodi, S. J. (2007). The effectiveness of a solution-focused, public alternative school for dropout prevention and retrieval. <i>Children &amp; Schools, 29(3)</i> , 133-144. McClatchey, I. S., Vonk, M., & Palardy, G. (2009). Efficacy of a Camp-Based Intervention for Childhood Traumatic Grief. <i>Research on Social Work Practice, 19(1)</i> , 19-30.
<b>Nov. 2</b>	Qualitative Research: Methods	Rubin & Babbie, Chap. 13, Additional Methods in Qualitative Inquiry, pp. 218-226.

<b>Nov. 4</b>	Qualitative Research: Conducting and Evaluating Qualitative Studies	Rubin & Babbie, Chap. 13 (cont), pp. 226-234.
<b>Nov. 9</b>	Data Analysis: Qualitative Research	Rubin & Babbie, Chap. 18, Qualitative Data Analysis, pp. 304-311.
<b>Nov. 11</b>	Qualitative Article Critique	<p>Chanmugam, A. (2009 ). A qualitative study of school social workers' clinical and professional relationships when reporting child maltreatment. <i>Children &amp; Schools, 31</i> (3), 145-161.</p> <p>Pyles, L., Kulkarni, S. &amp; Lein, L. (2008). Economic survival strategies and food insecurity: The case of Hurricane Katrina in New Orleans. <i>Journal of Social Science Research, 34</i>(3), 43-53.</p> <p>Rivaux, S., Sohn, S. Armour, M., &amp; Bell, H. (2008). Women's early recovery: Managing the dilemma of substance abuse and intimate partner relationships. <i>Journal of Drug Issues, 38</i>(4), 957-979.</p>
<b>Nov. 16</b>	Secondary, Content and Historical Analysis	Rubin & Babbie, Chap. 14, Analyzing Available Records: Quantitative and Qualitative Methods, pp. 238-251.
<b>Nov. 18</b>	Ethical Issues in Social Work Research	Rubin & Babbie, Chap. 15, Ethical Issues in Social Work Research, pp. 256-271.
<b>Nov. 23</b>	Issues of Diversity: Ethnicity and Culture	Rubin & Babbie, Chap. 16, Culturally Competent Research, pp. 274-285.
<b>Nov. 23</b>	* <u>DUE</u> Research Paper	
<b>Nov. 25</b>	<i>Thanksgiving Holiday – no class</i>	
<b>Nov. 30</b>	<u>In Class Exercise</u> Group Research Proposal: Ethics and Cultural Competency	
<b>Dec. 2</b>	* <i>Test #2</i>	
<b>Dec. 9</b>	* DUE by 5:00 pm: All Extra Credit Materials	

### Bibliography (Recommended Readings)

- Babbie, E. (2005). *The practice of social research* (11th Ed.). Pacific Grove, CA: Brooks/Cole.
- Bogden, R.R. & Biklen, S.K. (2003). *Qualitative research in education: An introduction to theories and methods* (4<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Campbell, D. T., & Stanley, J. C. (1973). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally.
- Creswell, J.H. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.
- Edin, K. & Lein, L. (1997). *Making Ends Meet*. New York: Russell Sage Foundation
- Gibbs, L. E. (1991). *Scientific reasoning for social workers: Bridging the gap between research and practice*. New York: Merrill.
- Grinnell, R. M., Jr., & Unrau, Y. (Eds.). (2008). *Social work research and evaluation: Foundations of evidence-based practice* (8th ed.). New York: Oxford University Press.
- Gubrium, J. F., & Holstein, J. A. (1997). *The new language of qualitative method*. New York: Oxford University Press.
- Hudson, W. W., & Nurius, P. S. (Eds.). (1994). *Controversial issues in social work research*. Boston: Allyn & Bacon.
- Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation* (3rd ed.). San Diego: Edits.
- Kerlinger, F. N., & Lee, H. (2000). *Foundations of behavioral research* (4th ed.). New York: Holt, Rhinehart, & Winston.
- Miller, D. C., & Salkind, N. (2002). *Handbook of research design and social measurement* (6th ed.). Newbury Park, NJ: Sage.
- Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Boston: Allyn and Bacon.
- Reinharz, S. (1992). *Feminist methods in social research*. New York: Oxford University Press.
- Rossi, P. H., Lipsey, M., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7<sup>th</sup> ed.). Thousand Oaks, CA: Sage.
- Rubin, A., & Babbie, E. R. (2008). *Research methods for social work* (6th ed.). Belmont, CA: Thomson Brooks/Cole.
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