



COURSE TITLE/SECTION: SOCW 8322-01 (Section#13328), Spring 2020

Research Methods II: Applied Quantitative Research on Evidence-Based Social Work

TIME: 8:30 AM – 11:30 AM Tuesday SOCW 221 **FACULTY:** Allen Rubin, Ph. D.

OFFICE HOURS: Monday and Tuesday noon, or by appointment

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I. Course

A. Catalog Description

Credit (3.0). Pre-requisite: SOCW 8311 and SOCW 8424, or permission from the instructor. Building upon the fundamentals learned in the first research course, this seminar emphasizes the application of this knowledge to a specific research topic and providing and receiving critical appraisals of each other's assignments.

B. Purpose

The purpose of this course is to provide students with opportunities to apply information learned in Research Methods I through a series of experiential assignments. These assignments may focus on a topic previously approved for their remaining studies or one proposed specifically for this course. A secondary purpose is to socialize students to the academic peer review process.

II. Course Objectives:

Upon completion of this course, students will:

1. understand research design and measurement theory and its applications to evidence-base social work research, to include the evaluation of strengths and limitations of a variety of types of research designs;
2. have progressed in their ongoing development toward being able to conduct independent research of value for building the empirical knowledge base in social work;
3. have made progress toward eventually being able to write conceptually and methodologically sound research proposals on topics of importance to building the empirical knowledge base in social work, as illustrated in separate experiential assignments involving different methodological sections of a research proposal;
4. have made progress toward eventually being able to write sound research reports of studies that build the empirical knowledge base in social work

- and that are publishable in peer reviewed journals;
- 5. be able to provide and incorporate constructive critical feedback to and from colleagues regarding their colleagues' or their own research efforts;
- 6. accurately interpret and develop implications from a set of quantitative research results from the standpoint of statistical significance, substantive significance, and statistical power considerations.

III. Course Content

Students will incrementally develop and critically appraise each other's work on experiential assignments connected to a research topic of their interest and approved by instructor.

IV. Teaching Methods

Some course sessions will include lecture/discussion formats, but most will emphasize feedback on experiential assignments. If and when feasible, students will have the opportunity to attend and discuss colloquia presented by faculty applicants to UH or practice colloquia by UH doctoral students applying for faculty positions elsewhere.

V. Textbooks

Required:

Rubin, A., & Babbie, E. (2017). *Research Methods for Social Work (9th ed.)*. Belmont, CA: Brooks/Cole CENGAGE Learning.

Rubin, A. (2013). *Statistics for evidence-based practice and evaluation, 3rd Edition*. Belmont, CA: Cengage.

Recommended:

Thyer, B., *Preparing Research Articles*, Oxford.

VI. Course Requirements and Assignments

Each student is expected to complete each of 5 assignments and submit a copy of each to the instructor and each student in the class on the dates indicated below. Each student also is expected to be prepared to provide constructive critical feedback to each assignment submitted by the other students in the class.

No.	Points	Due Dates	Assignment
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1	15	January 24	<p>Problem Statement (Approximately up to 10 pages)</p> <p>Guided by the relevant sections from the course textbook, prepare a problem statement section for a proposal for a quantitative research study. If possible, the proposal can eventually evolve into your dissertation proposal. The proposal will be developed incrementally as a semester-long project. This section should specify in precise terms the objectives of your proposed study, address why your research question/hypothesis is worth studying, your proposed study's potential implications for practice and/or policy, and how your proposed study goes beyond and builds on the prior literature (no need to cite more than several citations). Submit this as an email attachment to instructor and all classmates before midnight on January 24.</p>
2	15	February 14	<p>Conceptual Explication (Approximately up to 10 pages)</p> <p>Guided by the relevant sections from the course textbook, prepare a conceptual explication section for your proposal. This section should identify and provide rationales for your research questions and/or hypotheses, variables (independent, dependent, and control), and operational definitions for each variable. Submit this as an email attachment to instructor and all classmates before midnight on February 7.</p>
3	20	March 24	<p>Design & Methods</p> <p>Guided by the relevant sections from the course textbook, describe <i>in detail</i> your design arrangements, measurement plan, sampling plan, data collection methods, and data analysis plans. Submit this as an email attachment to instructor and all classmates before midnight on February 29.</p>
4	20		<p>Scale Development</p> <p>Guided by the relevant sections from the course textbook, create a summated self-report scale yielding a score to quantify a variable that you mentioned in Assignment 2. The scale should be in the proper format as it should look if and when participants are completing it. Provide a brief rationale for each item on the scale. Specify a methodologically reasonable methodology for assessing the scale's criterion validity. Submit this as an email attachment to instructor and all classmates before midnight on March 20.</p>

5	20	April 7	<p>Article with mock data</p> <p>Guided by the relevant sections from the course textbook, submit a simulated article as if for publication based on the above 4 assignments and incorporating the fictitious data that this course instructor concocts to fit your study. The manuscript should be approximately 15-20 pages long and should be guided by the format of the journal, <i>Research On Social Work Practice</i>. It should begin with an abstract of no more than 100 words, followed by an introduction section, a methods section, a results section, and then a discussion section. Submit this as an email attachment to instructor and all classmates before midnight on April 17.</p>
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VII. Evaluation and Grading

Students will be expected to attend and participate actively in the discussion and feedback portions of every class session. For each class session that a student misses without a compelling reason, that student's class attendance/participation grade will be reduced by one-half of a point.

Because of the experiential learning process emphasized in this course, substantive limitations in student presentations will not lower their grade unless they reflect – in the instructor's judgment – inadequate effort in preparing a reasonable, clear and understandable presentation.

Grade Points will be as follows:

15 points: Assignment 1

15 points: Assignment 2

20 points: Assignment 3

20 points: Assignment 4

20 points: Assignment 5

10 points: Class attendance **on time** and active participation in discussion and feedback portions of each class, and in discussing at least one of the required or supplemental readings assigned for April 14th.

Total: 100 points

The following standard grading scale has been adopted for all courses taught in the college. Please use this scale to assign final course letter grades.

A =	96-100%	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+ =	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	F =	Below 64%

VIII. Policy on grades of I (Incomplete): The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the

course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of **W**.

IX. Policy on academic dishonesty and plagiarism

Students are expected to demonstrate and maintain a professional standard of writing in all courses, do one's own work, give credit for the ideas of others, and provide proper citation of source materials. Any student who plagiarizes any part of a paper or assignment or engages in any form of academic dishonesty will receive an "I" for the class with a recommendation that a grade of F be assigned, subsequent to a College hearing, in accordance with the University policy on academic dishonesty. Other actions may also be recommended and/or taken by the College to suspend or expel a student who engages in academic dishonesty.

All papers and written assignments must be fully and properly referenced using APA style format (or as approved by the instructor), with credit given to the authors whose ideas you have used. If you are using direct quotes from a specific author (or authors), you must set the quote in quotation marks or use an indented quotation form. For all direct quotes, you must include the page number(s) in your text or references. Any time that you use more than four or five consecutive words taken from another author, you must clearly indicate that this is a direct quotation. Please consult the current APA manual for further information.

Academic dishonesty includes using any other person's work and representing it as your own. This includes (but is not limited to) using graded papers from students who have previously taken this course as the basis for your work. It also includes, but is not limited to submitting the same paper to more than one class. If you have any specific questions about plagiarism or academic dishonesty, please raise these questions in class or make an appointment to see instructor. This statement is consistent with the University Policy on Academic Dishonesty that can be found in your UH Student Handbook

X. Course Schedule and Reading Assignments

Date	TOPIC AND READINGS
January 14	Review of Research methods 1 content, including discussion of problematic areas on final exam from Fall semester.
January 21	Individual appointments with professor for guidance on class project ideas.
February 4	

	Feedback on Assignment 1
February 11	Individual appointments with professor for guidance on Assignment 2.
February 18	Feedback on Assignment 2
February 25	Individual appointments with professor for guidance on Assignment 3.
March 3	Feedback on Assignment 3
March 10	Spring Break
March 17	Individual appointments with professor for guidance on Assignment 4.
March 24	Feedback on Assignment 4
March 31	Writing Research Proposals and articles; Reporting Statistical Findings Readings Due for This Class: Rubin & Babbie, Chapter 23 Rubin, <i>Statistics for Evidence-Based Practice and Evaluation</i> , 3 rd edition: Appendix J
April 7	Individual appointments with professor for guidance on Assignment 5.
April 14	Systematic Reviews and Meta-Analysis Readings Due For This Class: Rubin & Bellamy, Ch. 8 on Systematic Reviews and Meta-analyses. (on Blackboard) Cuijpers, P., et al. (2103). A meta-analysis of cognitive behavioral therapy for adult depression. On Blackboard) PRISMA (Go to the site below and examine the PRISMA Checklist, Flow diagram, and Statement http://www.prisma-statement.org/ Supplemental: Maxfield & Hyer, (2002) "The Relationship Between Efficacy and Methodology in Studies Investigating EMDR Treatment of PTSD," <i>Journal of Clinical Psychology</i> , 58, 23-41. Rubin, "Unanswered Questions..." Maxfield et al. (2004) "Some answers to..." Rubin (2004) "Fallacies and deflections..." Westerhof, G. J. (2019). In search of the best evidence for life review therapy to reduce depressive symptoms in older adults: A meta-analysis of randomized control trials. <i>Clinical Psychology Science and Practice</i> , https://doi.org/10.1111/cpsp.12301

April 21	Feedback on Assignment 5
April 28	Unfinished business. Celebration.

XI. Bibliography

Please contact the instructor for additional references related to course content

XII. Americans with Disabilities Statement

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XIII. Note From Instructor Concerning Changes to Syllabus and Schedule

The instructor reserves the right (and flexibility) to alter the course outline or schedule in order to better accommodate learning goals and time constraints. Student flexibility for any necessary agenda shifts is appreciated.