

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM**

**Applied Methods in Social Work Research
SWK 6402**

**Fall/Spring/Summer 20XX
Instructor Name
Email
Phone #
Office Hours**

COURSE DESCRIPTION

This course contains a focus on: problem formulation, conceptualization and operationalization of variables, use of measurement instruments, logic of research design (including sampling and design selection), ethical and legal issues, recognizing, critically analyzing and utilizing culturally competent and anti-oppressive research methods, quantitative and qualitative modes of observation, analysis of data, use of computers and computer programs, and research report writing.

Applied Methods in Social Work Research, a course on research methodology, surveys the major designs used in social work. Abstract concepts are integrated into a hands-on research project. The student participates in a team or individual research project and learns the basics of conducting social work research, the ability to locate and integrate literature, and skills in writing about research. The research project is usually a secondary analysis of a sample of a large well-designed survey. In addition to the cognitive aspects, the course will also concentrate on two practical areas; the application of research principles through students' participation in group or individual research projects, and the development of library and research communication skills.

Research is presented as a logical extension of service delivery, rooted in the ethical imperative not to harm clients and to ensure that the methods employed in service delivery are effective. The National Association of Social Work, within their ethical standards, also notes the importance of research as a means to improve the profession. The course demonstrates the connection between foundation practice and research in that students will learn how to evaluate the utility of social research as it informs social work practice in the context of service delivery to clients.

[SOCIAL WORK COMPETENCIES](#) (click the link for a list of all nine competencies)

The Council of Social Work Education requires all accredited schools of social work to assess nine competencies. The rubric below evaluates the following competency/competencies using assignment 1:

Competency 4 – Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision-making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

- **MEASURE 4A** - apply research findings to inform and improve practice, policy, and programs; and
- **MEASURE 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.

Competency Measure Rubric (Measured from Assignment #1)

Behavior indicator	Not Competent (1)	Developing Competency (2)	Competent (3)	Advanced Competency (4)
4A: apply research findings to inform and improve practice, policy, and programs.	Cannot apply findings from research study to inform social work practice AND cannot explain how the researchers explained process of research.	Can explain relevance of the research findings to social work practice OR how researchers explained either methodology or data analysis.	Can explain how researchers explained two out of three of the following: methodology, data analysis, and explanation of findings AND the relevance of the findings to social work practice.	Is able to comprehensively explain how all aspects of the research article can be applied to social work practice.
4B-1: Identify ethical concerns in research.	Does not demonstrate ability to identify ethical concerns in article.	Demonstrates some ability to identify ethical concerns in article.	Demonstrates the ability to identify ethical concerns in article.	Demonstrates the ability to identify ethical concerns in article to significantly improve research.

4B-2: Conducts research in a culturally informed, anti-racist, and anti-oppressive way.	Not able to explain how researchers conducted study in a culturally informed anti-racist, and anti-oppressive way.	Displays some ability to explain how researchers conducted study in a culturally informed, anti-racist, and anti-oppressive way.	Able to describe how study was conducted in a culturally informed anti-racist, and anti-oppressive way that impacts research findings.	Able to describe how study was conducted in a culturally informed, anti-racist, and anti-oppressive way, synthesizes findings, and can relate this to their own practice.
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The CSWE rubrics scores will NOT apply to your class grade. Individual scores are NOT made public; however, you can view your individual score at the following address: <https://yeshiva.tk20.com/campustoolshighered/start.do>

I. LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

1. Identify the significance of research in the field of social work.
2. Distinguish differing research methodologies and designs and determine their advantages and disadvantages.
3. Utilize critical thinking to act as competent consumers of research.
4. Explain the importance of ethics in conducting social work research, including its consideration in creating research studies that are inclusive and empower vulnerable and underserved populations.

II. INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, presentations from field experience and use of statistical analysis software.

III. COURSE EXPECTATIONS AND GRADING

Students are expected to attend and participate in class sessions (see expectations in Wurzweiler's Student Manual); to submit **on time** the written assignments at end of outline; and to present and discuss their written work with the class. The final grade will be based on each student's performance in each of these three areas. There are 4 required assignments. The assignments follow the content areas and are designed to reinforce the topic areas covered.

All required and recommended texts are on reserve in the library, and required articles as well as suggested readings can be found on E-RESERVE. The E-RES password will be given to students at the beginning of the course.

In addition to text readings, students will receive handouts and resource materials periodically throughout the course. Additional optional readings will be suggested as they pertain to the topic area under discussion. Students are also expected to read extensively in the substantive area of their selected project, which will be reflected (in summary form) in their written review and synthesis of the literature.

Papers must conform to APA academic style when including citations and bibliography. Plagiarism will not be tolerated. Please refer to your student handbook on school policies regarding this matter.

Texts/Readings for the Course

Auerbach, C. & Zeitlin, W. (2015). *Making your case: Using R for program evaluation*. New York: Oxford University Press. ISBN-13: 978-0190228088 ISBN-10: 0190228083; Oxford University Press price: \$39.95

Grinnell, R. M., & Unrau, Y. A. (2014). *Social work research and evaluation: Foundations of evidence-based practice* (10th ed.). New York: Oxford University Press. ISBN: 0199734763 9780199734764; Amazon price: \$90.48

National Association of Social Workers (2008). *Code of Ethics*. Washington, DC: NASW Press

Nelson, A. H., Jenkins, D., Zanti, S., Katz, M. F., Berkowitz, E., Burnett, T. C., & Culhane, D. P. (2020). *A toolkit for centering racial equity throughout data integration*. Actionable Intelligence for Social Policy, University of Pennsylvania.
<https://www.aecf.org/resources/a-toolkit-for-centering-racial-equity-within-data-integration>

Recommended Text:

Kabacoff, R. (2013). *R in action: Data analysis and graphics with R*. Shelter Island, NY: Manning. 1617291382. Amazon Price: \$49.05

COURSE REQUIREMENTS

Assignment I – Due Session 4 (CRITIQUE OF A RESEARCH ARTICLE)

Using the outline below, critique the following article:

Parra-Cardona, R., López-Zerón, G., Leija, S. G., Maas, M. K., Villa, M., Zamudio, E., ... & Domenech Rodríguez, M. M. (2019). A culturally adapted intervention for Mexican-origin parents of adolescents: The need to overtly address culture and discrimination in evidence-based practice. *Family process*, 58(2), 334-352.

<https://www.dropbox.com/s/19502wb4invniep/A%20Culturally%20Adapted%20Intervention.pdf?dl=0>

1. What was the purpose of the study? Is the phenomenon to be studied clearly articulated and delimited?
2. What was the need or rationale for this particular study? Why is it relevant to social work?
3. Which sampling technique was used? What was the sample size? How were people selected to be interviewed or observed?
4. What were the research roles assumed by the researchers? What was each person's training and background?
5. How long were the researchers in the field?
6. What was the research design selected?
7. What data collection strategies were used? Were multiple strategies employed?
8. What strategies did the researcher use to minimize potential bias (internal and external validity)?
9. What are the recognized limitations of the study?
10. What ethical considerations were addressed?
11. What culturally informed, anti-racist, and anti-oppressive strategies were employed in this article?
12. Did the researcher specify how informed consent, confidentiality, etc. were handled in the field?
12. What strategies did the researchers employ that reflected cultural awareness, competency and/or humility?
13. How was the data analysis conducted?
14. After reading this article, how do you think the findings from this study could impact social work practice?

Assignment 2 - Due Session 7

As a preliminary step to developing your research proposal in greater detail (see Assignment 4), submit the following:

1. Statement of the general problem you are studying and why it is important.
2. Briefly discuss the theoretical/conceptual framework for your study.

3. List the major hypothesis and/or research question.
4. Prepare a table on your major variables as identified in item 2 above with information entered under the following column headings:
 - a) name of variable
 - b) classification (dependent, independent, etc.)
 - c) conceptual definition
 - d) operational indicators
 - e) level of measurement

Example of table

Variable	Classification	Conceptual	Operational	Level of Measure
Return30	Dependent	Patient returns to hospital within 30 days	Yes/No	Nominal
ADL	Independent	Activities of Daily Living. The things we normally do in daily living including any daily activity we perform for self-care	Katz ADL scale. A measure with six indicators of physical independence (feeding, toileting, bathing, etc.)	Ordinal
Age	Control	Age of patient	Age in years of patient.	Ratio
Spouse	Mediating	Does Patient live with a spouse?	Yes/No	Nominal

5. Briefly identify and justify the type of research design you are considering.

Assignment 3 - Due Session 10 (LITERATURE REVIEW)

Prepare a literature review for your study (which will be integrated into assignment # 4). The literature review should be scholarly and inclusive.

Assignment 4 - Due 14th Session (RESEARCH REPORT)

Outline of Thesis or Research Report

A. Title page

- B. Acknowledgments
- C. Table of Contents
- D. List of Tables

I. INTRODUCTION

Review purpose of the project

- a. What situation is to be analyzed?
- b. What are the major questions to which answers are sought?
- c. What hypotheses, if any, are to be tested?

Relevance of Project

- a. Why is it important?
- b. In what way will it advance social work knowledge or practice?

Frame of Reference

- a. Develop the frame of reference within which you are exploring the problem.
- b. What is the state of existing theory? Who has done what with what results?
- c. How has current theory affected your specific topic and areas you plan to consider?
- e. What are the principal variables/terms you will be using?
- f. What are the limitations of the study?

II. METHODOLOGY

- a. What is the study design - exploratory, descriptive or experimental (approach to studying the problem)?
- b. What will be your sources of data?
- c. What is the "population" you will sample?
 - 1. Define the universe.
 - 2. How will the sample be drawn?
 - 3. How representative of the universe is it and what level of generalization will be permitted by the study?
- d. How will you collect your data? - Questionnaire, interview, observation, non-obtrusive measures, available records, etc.
 - 1. What are the advantages of this method?
 - 2. What topics are covered by the instrument?
 - 3. How are topics operationalized and why?
- e. What is the reliability of your data and will it be tested?
- f. What is the validity of your data and how will it be determined?
- g. Limitations of data collected.

III. FINDINGS

- a. What are the characteristics of your sample?
- b. What statistical methods did you use and why?
- c. Present and analyze your findings

IV. SUMMARY AND CONCLUSIONS/IMPLICATIONS FOR PRACTICE AND FUTURE RESEARCH

GRADING

Class participation	20%
Paper 1	15%
Paper 2	15%
Paper 3	15%
Paper 4	35%

OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page:
http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your [Off Campus Access Service login](#) and password.
3. Use "**wurzweiler**" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of academic standards. The School will not condone **plagiarism** in any form and will impose sanctions to acts of **plagiarism**. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. **Plagiarism** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also **plagiarism** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker

www.dustball.com/cs/plagiarism.checker

www.plagtracker.com

www.plagium.com/
www.plagscan.com/seesources/
www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA & OTHER UNIVERSITY POLICIES

- Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found [here](#).
- Drug-Free University Policy can be found [here](#).
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found [here](#).
- The University's Computer Guidelines can be found [here](#).

COURSE OUTLINE

Sessions 1 & 2

Learning Objectives Covered: 1 and 4

Learning Themes

A. Introduction and orientation to the course. Review of nature and purpose of research, including ethical considerations and cultural humility.

B. Consideration of culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases in research methods to advance the purposes of social work.

Required Readings

Auerbach, C. & Zeitlin, W. (2015). *Making your case: Using R for program evaluation*. New York: Oxford University Press. (Chapters 1 and 2)

Foronda, C. (2020). A theory of cultural humility. *Journal of Transcultural Nursing*, 31(1), 7-12.

<https://journals.sagepub.com/doi/pdf/10.1177/1043659619875184>

Yeager, K. A., & Bauer-Wu, S. (2013). Cultural humility: Essential foundation for clinical researchers. *Applied Nursing Research*, 26(4), 251-256.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3834043/>

Gottlieb, M. (2021). The case for a cultural humility framework in social work practice. *Journal of Ethnic Cultural Diversity in Social Work*, 30(6), 463-481.

Bourabain, D., & Verhaeghe, P. P. (2021). The conceptualization of everyday racism in research on the mental and physical health of ethnic and racial groups: a systematic review. *Journal of racial and ethnic health disparities*, 8(3), 648-660.

Videos:

Cultural Humility

<https://www.dropbox.com/s/uxc20xn00q3w17n/Cutural%20Humility.mp4?dl=0>

Tuskegee Documentary

This video discusses the infamous Tuskegee experiments of the early 20th century.

Tuskegee

<https://www.youtube.com/watch?v=j6YK7CNvum8>

Tuskegee in Guatemala

This video discusses details of experiments involving penicillin and syphilis in Guatemala. **Warning: Some graphic details are discussed.**

<https://www.youtube.com/watch?v=VbqIRQIIF4c>

Stanley Milgram's Experiment

This video gives an overview of Stanley Milgram's experiment involving human subjects.

<https://www.youtube.com/watch?v=HwqNP9HRy7Y>

Outline of Research Report (See Assignment #4)

Recommended Reading

Martin J. I. & Knox J. (2000). Methodological and ethical issues in research on lesbians and gay men. *Social Work Research*, 24(1), 51-59.

Morrow, V. (2012). The Ethics of Social Research with Children and Families in Young Lives: Practical Experiences. *Childhood Poverty: Multidisciplinary Approaches*, 24. (Available on Google Books at http://books.google.com/books?hl=en&lr=&id=HiP8E8FAAvIC&oi=fnd&pg=PA24&dq=research+ethics+in+social+work&ots=roPULAyI-9&sig=o0u31Hzwc5XK1OwKR3LF4G_EL5g#v=onepage&q=research%20ethics%20in%20social%20work&f=false)

Sprague, J. (2005). *Feminist methodologies for critical researchers: bridging differences*. Walnut Creek, CA: AltaMira Press.

Martin, J. I., & Meezan, W. (2009). Applying ethical standards to research and evaluations involving lesbian, gay, bisexual, and transgender populations. In *Handbook of research with lesbian, gay, bisexual, and transgender populations* (pp. 39-59). Routledge.

Hamilton, P. (2020). 'Now that I know what you're about': black feminist reflections on power in the research relationship. *Qualitative Research*, 20(5), 519-533.

Jang, M., & Vorderstrasse, A. (2019). Socioeconomic status and racial or ethnic differences in participation: web-based survey. *JMIR research protocols*, 8(4), e11865.

National Association of Social Workers (2008). *Code of Ethics*. Washington, DC

Sessions 3 & 4: Problem Formulation and Measurement

Learning Objectives Covered: 2 and 4

Learning Themes

- A. Defining valid research questions and hypotheses in social work research.
- B. Understanding how to operationalize independent and dependent variables and their levels of measurement.
- C. Consideration of culturally informed, anti-racist, and anti-oppressive strategies for planning research studies.

Required Readings:

- Auerbach, C. & Zeitlin, W. (2015). *Making your case: Using R for program evaluation*. New York: Oxford University Press. (Chapters 3 and 4)
- Grinnell, R. M., & Unrau, Y. A. (2014). *Social work research and evaluation: Foundations of evidence-based practice* (10th ed.). New York: Oxford University Press. (Chapters 2, 12, 13, 14, and pages 510-512)
- Nelson, A. H., Jenkins, D., Zanti, S., Katz, M. F., Berkowitz, E., Burnett, T. C., & Culhane, D. P. (2020). *A toolkit for centering racial equity throughout data integration*. Actionable Intelligence for Social Policy, University of Pennsylvania.
<https://www.aecf.org/resources/a-toolkit-for-centering-racial-equity-within-data-integration>
Racial Equity in Planning, p. 15
- Auerbach, C., Schudrich, W. Z., Lawrence, C. K., Claiborne, N., & McGowan, B. G. (2013). Predicting Turnover: Validating the Intent to Leave Child Welfare Scale. *Research on Social Work Practice*. Retrieved from
<http://rsw.sagepub.com/content/early/2013/06/24/1049731513494021.abstract>
- Sacks J. G. (1985). Specific strategies of problem formulation: A gap in our methods? *Smith College Studies in Social Work*, 55(3), 214-224.

Sessions 5 & 6: The Logic of Research Design and Reviewing the Literature

Learning Objectives Covered: 2 and 4

Learning Themes

- A. Distinguishing and understanding different elements of design in social work research.
- B. Identifying areas for potential flaws in design that can lead to bias in research in vulnerable and oppressed communities.
- C. Using data analysis software as an anti-oppressive tool for research.

Required Readings:

- Auerbach, C. & Zeitlin, W. (2015). *Making your case: Using R for program evaluation*. New York: Oxford University Press. (Chapter 5)
- Grinnell, R. M., & Unrau, Y. A. (2014). *Social work research and evaluation: Foundations of evidence-based practice* (10th ed.). New York: Oxford University Press. (Chapters 18, 19, 20, 21, 28-29)

Session 7: Quantitative and Qualitative Modes of Observation and Sampling

Learning Objectives Covered: 2, 3, 4

Learning Themes

- A. Identifying and distinguishing quantitative and qualitative methodologies and their use in social work research.
- B. Understanding various methods of sampling and the potential for bias within these methods.

Required Readings:

- Auerbach, C. & Zeitlin, W. (2015). *Making your case: Using R for program evaluation*. New York: Oxford University Press. (Chapter 10)
- Grinnell, R. M., & Unrau, Y. A. (2014). *Social work research and evaluation: Foundations of evidence-based practice* (10th ed.). New York: Oxford University Press. (Chapters 3-5, 15, 22-23)
- Augsberger, A., Schudrich, W., Auerbach, C., & McGowan, B. G. (2012). Respect in the workplace: A mixed methods study of retention and turnover in the voluntary child welfare sector. *Children and Youth Services Review*, 34, 1222–122.
- Beckerman, N. L., Auerbach, C., & Blanco, I. (2011). Psychosocial dimensions of SLE: Implications for the health care team. *Journal of Multidisciplinary Healthcare*, 4, 63–72.
- Nelson, A. H., Jenkins, D., Zanti, S., Katz, M. F., Berkowitz, E., Burnett, T. C., & Culhane, D. P. (2020). *A toolkit for centering racial equity throughout data integration*. Actionable Intelligence for Social Policy, University of Pennsylvania.
<https://www.aecf.org/resources/a-toolkit-for-centering-racial-equity-within-data-integration>
Racial Equity in Data Collection, p. 18

Recommended Readings:

- Rock, B. D., Haymes E., Auerbach, C., & Beckerman, A. (1992). Helping patients in the supportive milieu of a community residence program for the chronically mentally ill: Conceptual model and initial evaluation. *Social Work in Health Care* 16(3), 97-113.

Session 8

Required Reading:

Auerbach, C. & Zeitlin, W. (2015). *Making your case: Using R for program evaluation*. New York: Oxford University Press. (Chapter 6)

Grinnell, R. M., & Unrau, Y. A. (2014). *Social work research and evaluation: Foundations of evidence-based practice* (10th ed.). New York: Oxford University Press. (Chapter 33)

Auerbach, C., & Mason, S. E. (2010). The value of the presence of social work in emergency departments. *Social Work in Health Care, 49*(4), 314–326.

Bisman C. D., & Hardcastle D. A. (1999). A model for using research methodologies in practice. *Journal of Teaching in Social Work, 19*(1/2), 47-63.

Kazi, M. A., Pagkos, B., & Milch, H. A. (2011). Realist evaluation in wraparound: A new approach in social work evidence-based practice. *Research on Social Work Practice, 21*(1), 57–64.

Spivak, L., Sokol, H., Auerbach, C., & Gershkovich, S. (2009). Newborn hearing screening follow-up: Factors affecting hearing aid fitting by 6 months of age. *American Journal of Audiology, 18*(1), 24–33.

Session 9 – 13: Analysis of Data: Hypothesis Testing, Inferential Data Analysis and Statistical Significance.**Learning Objectives Covered: 1, 3, 4****Learning Themes:**

- A. Perform hypothesis testing and understand its importance in understanding relationships.
- B. Use data analysis to understand inferences in data and statistical significance.

Required Reading:

Auerbach, C. & Zeitlin, W. (2015). *Making your case: Using R for program evaluation*. New York: Oxford University Press. (Chapter 7)

Grinnell, R. M., & Unrau, Y. A. (2014). *Social work research and evaluation: Foundations of evidence-based practice* (10th ed.). New York: Oxford University Press. (Chapter 25, 31, 32)

Nelson, A. H., Jenkins, D., Zanti, S., Katz, M. F., Berkowitz, E., Burnett, T. C., & Culhane, D. P. (2020). *A toolkit for centering racial equity throughout data integration*. Actionable Intelligence for Social Policy, University of Pennsylvania.

<https://www.aecf.org/resources/a-toolkit-for-centering-racial-equity-within-data-integration>

Racial Equity in Data Analysis, p. 28

Session 14: Discussion of Research Findings of Final Project

Learning Objectives Covered: 1, 3, 4

Learning Themes:

- A. Discussion of how outcomes can shape social work practice, policy, education and further research.
- B. Identification of strategies to identify bias in reporting research findings.

Required Reading:

Nelson, A. H., Jenkins, D., Zanti, S., Katz, M. F., Berkowitz, E., Burnett, T. C., & Culhane, D. P. (2020). *A toolkit for centering racial equity throughout data integration*. Actionable Intelligence for Social Policy, University of Pennsylvania.

<https://www.aecf.org/resources/a-toolkit-for-centering-racial-equity-within-data-integration>

Racial Equity in Reporting and Dissemination, p. 30

BIBLIOGRAPHY

- Berg, B. L. (2007). *Qualitative research methods for the social sciences (6th ed.)*. Boston: Allyn & Bacon.
- Blalock, H. M. (1979). *Social statistics*. New York: McGraw-Hill.
- Campbell, P. B. (1989). *The hidden discriminator: Sex and race bias in educational research*. Newton, Mass: Women's Educational Equity Act Program.
- Cohen J., & Cohen P & West, S.G. (2002). *Applied multiple regression/correlation analysis for behavioral sciences (3rd ed.)*. New Jersey: Lawrence Erlbaum Associates.
- Fox, J., Weisberg, S., & Fox, J. (2011). *An R companion to applied regression*. Thousand Oaks, Calif.: SAGE Publications.
- Ginsberg L. H. (2001). *Social work evaluation: Principles and methods*. Boston: Allyn & Bacon.
- Gravetter, F. J. & Wallnau, L. B. (2008). *Essentials of Statistics for the Behavioral Sciences*. Belmont, CA: Thompson Brooks/Cole.
- Hays, W. M. (1979). *Statistics for the social sciences*. New York: McGraw-Hill.
- Kabacoff, R. (2013). *R in action: Data analysis and graphics with R*. Shelter Island, NY:
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