

**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, examines 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, antiracist, and anti-oppressive way, synthesizes findings, and can relate this to their own practice.

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>

In addition, the aggregated results of the assessments are listed on the Wurzweiler website at the address below: <https://www.yu.edu/wurzweiler/msw/assessment>

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.

INSTRUCTIONAL METHODS

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

This class includes 37.5 contact hours. Students will be in class on-campus or live online with the professor for 2 hours each week for 14 weeks and will complete an additional 9.5 hours throughout the semester via R-related homework assignments or discussion posts on a weekly basis.

COURSE EXPECTATIONS AND GRADING

Students are required to attend class and arrive on time. Students who miss 2 or more classes can receive a failing grade. Lateness will also be reflected in the final grade.

There are four (4) required assignments. The assignments follow the content areas and are designed to reinforce the topic areas covered. Students are expected to participate fully within their groups (or individually) and to submit all written assignments **on time**. **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.**

Participation and interaction are expected beyond the class meeting time. Regardless of class modality, all students are expected to participate in weekly discussion boards that are opportunities for further exploration of course concepts and readings. Some homework assignments based in R may be substituted for weekly discussion boards in this course. Please see the outline at the end of this syllabus and the Canvas course shell for information specific to your course section. All discussion board posts and homework will be submitted through Canvas.

INCOMPLETE POLICY

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the complete incomplete policy which will guide the receipt of an incomplete grade in this course.

GRADING RUBRIC

Assignment	Grade %	Due Date
Assignment 1: Critique of a Research Article	15%	Session 4
Assignment 2: Conceptualization and Variable Table	15%	Session 7
Assignment 3: Literature Review	15%	Session 10
Assignment 4: Research Report	15%	Session 14
Class Participation (including Discussion Board/Homework)	20%	Throughout course

A	94-100	B-	80-82
A-	90-93	C+	75-79
B+	87-89	C	70-74
B	83-86	F	< 70

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. List price: \$84.00

Grinnell, R. M., & Unrau, Y. A. (2018). *Social work research and evaluation: Foundations of evidence-based practice* (11th ed.). New York: Oxford University Press. ISBN: 0199734763 9780199734764; eTextbook List Price: \$54.99 (10th edition may also be used)

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. List Price: \$24.95

Note: All required readings outside of the texts above are available on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

Assignment I: Critique Of A Research Article (Due Session 4)

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>

Include the following information in your critique:

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?

Assignments 2, 3 and 4 focus on your selected dependent variables related to overall MSW student satisfaction at Wurzweiler.

Assignment 2: Statement of the Problem, Theoretical Framework and Hypotheses (Due Session 7)

As a preliminary step to developing your research report (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 research question(s) and hypothesis(es).
4. Prepare a table on your major variables with information entered under the following column headings:
 - a. name of variable
 - b. classification (dependent, dependent, etc.)
 - c. conceptual definition
 - d. operational indicators
 - e. level of measurement

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

Assignment 3: Literature Review (Due Session 10)

Prepare a literature review for your upcoming study (which will be integrated into assignment # 4). The literature review should be scholarly and inclusive. Please work to synthesize your literature for your variables, rather than report summaries of each article. Your literature review should aim to support the hypotheses you detailed in Assignment 2. Your professor will provide more information as to number of references and page count.

Assignment 4: Research Report (Due Session 14)

Outline of Research Report*

Include:

- 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 were tested?

Relevance of Project

- a. Why is this investigation 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 was your source of data?
- c. What was the "population" you sampled?
 - 1. Define the universe.
 - 2. How was the sample drawn?
 - 3. How representative of the universe is it and what level of generalization is permitted by the study?
- d. How did you collect your data?
 - 1. What are the advantages of this method?
 - 2. What topics were covered by the instrument?
 - 3. How are topics operationalized and why?
- e. What is the reliability of your data and was it tested?
- f. What is the validity of your data and how was it 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

*The use of AI for data analysis related to the is strongly discouraged, as it is often inaccurate. If AI is used **in any capacity** within any assignment, a disclosure statement must be included. This statement must include the name of the specific tool(s) used, what it was used for, the human interaction with the information (verification and/or editing), and where it was used within the paper. Use must comply with the AI policy below. If AI is used without a disclosure statement, the paper will be considered to be plagiarized, and revisions will not be allowed.

THE 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/>

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should make an appointment with the Office of Disability Services, Wilfods@yu.edu, during the first week of class. All procedures,

responsibilities, and expectations will be reviewed during your appointment. The office is located in the Belz Building, suite 412. Once you have been approved for accommodations, please submit your accommodation letter and discuss any specifics with your instructor to ensure the successful implementation of your accommodations.

E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your 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. 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 E-Reserves page: <https://library.yu.edu/er.php?b=c>
2. You will be prompted for your [Off Campus Access Service login](#) and password.
3. After logging into the library's website, 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-Reserves" 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 a pdf viewer, such as Adobe Acrobat Reader software. You can download it FREE at <https://get.adobe.com/reader/>

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.grammerly.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](#).

AI POLICY

The objective of this protocol is to define clear guidelines for the appropriate use of Artificial Intelligence (AI) tools and platforms, such as ChatGPT, at WSSW. These guidelines aim to preserve academic integrity, prevent plagiarism, and promote independent scholarly work while acknowledging the potential benefits of AI tools in enhancing research and learning. Though AI tools do offer some potential for enhancing the learning experience, these tools also present significant risks related to academic dishonesty, particularly plagiarism, and the undermining of critical thinking and originality in scholarly work. Students may use AI tools for the following purposes, provided these uses are in addition to their own creative efforts and they are not relying exclusively on AI:

(1) Research Assistance: ChatGPT and other similar tools should not replace primary research and initial literature searches. Tools such as ProQuest, PubMed, and Google Scholar should first be consulted. Students may use other AI tools to supplement an initial search into a topic, but only after academic databases, libraries, or other reputable scholarly sources are used and referenced. All sources derived from AI should be carefully checked as they are frequently incorrect.

(2) Language Support: AI can assist with language translation, grammar checks, and vocabulary. WSSW's Writing Consultants should be sought for any writing beyond these areas. Tools such as Grammarly may be used to assist in proofreading, but they should not be used in any way to generate ideas, arguments, or content for assignments.

The use of AI language models, such as ChatGPT, for the purposes listed above, are subject to strict adherence to certain conditions. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic growth.

The following actions are prohibited and will be considered academic misconduct:

(1) Content Generation: Students are prohibited from using AI platforms, including ChatGPT, to generate any content submitted as original work.

(2) Conceptualization and Analysis: Students may not use AI tools to develop original arguments, ideas, analysis, hypotheses, conclusions, or to structure, summarize,

paraphrase, or contextualize content for assignments. The cognitive work of creating ideas, forming arguments, and critically engaging with course material must be entirely the student's own effort.

If you are in need of assistance in these areas, we advise using the Writing Consultants. The use of AI language models, such as ChatGPT will be checked by your professor to ensure that your work is your own. Turnitin and other plagiarism detection tools will be used to verify the originality of your work. Any submission that includes this content presented as the student's own work constitutes plagiarism (see WSSW Policy Manual). More specifically, any content created that is not your own qualifies as academic misconduct and will be referred to the Student Review Committee for further action. The intent of this policy is to reinforce the importance that students develop and use critical thinking, writing skills, and originality. AI may be seen as a useful tool, but it should not replace the intellectual work that is central to academic and professional growth. If there are questions regarding the authenticity of your work, your professor will contact you.

COURSE OUTLINE

Sessions 1 & 2

Learning Objectives Covered: 1 & 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.

- Chapter 1: Introduction to Program Evaluation in Social Service Agencies
- Chapter 2: Issues in Program Evaluation

Grinnell, R. M., & Unrau, Y. A. (2018). *Social work research and evaluation: Foundations of evidence-based practice* (11th ed.). New York: Oxford University Press. ISBN: 0199734763 9780199734764; eTextbook List Price: \$54.99 (10th edition may also be used)

- Chapter 1: Why Study Research?
- Chapter 2: The Quantitative Research Approach
- Chapter 3: The Quantitative Research Approach
- Chapter 6: Research Ethics
- Chapter 7: Research with Minority and Disadvantaged Groups

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

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

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/Cultural%20Humility.mp4?dl=0>

Tuskegee Documentary: <https://www.youtube.com/watch?v=4wFqyQxAPnM>

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

Tuskegee in Guatemala: <https://www.youtube.com/watch?v=VbqIRQlF4c>

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

Stanley Milgram's Experiment: <https://www.youtube.com/watch?v=HwqNP9HRy7Y>

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

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=roPULAyi9&siq=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 & 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.

- Chapter 3: Getting Started with *R*
- Chapter 4: Getting Your Data Into *R*

Grinnell, R. M., & Unrau, Y. A. (2018). *Social work research and evaluation: Foundations of evidence-based practice* (10th ed.). New York: Oxford University Press.

- Chapter 2: Research Questions
- Chapter 12: Measurement
- Chapter 20: Quantitative Data Analysis

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 & 4

Learning Themes

- A. Distinguishing and understanding different elements of research 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: Basic Graphics with *R*

Grinnell, R. M., & Unrau, Y. A. (2018). *Social work research and evaluation: Foundations of evidence-based practice* (11th ed.). New York: Oxford University Press.

- Chapter 8: Reviewing the Literature
- Chapter 9: Finding Existing Evidence
- Chapter 10: Evaluating Existing Evidence
- Chapter 15: Group Designs

Sessions 7 & 8: 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:

Grinnell, R. M., & Unrau, Y. A. (2018). *Social work research and evaluation: Foundations of evidence-based practice* (11th ed.). New York: Oxford University Press.

- Chapter 14: Sampling
- Part V: Collecting Data (Chapters 17-19)

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

- Chapter 6: Making Your Case by Describing Your Data

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.

Sessions 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 Readings:

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

- Chapter 7: Making Your Case by Looking at Factors Related to a Desired Outcome

Grinnell, R. M., & Unrau, Y. A. (2018). *Social work research and evaluation: Foundations of evidence-based practice* (11th ed.). New York: Oxford University Press.

- Chapter 12: Quantitative Data Analysis
- Chapter 13: Qualitative Data Analysis

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:

Grinnell, R. M., & Unrau, Y. A. (2018). *Social work research and evaluation: Foundations of evidence-based practice* (11th ed.). New York: Oxford University Press.

- Chapter 24: Writing Research Reports

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

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Fox, J., Weisberg, S., & Fox, J. (2011). *An R companion to applied regression*. Thousand Oaks, Calif.: SAGE Publications.

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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>

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