

**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 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

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

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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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.

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.
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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

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

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

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.

Click on the link to your course.

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=i6YK7CNvum8>

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>

- 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>

Session 7: Quantitative and Qualitative Modes of Observation and Sampling

Learning Objectives Covered: 2, 3, 4

Learning Themes

A.

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:

Levin, J. & Fox, J. A. (2013). *Elementary statistics in social research (12th ed.)*. Boston: Pearson Education, Inc. nBcial179)GBpsTd[B]2 c6 (w)2.(f)4.26 (A)2,(ac)-2 (t)-6..9 (,)4.2 (F.)41 Tf0.otGacon196

