Rutgers, The State University of New Jersey
School of Social Work

Methods of Social Work Research I

19:910:505
Summer 2023

Instructor:
Email:
Office Hours:

Catalog Course Description

Introduction to scientific, analytic, approach to building knowledge and skills, including the role of concepts and theory, hypothesis formulation, operationalization, research design, data collection, data processing, statistical analysis, introductory computer skills, and report writing.

Course Overview

Research is a critical component of the professional practice of social work. Practice on any level must be based on sound and empirically validated concepts and theory. This course, applying a problem-solving approach, introduces the student to the scientific, analytic approach in social work practice and service delivery. It focuses on its role in knowledge building. This course, seeks to prepare a social work practitioner to: 1) be consumers of research; 2) recognize the importance of evaluating practice; and 3) identify the basics of research and acquire foundational research skills.

The basic course, which takes students through the entire research process, encompasses the following areas: posing a research question; conducting a literature review; generating a hypothesis; identifying the different kinds of variables, ethical and political issues, issues related to race, ethnicity, gender, and sexual orientation, measurement issues, survey construction, sampling, data analysis, and communication of results.

This is not a statistics course, but social workers need to know about statistics, because a substantial portion of today's social work research and research from the allied professions (e.g., medical professions) are based on numbers. Statistics is the science of how groups of numbers do or do not work together. Consequently, when research is based on numbers, it uses statistics. In this class, with workbook exercises, we will demonstrate how statistics is used to generate research findings, across the social and behavioral sciences and beyond. Understanding how statistics generate research findings will allow us to be better consumers of research and to apply that research to our practice.

As Holcomb and Cox note in the workbook:

"One thing to notice about this workbook is that it only presents a small we bite off a small bit of a research article and really chew on it. We do not worry about the full article because you do not have to understand everything in an article to understand anything in an article. We think this is a great way to approach the complexity of statistics in research articles. Take one thing at a time, and stick with it until you get it. We will illustrate this method throughout the book." Holcomb, Zealure C.; Cox, Keith S. (Year). Interpreting Basic Statistics. Taylor and Francis. Kindle Edition.

Place of Course in Program

This is the first of two required research courses. The purpose of this course is to introduce all students to the basic components of empirical research and statistics so that students may begin to apply their knowledge to the critical assessment of all their readings in the program and can begin to develop habits of searching the literature and critiquing what they read.

School's Mission Statement

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School-Wide Learning Goals

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

Competencies

At the completion of this course students are expected to be able to:

- *Competency 4: Engage In Practice-informed Research and Research-informed Practice*

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

- *Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Course Goals

By the end of this course, you will be able to:

- Develop skills to become a knowledgeable consumer of quantitative and qualitative research.
- Identify how various forms of research allow social workers to engage in evidence-based practices.
- Identify ethical considerations that arise in social science research and how they impact the research process.
- Assess relevance and validity of research findings and their applicability to diverse groups.
- Develop beginning knowledge and skills to evaluate practice and programs.

Course Evaluation

Rutgers University issues a survey that evaluates both the course and the instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

APA Style

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). apa-7th-edition-handout.pdf

The Purdue OWL website also provides assistance with APA style https://owl.english.purdue.edu/owl/resource/560/01/

Academic Integrity

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic ⌈SEP⌉dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

"**Plagiarism**: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution: Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

"**Cheating**: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved**;** Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete.   A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

Required Textbook

Rubin, A., & Babbie, E. (2016) *Brooks/Cole Empowerment Series: Essential Research Methods for Social Work* (4th d.) Belmont, CA: Brooks/Cole Cengage.

Required Workbook

Holcomb, Z.C. & K. S. Cox (2018) *Interpreting Basic Statistics: A Workbook Based on Excerpts from Journal Articles* (8th ed.). Taylor and Francis.

Purchase Options:

Both books are available as a hardcover or electronic access.

Other required readings (separate from textbook) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#)

VIII. Course Attendance and Participation Policies

(Faculty/Instructors: all classes should have clearly articulated policies, with clear expectations and associated consequences for non-attendance as appropriate. You can edit the below exemplar policy as appropriate to your course)

In order to gain the most from their online educational experience, Students attending the asynchronous online class are expected to check the course site regularly and to complete readings and any assignments on a timely basis so that they can participate effectively in class discussions. More than three late submissions may result in the failure of the class. In addition, students are expected to take leadership roles in class discussions and exercises. If you do need to submit any assignments late, please reach out to me and let me know.

FORMAT OF THE ONLINE COURSE

Each class session will consist of two or more of the following:
- Readings
- Discussion
- A video lecture on the readings
- A video related to data analysis
- A class exercise, team exercise, or quiz

Assignments and short exercises will be posted under each ***Module***.
No face-to-face meetings are required of students. You can contribute to the development of a constructive learning environment in the online class by being a prepared and active learner through:

- Using the course website regularly in preparing for class

● Using the course website to obtain course materials and handouts.
● Contacting the Canvas helpdesk at: (877) 361-1134 or:
http://help@canvas.rutgers.edu for questions about the Internet, email, and Canvas
● Using the tools of Canvas, including the Virtual Office, Student Lounge, chat rooms, etc., to support your learning.
● Observing proper netiquette with your fellow students and the instructor.

Netiquette

- In all of your interactions, remember there is a person behind the written post.
- Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
- Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
- Do not participate in "flaming." Flaming is inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
- Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.
- Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.
- If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
- Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

Faculty/Instructors: please add your cell phone/laptop policies here if you have them.

X. Diversity and Inclusion Statement

RU SSW seeks to create an inclusive learning environment where diversity, individual differences and identities (including but not limited to race, gender-identity and expression, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

XI. Reaching Out and Student Success and Well-Being

Graduate School is challenging no matter what and this has been a particularly challenging time period for all of us. My goal is to support your success in the classroom despite these challenges. If you are struggling academically or if you have other concerns, please reach out to me and communicate your concerns. I am here to help you with course content and I can refer you to other academic support and/or resources to support your well-being as necessary. Please remember that the Office of Student Affairs and your advisor are also here to help facilitate your success in our program as well. A variety of resources can be found on including supports around behavioral health/counseling, sexual violence and misconduct diversity and inclusion and bias reporting by campus at https://socialwork.rutgers.edu/current-students/office-student-affairs.

XII. Grading

Human subjects certification	10%
Assignments/Exercises/discussion	50%
Midterm exam	20%
Final exam	20%

School of Social Work new grading scale is as follows:

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Criteria for grading is as follows:

1. Completion of assignments in a timely and appropriate manner.
2. Ability to integrate readings by practical application.
3. Ability to write clearly and concisely.
4. Ability to demonstrate creativity and analytical skills in projects.
5. Participation in discussions

* No credit given for late discussions
**Please note that Canvas uses Turnitin, an internet plagiarism detection service that checks student papers. Its findings may negatively affect your grade.

Course Outline

Module 1: Course Overview and Evidence-Based Practice

Research is a critical component of the professional practice of social work. Practice on any level must be based on sound and empirically validated concepts and theory. By the end of this module, you will be able to:

1. Explain the key features of the scientific method.
2. Recognize the flaws in using unscientific sources to inform social work practice.
3. Explain the value of research in guiding social work practice.

Readings & Resources
- Rubin & Babbie, Chapter 1: Why Study Research
- Rubin & Babbie, Chapter 2: Evidence- Based Practice

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Student Introductions
- Class Discussion: Value of research in guiding social work practice
- Activity: Scientific method (or systematic measurement) vs. day-to-day inquiry
- Introduction to the Human Subjects Certification assignment

Module 2: Ethical and Cultural Issues in Social Work Research

Before social work researchers can implement studies that involve people, they confront questions about the ethics regarding their proposed investigations. By the end of this module, you will be able to:

1. Explain ethical guidelines for social work research including the NASW Code of Ethics.
2. Describe the role of institutional review boards (IRBs) in ensuring ethical research. practices.
3. Identify the approaches that researchers use to avoid cultural and gender bias.

Readings & Resources
- Rubin & Babbie, Chapter 5: Ethical Issues in Social Work Research
- Rubin & Babbie, Chapter 6. Culturally Competent Research
- Web source: Timeline of Laws Related to the Protection of Human Subjects

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Discussion: Reflections on The Tuskegee study
- Quiz: Culturally Competent Research

Module 3: Problem Formulation and the Research Process

Research informing social work practice uses various inquiry methods, depending on the purpose of the research. Thus, social workers must first understand how to identify a social, public health, or psychological issue, and then identify the best way to study it. By the end of this module, you will be able to:

1. Recognize the processes involved in problem formulation.
2. Distinguish between different purposes of empirical studies to answer research questions or examine an issue or problem.

Readings & Resources
- Rubin & Babbie, Chapter 3: Quantitative, Qualitative, and Mixed Methods
- Rubin & Babbie, Chapter 4: Factors Influencing the Research Process

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Discussion: Alternative purposes of research
- Submit Human Subjects Certification

Module 4: Developing Research Questions and Conducting a Literature Review

To ensure social workers provide the most effective service delivery and that their clients have the best outcomes, social workers must first ask a research question and then develop a hypothesis. At the end of this module, you will be able to:

1. Identify the purpose of developing research questions and hypotheses for quantitative research.
2. Identify the purpose of developing research questions for qualitative research.
3. Formulate research aims/questions and hypotheses.

Readings & Resources
- Rubin & Babbie, Chapter 7: Problem Formulation
- Rubin & Babbie, Appendix A: Using the Library
- How to write a research question: https://writingcenter.gmu.edu/writing-resources/research-based-writing/how-to-write-a-research-question

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Discussion: *Literature review (Research in Action)*

- Discussion: Formulate a research question and hypothesis using Implicit Curriculum Survey *(Research in Action)*

Module 5: Sampling, Measures of Central Tendency and Descriptive Statistics

Understanding the needs of the populations that social workers serve becomes feasible by studying a sample of people that represents that specific population. For example, to understand client satisfaction in an agency, a social work researcher would interview a sample of clients to understand what impacts satisfaction. By the end of this module, you will be able to:

- Recognize the relationship between sampling and the generalizability of quantitative research findings
- Differentiate between probability and non-probability sampling and quantitative and qualitative sampling methods.
- Describe and calculate measures of central tendency (mean, median, mode, and range)
- Apply statistics in research methods by recognizing the 68, 95, and 99 % rule.

Readings & Resources
- Rubin & Babbie, Chapter 11: Sampling: Quantitative and Qualitative Approaches
- Video: Census and Sampling
- Rubin & Babbie, Chapter 17, Unit 3: Descriptive Univariate Statistics
- Holcomb & Cox, Unit 1: Basic Description of Data
- Video: 68%, 95% and 99% Rule

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Quiz: Sampling Concepts
- Workbook Exercises: 2.3, 2.4, 2.5, 3.2. Practice descriptive statistics by creating percentiles and histograms *(Research in Action)*
- Assignment: Draw a simple random sample using Microsoft Excel

Module 6: Measurement Instruments

Operational definitions translate concepts (e.g., client outcomes, or mezzo [program] or macro [policy] level factors) into observable terms. Observations can be obtained from surveys, interviews, direct observations, or repurposing data collected for other aims (e.g., agency administration and operations) or from other studies. By the end of this module, you will be able to:

- Recognize the importance of using conceptual and operational definitions in research.
- Differentiate between categorical (nominal) and numeric (ordered/interval/ratio) variables.
- Identify the preferred method for visualizing and summarizing data according to the scale of measurement
- Identify the correct statistical approach according to the scale of measurement used to operationalize the independent variable.

Readings & Resources (e.g., Class Participation, Quizzes, and Short Assignments)
- Rubin & Babbie, Chapter 7, Unit 6: Conceptualization in Quantitative Inquiry
- Rubin & Babbie, Chapter 17, Unit 4: Relationship Among Variables
- Video: Scatterplots
- Video: Correlation
- Canvas Page: Why do we care about the scale of measurement?

Other Activities
- Discussion: Measures of Discrimination - How Racism Makes Us Sick
- Workbook Exercise 1.6: Identifying and differentiating nominal and ordinal measures
- Workbook Exercise 4.6, 5.2, 5.4: Choosing statistical approach based on the scale of measurement *(Research in Action)*
- Scatterplot assignment

Module 7: Measurement Error, Reliability and Validity

Quantitative measurement instruments typically used in social work practice come from the behavioral and social sciences. These instruments are vulnerable to errors, and their accuracy depends on the context. It is virtually impossible to avoid all types of measurement errors. Thus, social workers should aim to use a measurement instrument that is the least prone to errors. At the end of this module, you will be able to:

(1) Define measurement error.
(2) Define and describe types of reliability and validity.
(3) Recognize potential sources of error for each measurement instrument distinguish between random error and systematic error (i.e., bias in measurement).
(4) Assess the consistency (i.e., reliability) and accuracy (i.e., validity) of measurement instruments.

Readings & Resources
- Rubin & Babbie, Chapter 8: Measurement in Quantitative and Qualitative Inquiry

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)

- Statistical applications demonstrating reliability and validity of instruments used in social work research (Holcomb Workbook: 7.1, 7.2, 7.3, 7.4); prerequisite (4.1: correlation coefficient) *(Research in Action)*

Module 8: Surveys and Survey Instruments

The most common way of collecting data from clients is through surveys and interviews. Thus, learning about surveys and survey instruments is critical for social work practice. At the end of this module, you will be able to:

1. Critically appraise quantitative and qualitative survey instruments.
2. Recognize different types of surveys.
3. Compare survey approaches.

Readings & Resources
- Rubin & Babbie, Chapter 9: Quantitative and Qualitative Measurement Instruments
- Rubin & Babbie, Chapter 10: Surveys
- Video: Survey Design Essentials
- Video: Survey Fatigue
- Video: Personal Interviews

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Discussion: Surveying homeless veterans
- Assignment: Critically appraise survey instruments

Module 9: Midterm

Module 10: Approaches for Assessing Effectiveness of Programs and Practices

Different scientific approaches bear on a social worker's ability to conclude whether an intervention—and not some alternative explanations—is responsible for client outcomes. Scientists refer to this as internal validity. By the end of this module, you will be able to:

1. Compare different scientific approaches: pre-experimental (i.e., observational), quasi-experimental, and experimental designs.

2. Identify whether the cause of a particular client's or client population's outcome is related to the intervention or an alternative explanation.
3. Identify threats to internal validity in different scientific approaches and contexts.

Readings & Resources
- Rubin & Babbie, Chapter 12: Experiments and Quasi-Experiments
- Videos:
  (1) An experiment Guiding Public Policy *(Research in Action)*
  (2) An experimental approach to alleviating global poverty *(Research in Action)*
  (3) $15 Minimum Wage *(Research in Action)*
  (4) The degree of internal validity when experimentation with human subjects is not possible *(Research in Action)*
  (5) Limitations of Randomized Controlled Trials

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Discussion 2: Identify Internal Validity Threats
- Assignment: Identify the Design

Module 11: Assessing and Comparing Impacts of Different Interventions

Once the effectiveness of a program or intervention is established, social work researchers calculate the effect-size, which indicates the practical significance of a research outcome. Effect-size is also universal, enabling us to compare findings from different studies. At the end of this module, you will be able to:

- Distinguish between clinical significance and statistical significance.
- Compare and contrast the practical significance of alternative interventions or programs.
- Describe the importance of systematic reviews and meta-analyses in synthesizing research evidence regarding the effectiveness of a particular intervention.

Readings & Resources
- Rubin & Babbie, 17.5: Effect Size
- Rubin & Babbie, Appendix E: Using the Effect Sizes to Bridge the Gap between Research and Practice
- Videos:
  (1) Z-scores
  (2) Systematic Reviews
  (3) Interpreting META analyses

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Statistical Applications in Social Work Journals: Inference and Effect Size (workbook exercises 5.5-8)*(Research in Action)*
- Workbook Exercise 5.9: Meta-Analyses *(Research in Action)*

Module 12: Qualitative Inquiry and Analyses

Qualitative research has been identified as the preferred method for identifying how psychological or sociocultural forces shape organizational processes or the experiences of individuals and groups. This is because qualitative methods allow social workers to obtain thick description that usually cannot be obtained with quantitative data. At the end of this module, you will be able to:

- Describe the standards for evaluating qualitative studies.
- Identify the multiple traditions for conducting qualitative research.
- Comprehend the basics of coding qualitative data.

Readings & Resources
- Rubin & Babbie, Chapter 15: Additional Methods in Qualitative Inquiry
- Rubin & Babbie, Chapter 18: Qualitative Data Analysis
- Discussion: Which intervention would you choose and why based on your research during the CIAO activity? *(Research in Action)*
- Alessi, E. J., Cheung, S. P., Sarna, V., Dentato, M. P., Eaton, A., & Craig, S. L. (2022). Experiences of COVID-19 pandemic-related stress among sexual and gender minority emerging adult migrants in the United States. *Stress and Health*, 1–15. https://doi.org/10.1002/smi.3198 *(Research in Action)*
- Videos:
(1) Phenomenology
(2) Ethnography
(3) Participatory Action Research
(4) Constant Comparison Method of Coding Qualitative Data

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Exercise: Qualitative Methodology Matching
- Quiz: Qualitative Methods
- Discussion: Validity of Qualitative Studies

Module 13: Use of Research in Evidence Based Practice

Use of research in evidence-based practice involves the ability to formulate empirically answerable questions, locate evidence relevant to those questions, critically evaluate the evidence, and apply it to practice situations. At the end of this module you will be able to:

1. Identify resources that are available within and beyond Rutgers to support lifelong learning and evidence-based practice.
2. Use the Client, Intervention, Alternative Intervention and Outcome (CIAO) framework to search for evidence in the literature.

Readings & Resources
- Rubin and Babbie, Chapter 2: Evidence-based Practice
- Rubin and Babbie, Appendix A: Using the library

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Assignment: Formulating Research Questions with the CIAO Framework and Searching for Evidence
- Discussion: Which intervention would you choose and why based on your research during the CIAO activity? *(Research in Action)*

Module 14 –Practice Excel Applications to Conduct Basic Data Analysis and Reference Sheet

Social workers collect and report on the data about their practice or programs. These data are usually compiled in a spreadsheet, such as Microsoft Excel. More importantly, social workers can use different functions in Excel to summarize and visualize data, which then allows them to better understand the populations they serve and the impact of their practice or programs. At the end of this module, you will be able to:

1) Apply basic quantitative data analysis skills in a spreadsheet program

Readings and Resources:
(1) Videos on descriptive statistics (Canvas)
(2) Videos on analyzing associations between variables
      a. https://www.youtube.com/watch?v=RHBIQ2reACM - video is not available
      b. https://www.youtube.com/watch?v=L-jfenou5hI
      c. https://www.youtube.com/watch?v=OHHhzLHakKA
      d. https://www.youtube.com/watch?v=ckcUt3EyD-Q

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Exercise: Excel Applications *(Research in Action)*
- Begin working on Module 15 group activity and submit concepts, terms, and processes as a PowerPoint (Part 1 in Quick Reference Sheet assignment)

Module 15: Developing a Quick Reference Guide

This module will review major concepts from this course, reflecting on what was learned. The skills you acquired in this class are pre-requisite for Research II: Program Evaluation. Consequently, your final activity is to create your own reference sheet of essential knowledge and skills that you will use next semester. Instructors will ensure that students have identified all the relevant concepts. At the end of this module, you will be able to:

1) Compile essential concepts on research design and statistics from throughout the semester
2) Determine which skills and concepts you will need beyond this course

Other Activities (e.g., Class Participation, Quizzes, and Short Assignments)
- Assignment: Quick Reference Sheet Due
- Final Exam