

**Social Work Research I
SSW75100- Section 17 & 18
Fall 2022**

Instructor:	Sabretta G. Alford, MA, LMSW Ph.D. Student Social Welfare Ph.D. Program CUNY Graduate Center	Dates:	Wednesdays
Email:	Sa1648@hunter.cuny.edu Salford@gradcenter.cuny.edu	Time:	6:00pm – 7:50pm/8:00pm – 9:50pm
Phone:		Location	Room
Office:	Via Zoom	Hours:	Thursdays/by appointment

★**Note** - Syllabus is subjected to change

COURSE DESCRIPTION

Principles of social research methods in the context of social work practice. Problem formulation, research design and role of research in social work, ethical issues, sampling, measurement, and data collection.

EXPANDED COURSE DESCRIPTION

Research 1 is the first part of a two-semester course. During the first semester, the course provides you with an introduction to basic research methods within the context of social work practice.

Major concepts and the steps of empirical research are examined, including problem identification and formulation, literature review, research design, sampling, definitions, and measurement of variables, and instrument construction. Emphasis is placed on the use of empirical research to inform practice as well as on the development of knowledge from practice. The major goal is to enhance the student’s capacity to identify problems, interventions and reach valid and reliable conclusions about their practice through research. Quantitative and qualitative research approaches are given equal emphasis as strategies for evaluating one’s practice.

Readings and discussion of issues concerning ethnicity, race, gender, and concerns of special populations are essential features of this course. The political context for conducting research on historically oppressed or hidden groups is explored. The concern with special populations is integrated throughout all stages of the research process, including problem identification; research design; sampling; measurement; data analysis and interpretation of findings. Ethical issues regarding human subjects as well as federally mandated procedures for the protection of human subjects including the institutional review board are also discussed.

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COURSE OBJECTIVES

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

1. Produce an outline of a problem area of interest as it relates to social work practice, policy or research.
2. Describe research questions to guide research studies.
3. Critically review the literature and empirical studies relevant to the research question(s).
4. Discuss the rationale for selecting a quantitative or qualitative research study to address the question(s).
5. Support the rationale for research design.
6. Recognize the responsibilities, challenges, and limitation of research involving human subjects.

IMPORTANT: IT WILL BE IMPERATIVE THAT YOU CHECK YOUR EMAILS DAILY FOR UPDATES AND BLACKBOARD NOTIFICATIONS

COURSE FORMAT

This is a hybrid course, and writing-intensive. You will spend two hours in the classroom each week with a **lecture on the topic, followed by activities** to assist you with your proposal. You will then be provided with weekly assignments to which is to be submitted on blackboard. **Proposal assignments are due by 12:00 pm (noon) on the specified date required to submit. This is will be on a given Wednesday. LATE ASSIGNMENTS ARE NOT ACCEPTED. NO EXCEPTIONS.**

REVIEWING COURSE MATERIALS REQUIREMENT

You are required to review each lecture BEFORE class. All lectures have been posted. Please print the notes of lecture and bring to class each week. You are not allowed to bring laptops to class (due to confidentiality), therefore you should print the lectures notes before each class. I have also created a file call lecture notes. This contains all of the lectures in one document.

CSWE COMPETENCIES AND PRACTICE BEHAVIORS

Educational Policy and Accreditation Standards (EPAS)	Practice Behavior	Measurements
2.1.6. Engage in research-informed practice and	PB 21: Use practice experience to inform scientific inquiry.	Review of the literature Blackboard posts

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Educational Policy and Accreditation Standards (EPAS)	Practice Behavior	Measurements
informed-practice research.	PB 22: Use research evidence to inform practice.	Assignments and Final research proposal

RECOMMENDED TEXTS

- *Foundations of Social Work Research*. (2020). Open Textbook Library. <https://open.umn.edu/opentextbooks/textbooks/foundations-of-social-work-research>
- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). <https://doi.org/10.1037/0000165-000>

ASSIGNMENTS

- Credit for the course will be based on the successful completion of 5 written assignments (which include a literature review assignment and the Research Proposal). The assignments leading up to the proposal are designed to assist you in developing the research proposal; **all assignments actually comprise pieces of the research proposal.**
- Unlike many of your other classes, writing a research proposal is a process where initial ideas are revised and refined based on the feedback from your instructor and colleagues in class.

WRITING ASSIGNMENTS FORMAT & STRUCTURE

Please note: this course is writing-intensive, and not an “Introduction to APA Writing” course. You will be writing EVERY WEEK. By now, you should be very familiar with APA writing style and format. PLEASE see the writing center if you are unfamiliar as to how to structure your language and paper in APA format or, review the source website:

https://owl.purdue.edu/owl/purdue_owl.html

APA Style and cite your source(s). As mentioned, I critique thoroughly, regarding your use of language and processing of information from our class discussions and readings. Therefore, be mindful of your syntax and proofread before uploading.

✚ You must provide an APA cover page for your research proposal

PLEASE only provide the maximum amount of pages requested. KNOW YOUR WRITING STYLE. More does not equate to better. **Try your best to keep your subject areas**

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concise, and sway from convoluted jargon. For example, paragraphs should be 5-7 lines MAX! Be sure not to overwhelm yourself. **Focus on quality NOT quantity.**

You will be given weekly blackboard assignments. Please be sure to read ALL blackboard announcements THOROUGHLY. Each assignment is due by 12:00 pm on Wednesday. LATE ASSIGNMENTS ARE NOT ACCEPTED. NO EXCEPTIONS!

Class Presentation

- Class presentation will be conducted at the end of the semester describing the research project. The presentation includes the purpose of the project, hypotheses or research questions, subjects, and methodology

Class Participation

- Class participation includes examples such as integrating the class concepts with fieldwork, participating in small group exercises, and significant contribution to the classroom discussions

Policy on the timeliness of submission, late submission, and requests for extensions of submission of written assignments or for incompletes

- All papers are due on the due date. Late submission are not accepted.

All Assignments are due **on a given Wednesday at 12:00 pm (noon).**
Late assignments are NOT accepted. NO EXCEPTIONS

★ GRADING CRITERIA BY Pt. SCORE

Followed by a full description of the assignments

Score	Assignment	Due Date
5	In-class Participation	Every week
5	Finding a topic for your Research Proposal	September 7th
15	Introduction to Problem Statement	September 28 th
30	Literature Review	October 26th
5	Human Research Protection including the CITI certificate - Score of 80% or above	November 9 th Must be completed in Lab on this day
10	Research Methodology	November 16th
10	Discussion, Limitations & Implications to Practice	November 30th
10	Final Research Proposal Upload	December 7st
10	Proposal Presentations	December 7th and 14th

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❖ **COURSE ASSIGNMENTS AND BASIS FOR GRADING**

➔ The final research proposal must follow the outline provided. Proposals that do not follow the outline will be returned to students for revision or a grade of "Incomplete" will be given

Using APA format is a MUST in this course.

A thorough critique of APA formatting and writing style will be provided. Please utilize every resource provided to you, if suggested, to enhance this skill.

LATE ASSIGNMENTS ARE NOT ACCEPTED. NO EXCEPTIONS

Assignments Breakdown

1. Class Participation, In-Class Activities, and Blackboard Assignments (5 pts)

Students are expected to attend and participate during each class session or notify the instructor in advance if unable to attend. The instructor will take attendance in every class. Assignments are due on a Wednesday date specified, 12:00 pm (noon). Late assignments are NOT accepted. NO EXCEPTIONS!.

2. Finding a topic for your Research Proposal (5 pts)

Students will be provided with a template and develop research questions. Suggested topics will be provided. Student must be able to identify the Independent Variables (IV) and the Dependent Variables (DV) in their research questions.

3. Statement of Research Problem (20 pts)

A typewritten statement of the research problem you have selected as a group for the study. The statement of the problem includes a) a brief background placing the importance of the problem in a social context; b) a discussion of why it is important to study with respect to social work practice, policy, and research. You should have at least 1-2 pages which state some data, reports or other sources which validate why your topic is an appropriate concern

4. Literature Review (30 pts)

A literature review is an evaluative report of information found in the literature related to your selected area of study. The review should describe, summarize, evaluate and clarify this literature. It should give a theoretical base for the research and help you (the author) determine the nature of your research

5. Human Research Protection including the CITI certificate - Score of 80% or above (5 pts)

All CUNY faculty members, postdoctoral scholars, graduate and undergraduate students involved in research are required to complete the CITI RCR training within six weeks of

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initiating their research. RCR training certificate will be valid for four years. CUNY researchers are required to take a refresher CITI RCR training course every four year

- ✚ Instructions are located on the CUNY Website under CITI Training at <http://www2.cuny.edu/research/research-compliance/training-education/citi-training/>

- ✚ YOU ARE TO COMPLETE THE SOCIAL AND BEHAVIORAL SCIENCES MODULE.

6. Research Methodology (10 pts)

You will provide a Research Design, Sampling Plan, Data Collection, Measurement, and Protection of Human Subjects. A typewritten description of the methodology to be employed including design, sampling, a description of the major data collection procedures and instrument(s) to be used, and your informed consent form. See sample papers on BB

7. Discussion: Limitations & Implications to Social Work Practice (10 pts)

The implication section should provide ideas about your proposal and, how one must implicate social work practice in this area of concern. What are you implying? Please be sure to include limitations to your study. Note: All proposals must implicate limitations. Your content should cover the following:

- What do you expect to find, and what are the implications for policy, practice, and/or administration, what are the study limitations?
- Discuss suggestions for future research – how will this study fit into a larger agenda?

8. Final – Full Research Proposal Uploaded on to Blackboard (10 pts)

A final written plan (proposal) for conducting the research study. This plan must include the following: Statement of the research problem and its relevance to social work research, practice or policy; Review of related literature; Research methodology including design, sampling plan, definition and measurement of study variables, data collection plan, and description of instruments to be used (submit copies).

Proposal Presentations (10 pts)

Class presentation will be conducted at the end of the semester describing the research project. The presentation includes the purpose of the project, hypotheses or research questions, subjects, and methodology.

Honors (97.5>). Indicates consistently outstanding achievement equivalent to an A+ or better. It reflects work that meets all of the requirements for a grade of Credit but that, in

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addition, demonstrates exceptional capacity for critical thinking which includes the contextualization, synthesis of main issues, integration of ideas from several readings, recognition of debated points, and creative application of material to practice and contemporary policy issues.

Credit (82.5+). Indicates an acceptable graduate-level work equivalent to a B or better. It reflects a combination of satisfactory completion of all course work, the quality of written and oral communication, adequate class participation, and regular and on-time class attendance. This includes the ability to accurately report on the content of the readings, to identify main ideas, to draw relevant conclusions, to self-reflect on the material, to apply material to practice and contemporary policy issues and to reference assigned readings; Grades of Credit are given for work within the A to B Range.

No Credit (<82.5). A grade of no-credit indicates a combination of poor quality of work on assignments; insufficient mastery of reading and lecture materials, weak descriptive and conceptual skills, minimal class participation; and excessive absences or lateness. No Credit grades are given to work that is determined to be below a grade of B.

Incomplete. Grades of Incomplete may be given at the discretion of the instructor. Instructor and student must agree to a date for completion of the work. Failure to meet the agreed-upon date will result in an automatic No Credit. Students who do not achieve Credit level work at the end of a course may not receive an incomplete grade.

Requests for a letter grade must be submitted via email to your professor by the end of the second week of class.

COURSE EXPECTATIONS

Attendance Policy

1. This is a hybrid and writing-intensive course. Class attendance is required (more than 2 unexcused absences may result in a grade of NC). Please inform professor before class if you will not be in class and make plans to make up missed work if necessary; **Because of the nature of this course, it is highly advised that you try your best to attend all sessions. Late assignments are NOT accepted unless your circumstance was due to an extreme emergency. Please be sure to read ALL blackboard announcements reach out to your colleagues for review.**
2. Classes missed for religious reasons are excused:
 - a. Religious policy: Any student who is unable, because of his/her religious beliefs to attend classes on a particular day or days shall, because of such absence, be excused. It is necessary to inform the professor in advance so that a plan can be made to make up the work missed as a result of the absence(s).
3. On-time class attendance is expected and appreciated.
4. Each unexcused absence from class will affect the final grade.

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Assignments

- You will be given a weekly blackboard assignment. Each assignment is due by 12:00 pm (noon) on Wednesdays.
- All other assignment due dates will be discussed during class.
- Please follow assignments and due dates

Cellphone Use

- Students should refrain from answering or making cell phone calls in class, and from reading or writing text messages on any portable electronic devices.

Class Participation

- Student participation is critical to the success of the class discussion and group work. Students should be prepared to share their thoughts on the week's readings, course content, and relevant current events.
 - ❖ Class participation and contribution will be evaluated by attendance as well as participation in classroom discussions. Participation in discussions will be evaluated on the quality of participation as well as quantity (i.e., contributions to discussions are expected to reflect an understanding of assigned readings, critical thinking, application of the material to research, and ability to integrate and build on the contribution of others

Email/Responses

- Students should use their hunter email address for communication/please expect a response time within 24 hours

COURSE WORK & PATH TO LICENSURE

Licensing Support Central is a resource accessible through Blackboard, within the [Student Information Corner](#). Students are urged to review materials available there as they proceed through the course curriculum. There are many tools available for students' own use to consolidate learning and prepare for the national ASWB exam to become an LMSW.

HUNTER COLLEGE/SSSW POLICIES

Accommodations for Students with Disabilities

The Office of AccessABILITY provides accommodations in accordance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The students who are eligible for reasonable accommodations during the classroom, testing, and or internships include those with any psychiatric, physical, learning, medical or

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temporary conditions that limit their overall academic functioning. All information is kept confidential and only released with the student's written permission.

If you have any of the conditions listed above, or you are not sure if you qualify for accommodations, please contact the office for further information and a meeting with a counselor. **Please note, in order to receive an accommodation, you must provide current and appropriate [documentation](#).** Registering **early in the semester** with the Office of AccessABILITY will ensure your accommodations in a timely manner so your condition won't affect your academic progress. The office is located in room East 1214 of Hunter College at 68th Street, phone: [\(212\) 772-4857](tel:2127724857); fax: (212) 650-3449; VP: (646-755-3129).

Hunter College Academic Integrity/Dishonesty

Academic integrity is a guiding principle of the Hunter College learning community because all students should have the opportunity to learn and perform on a level playing field.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, obtaining an unfair advantage and falsifying records or documents ([see examples](#)) whether intentional or not.

Hunter College upholds the right to promote academic integrity on its campus as an educational institution of the City University of New York. The College has the responsibility to review all charges of academic dishonesty and implement sanctions, including, but not limited to, failing the course, official transcript notation, suspension or expulsion from the College when it has been determined that academic dishonesty did occur. Please click [here](#) to see a full list of disciplinary sanctions.

For more information on Hunter College's Academic Integrity Policy, please [click here](#).

Professional Code of Conduct

Students are expected to comply with the College's policies and regulations outlined in the [Campus Code of Conduct](#) and [Student Handbook](#).

In accordance with the emphasis on ethical conduct in the social work profession, students are expected to incorporate the highest ethical standards in every element of their work and to conduct themselves in ways that manifest the maturity and emotional stability necessary to function as professionals.

Examples of poor academic performance and misconduct that will subject the student to disciplinary action or dismissal from the program includes the following:

1. Violations of the College policy on Academic Integrity (e.g., plagiarism).

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2. Behavior determined to be a violation of College or School policies or regulations.
3. Behavior determined to be a violation of the profession's ethics (e.g., the NASW Code of Ethics).
4. Behaviors that do not meet professional expectations and standards, which include generally accepted standards of professional conduct, personal integrity, or emotional stability.
5. Behaviors determined to be unprofessional conduct towards colleagues, faculty, or staff.

HUNTER COLLEGE POLICY ON SEXUAL MISCONDUCT

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off-campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

- a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).
- b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complementary services through the Counseling and Wellness Services Office, Hunter East 1123.
- c. CUNY Policy on Sexual Misconduct
Link: <http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

ASSIGNMENT DUE DATES

LATE ASSIGNMENTS WILL NOT BE ACCEPTED, NO EXCEPTIONS

Score	Assignment	Due Date
5	In-class Participation	Every week
5	Finding a topic for your Research Proposal	September 7th
15	Introduction to Problem Statement	September 28 th
30	Literature Review	October 26th
5	Human Research Protection including the CITI certificate - Score of 80% or above	November 9 th Must be completed in Lab on this day

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10	Research Methodology	November 16th
10	Discussion, Limitations & Implications to Practice	November 30th
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Important Note: Using APA Format is a MUST in the course. a thorough critique of APA formatting and writing style will be provided to you. Please utilize every resource provided to you, if suggested, to enhance this skill.

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Class Meeting Schedule

8/31/22, 9/7/22, 9/14/22, 9/21/22, 9/28/22, **10/5/22 (No Classes)**, 10/12/22, 10/19/22, 10/26/22, 11/2/22, **11/9/22 (No Class - online assignment in lab)**, 11/16/22, 11/23/22, 11/30/22, 12/7/22, 12/14/22 (15 Sessions)

Adapted from Nancy Giunta

CLASS	TOPIC OUTLINE	READINGS
Week 1 8/31	Introduction and Orientation to Social Work Research Lecture: Review <ul style="list-style-type: none"> • Course Overview & Format • Fears and Misconceptions about Research • What is Social Work Research • The role of Social Work Research In-Class Activity <ul style="list-style-type: none"> • APA Review In Class PowerPoint & exercise 	<i>Foundations of Social Work Research.</i> (2020). Open Textbook Library. https://open.umn.edu/open-textbooks/textbooks/foundations-of-social-work-research
	Hypothesis Testing & Identifying Variables Lecture: Review <ul style="list-style-type: none"> • Hypothesis Testing & Identifying Variables In-class Activity: <ul style="list-style-type: none"> • Hypothesis & Variables Exercise 	
Week 2 9/7	Ethical Issues and Understanding Bias in the Research Process Lecture: <ul style="list-style-type: none"> • Ethical Issues and IRB In-class Activity: <ul style="list-style-type: none"> • IRB exercise Note: Week 9: Training in the Protection of Human Subjects (CITI Training and Informed Consent templates)	<i>Foundations of Social Work Research.</i> (2020). Open Textbook Library. https://open.umn.edu/open-textbooks/textbooks/foundations-of-social-work-research


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	<p>http://www2.cuny.edu/research/research-compliance/training-education/citi-training/</p> <p>Blackboard Assignment 1:</p> <ul style="list-style-type: none"> • Finding a topic for the Research Proposal Paper DUE! 	
<p>Week 3 9/14</p>	<p>Problem Statement Formulation: Introduction to the problem studied</p> <p>Lecture: Review</p> <ul style="list-style-type: none"> • Problem Statement Formulation <p>In-class Activity</p> <ul style="list-style-type: none"> • Preparing for a Research Proposal Exercise <p>Blackboard Assignment 1.a:</p> <ul style="list-style-type: none"> • Students must read the article prior this class and bring a copy: Pryce, L., Tweed, A., Hilton, A., & Priest, H. M. (2017). Tolerating Uncertainty: Perceptions of the Future for Ageing Parent Carers and Their Adult Children with Intellectual Disabilities. <i>Journal of Applied Research in Intellectual Disabilities</i>, 30(1), 84–96. https://doi.org/10.1111/jar.12221 	<p><i>Foundations of Social Work Research.</i> (2020). Open Textbook Library. https://open.umn.edu/open-textbooks/textbooks/foundations-of-social-work-research</p>
<p>Week 4 9/21</p>	<p>Conducting a Literature Review: Finding and Using Existing Knowledge</p> <p>Lecture</p> <ul style="list-style-type: none"> • Conducting a Literature Review <p>In-Class Activity</p> <ul style="list-style-type: none"> • Thinking about Research and Looking at Empirical Articles Exercise 	<p><i>Foundations of Social Work Research.</i> (2020). Open Textbook Library. https://open.umn.edu/open-textbooks/textbooks/foundations-of-social-work-research</p> <ul style="list-style-type: none"> • Brief Review of the General Social Survey Data. GSS Reports Appendix T - General Social Survey Papers

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		http://gss.norc.oregon.edu/g/Get-Documentation
Week 5 9/28	<p>Conducting a Literature Review: Finding and Using Existing Knowledge, cont. Librarian's Visit</p> <p>In-Class Activity</p> <ul style="list-style-type: none"> • How to appropriately cite in APA Style – A test of knowledge • Utilizing citation managers & MS Word (learning from the basics) • Utilizing Multiple Databases Simultaneously • Introduction to Problem Statement DUE! 	Class may meet in LAB – TBD Visit from Librarian and Writing Center
Week 6 10/12	<p>Methods for Acquiring Research Data: Methodology</p> <p>Lecture:</p> <ul style="list-style-type: none"> • Research Methodology <p>In-Class Activity</p> <ul style="list-style-type: none"> • Methodology Exercise 	<i>Foundations of Social Work Research.</i> (2020). Open Textbook Library. https://open.umn.edu/open-textbooks/textbooks/foundations-of-social-work-research
Week 7 10/19	<p>Sampling, Sampling Issues, Validity & Threats to Validity in Research</p> <p>Lecture</p> <ul style="list-style-type: none"> • Sampling, Sampling Issues, Validity & Threats to Validity <p>In-class Activity</p> <ul style="list-style-type: none"> • Threats to Validity Exercise 	<i>Foundations of Social Work Research.</i> (2020). Open Textbook Library. https://open.umn.edu/open-textbooks/textbooks/foundations-of-social-work-research
Week 8 10/26	<p>Methods for Acquiring Research Data: Utilizing Datasets (class will meet in the lab)</p>	<i>Foundations of Social Work Research.</i> (2020). Open Textbook Library.

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	<p>Lecture</p> <ul style="list-style-type: none"> Utilizing Datasets Discussion on group project surveys needed for spring 2019 data analysis. <p>In-class Activity</p> <ul style="list-style-type: none"> Search the General Social Survey Website(GSS) <p>Blackboard Assignment 3</p> <ul style="list-style-type: none"> Literature Review Section DUE!! 	<p>https://open.umn.edu/open-textbooks/textbooks/foundations-of-social-work-research</p>
<p>Week 9 11/2</p>	<p>Discussion of Group Project: Development of Group Surveys</p> <p>Lecture:</p> <ul style="list-style-type: none"> Developing Survey Questions <ul style="list-style-type: none"> View Sample Surveys uploaded on Blackboard <p>In-class Activity</p> <ul style="list-style-type: none"> Students will select group members to develop their survey questionnaire Brainstorming of Survey Questionnaire Groups: Surveying Exercise 	
<p align="center">Week 10: November 9th NO-CLASS</p> <p align="center"> ONLINE ASSIGNMENT IN LAB Blackboard Assignment 1a.</p> <p>Students must complete this training on in the lab on this day, and upload certificate onto blackboard to receive credit.</p> <p align="center">MANDATORY Online: Training Assignment Collaborative Institutional Training Initiative's (CITI) MANDATORY TRAINING (in-class Blackboard Assignment 5)</p> <p>(MANDATORY). Students must complete the Behavioral Social Service Module. Instructions are located on the CUNY Website under CITI Training at http://www2.cuny.edu/research/research-compliance</p>		
<p>Week 11 11/16</p>	<p>Proposal Wrap-Up: Discussion: Results, Limitations & Implications to Social Work Practice</p> <p>Lecture</p>	

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	<ul style="list-style-type: none"> • Discussion Section of Proposal: Results, Limitations, and Implications for Social Work Practice. • Reviewing APA Proposal Chart • Review: Student Presentation of Proposal & Dates <p>In-Class Activity</p> <ul style="list-style-type: none"> • Results, Limitations & Implications Exercise <p>Blackboard Assignment 4</p> <ul style="list-style-type: none"> • Methodology Section DUE! 	
/training-education/citi-training/		
Week 12 11/23	<p>Introduction to the Null Hypothesis_Preparation for Data Analysis: SPSS in Spring 2020</p> <p>Lecture</p> <ul style="list-style-type: none"> • Introduction to the Null Hypothesis <p>In-Class Activity</p> <ul style="list-style-type: none"> • Identifying the Null/Alternate Hypothesis writing exercise 	<p><i>Foundations of Social Work Research.</i> (2020). Open Textbook Library. https://open.umn.edu/open-textbooks/textbooks/foundations-of-social-work-research</p>
Week 13 11/30	<p>Review of Spring Semester Lecture</p> <ul style="list-style-type: none"> • Overview of SPSS – Statistical Analysis Reviewing data- what does it look like <p>In-Class Activity</p> <ul style="list-style-type: none"> • Students will be taught how to identify whether to retain or reject the Null Hypothesis <p>Blackboard Assignment 5</p> <ul style="list-style-type: none"> • Discussion, Limitations & Implications Section DUE 	<p>Students will be provided with an overview of SPSS to prepare for the Spring Semester</p>

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Week 14 12/7	Blackboard Assignment 6: Final Proposal Uploading - Course Prep for Spring Data Analysis FINAL PRESENTATIONS GROUP I PRESENTATIONS: Student report on research proposal
Week 15 12/14	FINAL PRESENTATIONS GROUP II December, 14th PRESENTATIONS: Student report on research proposal