

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW 506 –SOCIAL WORK RESEARCH  
Course Outline  
Spring Semester 2004**

Room: 234

Credits: 3

Class Meetings: Monday, 9-11:50 am

Office hours: Monday 12-1pm or by appointment

Instructor: Cindy Davis, Ph.D.

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Teaching Assistant: Beth Wilson

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**Required Texts**

Grinnell, R.M. (2001). Social Research and Evaluation: Quantitative and Qualitative Approaches. Itasca, IL: F.E. Peacock.

Weinbach, R.W. & Grinnell, R.M. (2004). Statistics for Social Workers (6<sup>th</sup> Ed.). New York: Longman.

**Optional Supplementary Texts**

Rubin, A. & Babbie, E. (1993). Research Methods for Social Work (2<sup>nd</sup> Ed.). Pacific Grove, CA: Brooks/Cole.

Kirpatrick L.A. & Feeney, B.C. (2002). A Simple Guide to SPSS for Windows: for Versions 11.0 (5<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole.

*Optional Software Resource:* Some students living some distance from Nashville (or who may anticipate using statistical software in the future) may wish to purchase SPSS for their home computer. This software (SPSS Graduate Student Package, Version 11.0 for Windows; approximately \$150) is available at the TSU Bookstore, Main Campus.

**Course Requirements**

Class session will be used to clarify and expand on assigned course readings. Students are expected to come to class prepared to discuss the assigned readings. Class participation is expected and the instructor reserves the right to give some weight, positive or negative, to classroom participation. Students are also expected to attend all classes. Except in the case of a medical or personal emergency, a student who wishes an extension of time for a written assignment should consult the instructor in advance.

However, an extension is not automatic and there may be a grade penalty (except in the case of an emergency).

### **Evaluation Procedures and Grades**

The following scale will be used for the final course grade:

- A (95-100) Outstanding/Superior.  
Exceptional performance. Consistently exceed expectations.
- B+ (90-94) Very Good.  
Student consistently meets, and occasionally exceeds, normal expectations for the course.
- B (80-89) Good.  
Student consistently meets normal expectations for the course.
- C+ (77-79) Average  
There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
- C (70-76) Poor  
There is lack of understanding of course content. Student does not meet course expectations.
- F (69-Below) Very Poor  
There is a lack of attendance or incomplete assignments. Course expectations are not met.

#### Assignments:

Quizzes (4 quizzes at 15% each)	60%
Research paper	20%
Article critique	10%
Computer lab exercises	<u>10%</u>
Total:	100%

*Research paper:* All students are required to complete a quantitative research proposal which includes: an introduction section, methods section (e.g., hypothesis, sample selection, research design, instruments, procedures, ethical considerations/procedures, etc.), data analysis plan, discussion section, and budget. Papers must be typed, double spaced and conform to APA format. Papers should be no longer than 15 pages (excluding references and appendices).

*Article critique:* The course includes a critical analysis of a research article provided by the instructor. The critique will include the appropriateness of the literature review, methods, ethical considerations, data analysis, and interpretation of results.

*Computer lab exercises:* The course includes a series of computer lab exercises to provide hands-on experience with computer data management and analysis. These

exercises involve the use of specific statistical procedures on a data set provided by the instructor.

## Course Outline

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Week	Date	Topic/Readings
1	1/12	Course overview, assignments, student expectations <ul style="list-style-type: none"><li>• Grinnell, # 1, 6, 7</li><li>• Edmands, M.S. (1986). Overcoming eating disorders. <i>Journal of Psychosocial Nursing</i>, 24,8, 19-25.</li><li>• Schneider, J.A. &amp; Agras, S. (1985). A cognitive-behavioral group treatment of bulimia. <i>British Journal of Psychiatry</i>, 146, 66-69.</li></ul>
2	1/19	Martin Luther King Holiday
3	1/26	Ethical issues & problem formulation <ul style="list-style-type: none"><li>• Grinnell, # 4, 5</li></ul>
4	2/2	Literature review & measurement <ul style="list-style-type: none"><li>• Grinnell, # 8, 9, 10</li></ul>
<b>Quiz # 1</b>		
5	2/9	Principles & methods of sampling <ul style="list-style-type: none"><li>• Grinnell, # 11</li></ul>
6	2/16	Research designs <ul style="list-style-type: none"><li>• Grinnell, # 2, 12, 15, 23</li></ul>
7	2/23	Qualitative methods & Program evaluation <ul style="list-style-type: none"><li>• Grinnell, # 14, 24</li><li>• First, R.J., Roth, D. &amp; Arewa, B.D. (1988). Homelessness: Understanding the dimensions of the problem for minorities. <i>Social Work</i>, 33, 120-124.</li><li>• Morton, M., Nelson, L., Walsh, C., Zimmerman, S. &amp; Coe, R.M. (1996). Evaluation of a HIV/AIDS Education program for adolescents. <i>Journal of Community Health</i>, 21, 23-35.</li></ul>
<b>Quiz # 2</b>		
8	3/1	Writing a research paper – APA style <ul style="list-style-type: none"><li>• Grinnell, # 20, 21</li></ul>

### Research Article Critique Due

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9	3/8	Spring Break
10	3/15	Principles of data analysis <ul style="list-style-type: none"> <li>• Weinbach &amp; Grinnell, #1,5,6</li> </ul> <p style="text-align: center;"><b>Research Paper Due</b></p>
11	3/22	Descriptive statistics <ul style="list-style-type: none"> <li>• Weinbach &amp; Grinnell, #2, 3, 4</li> </ul> <p style="text-align: center;"><b>Quiz # 3</b></p>
12	3/29	No class – TCSW conference in Nashville
13	4/5	Inferential statistics <ul style="list-style-type: none"> <li>• Weinbach &amp; Grinnell, #8, 9</li> </ul>
14	4/12	Inferential statistics <ul style="list-style-type: none"> <li>• Weinbach &amp; Grinnell, # 10</li> </ul>
15	4/19	Inferential statistics <ul style="list-style-type: none"> <li>• Weinbach &amp; Grinnell, #11, 7</li> </ul>
16	4/26	Course Review
<b>Quiz # 4</b>		

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Supplemental References:

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