

University of Tennessee
College of Social Work

SW-506 SOCIAL WORK RESEARCH

Course Outline

Section 76756 - Spring 2004 Monday 9:05 - 12:05

Henson Hall Rm. - 311

David A. Patterson, Ph.D.

Rm. 224 Henson Hall

974-3351 or 974-7511

Office Hours: Tuesday and Wednesday afternoons or by appointment

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Snow Policy Class will be canceled only if the University is closed because of inclement weather. Use your own judgment concerning class attendance. Assignments due on a snow day will be due the following class session.

REQUIRED TEXTS

Rubin, A. & Babbie, E. (2001) Research methods for social work (4th ed.). Belmont, CA: Wadsworth.

Patterson, D. A. (2000) Personal Computer Applications in the Social Services. Boston, MA: Allyn & Bacon.

COURSE REQUIREMENTS

Students are expected to:

1. **Arrive on time and attend all class sessions ,**
2. Participate in class discussion and exercises,
3. Complete all assignments on time,
4. Complete all examinations.

EVALUATION

ASSIGNMENT PERCENT OF GRADE DUE DATE

Research Paper

Draft (Optional)

April 19th

Final

16.67

April 26th

Computer Assignments(4)

16.67

See Course Outline

Four Exams 16.67

Total 100

COURSE ASSIGNMENTS

GROUP RESEARCH PAPER

For this assignment, you will form a research team with two or three of your classmates. Research teams should be no larger than four people. As a team you will design, carry out, and report on your research project. Data for the study can be drawn from a team member's field placement or from a survey conducted with classmates. If you elect to use data from a field placement, you must have written permission from your field supervisor and use no patient identifying information. Class surveys must have an attached research consent form and must not request any participant identifying information.

LENGTH: 15-20 pages (excluding references, of which there should be 12-15), typed and double-spaced.

TOPIC: Choose a research question related to social work practice which is narrow in focus; one which the literature indicates is in need of further study.

GRADING: The research team paper will be graded on the basis of clarity, specificity, quality of writing, and the demonstration and integration of sound research knowledge.

ORGANIZATION: The paper should include at least six sections.

1. INTRODUCTION

Introduce the reader to the research topic assuming he/she knows nothing about the topic. Explain what you hope to accomplish in this paper and why. Finally, state why this endeavor is an important contribution to the literature of social work practice.

2. LITERATURE REVIEW

Briefly summarize the findings and the implications of relevant research found in the literature.

3. STATEMENT PROBLEM

Discuss how this research relates to the literature. State the research question(s). List all relevant hypotheses.

4. METHODOLOGY

Introduce the methodology used to investigate this research question and statistical techniques the team selected to analyze the data. Include: research design, sampling technique, population characteristics, data collection methods, validity, reliability, etc.

5. RESULTS

Present the results of the team's statistical analysis of the research findings.

6. DISCUSSION

Discuss the findings as they relate to the social work literature, social work practice/education, and the field placement setting from which the data were drawn.

7. LIMITATIONS TO THE STUDY

Discuss the limitations of the study that result from the limitations of the research design and the restrictions associated with social work research.

8. CONCLUSIONS

Include a discussion of the implications for practice and further research. Discuss the direction for future research in this area.

EXTRA CREDIT

Group Research Projects will be awarded an extra 5 percent credit if the major points of the paper are presented in class as a Power Point presentation and published on a web site.

COMPUTER ASSIGNMENTS

Students will be required to complete four small computer assignments to demonstrate proficiency in the use of spreadsheets for data analysis. These assignments will be graded as satisfactory or unsatisfactory.

Assignment number one requires the creation of a data set within a spreadsheet.

Assignment number two requires using the spreadsheet to compute descriptive statistics and frequency distributions on variables in the data set created in the first assignment.

Assignment number three requires using of a spreadsheet to conduct an analysis of the relationship between two variables in your data set through use of the Chi-square statistic and the Pearson's correlation coefficient.

Assignment number four requires use of a spreadsheet to conduct an analysis of the relationship between variables in your data set using the t-statistic (independent and dependent) and an ANOVA.

Your course instructor will give specific details on these assignments as they come due.

COURSE TOPICS AND SCHEDULE

DATE	TOPIC ASSIGNED	READINGS
1/19/04	Course Introduction, Introduction into Inquiry The role, history, and current status of research in social work theory and practice -Accessing, synthesizing, and	R&B Appendix A, B, & C Patterson, Chap 9.

	using the research literature and (social work and related journals, computerized and non-computerized library resources, Internet access to literature, documents, and data) Scientific Inquiry and Social Work	R&B Chap.1, 2
1/26/04		
	Philosophical Issues in Science and Research Ethics and Politics of Social Work Research Theory and research Problem Formulation	R&B Chap. 3, 4
2/2/2004		
	Conceptualization and Operationalization Measurement	R&B Chap. 5, 6
2/9/2004		
1st Test	Preparation, entry, and manipulation of data using microcomputers .	R&B Chap. 7 Patterson, Chap. 3 & pp. 71-84
2/16/2004		
	Construction of measurement instruments The Logic of sampling	R&B Chap. 8 & 9
2/23/2004		
3/1/2004		
1st Assignment Due	Causal inference and group designs	R&B Chap. 10
3/8/2004	Spring Break!!!	
	Single subject designs - Systematic Evaluation of Practice	R&B Chap. 11 Patterson, pp. 105 -112
3/15/2004		
2nd Test		
3/22/2004	Survey research	R&B Chap. 12
2nd Assignment Due		
	Interpretation and computation of basic descriptive statistics using a microcomputer	R&B Chap. 15, 16 Patterson, pp. 85-92
3/29/04		
	Qualitative research methods Unobtrusive research: Quantitative & Quantitative Methods	R&B Chap. 13,14
4/5/04		
	Tabular and Graphic Presentation of Data	Patterson, Chap. 6
4/12/04		
3rd Test	Inferential Data Analysis -Part 1	
	Bivariate tests of statistical significance and associated microcomputer methods: chi-square, t-test	R&B Chap. 16 Patterson, pp. 92-105, 112-115
4/19/04		
3rd Assignment Due	for independent and dependent groups, one-way analysis of variance.	

4/26/04

**4th Assignment
Due**

Inferential Data Analysis Part 2
Bivariate tests of statistical significance
continued.

R&B Chap. 17

**Group Research
Project Due**

Groups Present Their Research Findings

Patterson, Chap. 8

5/3/04

4th Test - Final

OPTIONAL SUPPLEMENTAL BIBLIOGRAPHY: ARTICLES

Benda, B. B., & Dattalo, P. (1990). Homeless women and men: Their problems and use of services. *Affilia*, 5(3), pp. 50-82.

Burkett, S. R., & Warren, B. O. (1987). Religiosity, peer associations and adolescent marijuana use: A panel study of underlying causal structures. *Criminology*, 25(1), 109-130.

Buttrick, S. M. (1990). The breadth and diversity of research. *Social Work Research and Abstracts*, 26(1), pp. 3-4.

Combs-Orme, T. D., Orme, J. G., & Guidry II, C. J. (1990). Reliability and validity of the protective services questionnaire. *Journal of Social Services Research*, 14(1/2), 1-20.

Coughlin, P. C. (1990). Premenstrual syndrome: How marital satisfaction and role choice affect symptom severity. *Social Work*, 35(4), 351-355.

Cowger, C. D. (1984). Statistical significance tests: Scientific method? *Social Service Review*, 58(3), pp. 358-372.

DeMaris, A. (1989). Attrition in batterers counseling: The role of social and demographic factors. *Social Service Review*, pp. 142-153.

DeMaris, A. (1989). Attrition in batterers' counseling: The role of social and demographic factors. *Social Service Review*. 143-153.

Fraser, M. W., Lewis, R. E., & Norman, J. L. (1990). Research education in M.S.W. program: An exploratory analysis. *Journal of Teaching in Social Work*, 4(2), 83-104.

Galinsky, M. J., & et al. (1993). Confronting the reality of collaborative practice research: Issues of practice, design, measurement and team development. *Social Work*, 38(4), pp. 440-449.

Grossman, B. (1980). Teaching research in the field of practice. *Social Work*, 25(2), pp. 36-39.

Gruber, K. J., & Jones, R. J. (1983). Identifying determinants of risk of sexual victimization of youth: A multivariate approach. *Child Abuse and Neglect*, 7, 17-24.

Harper, K. V. (1990). Power and gender issues in academic administration: A study of directors of BSW programs. *Affilia*, 5(1), pp. 81-93.

Heineman, M. B. (1981). The obsolete scientific imperative in social work research. *Social Service Review*, 55(e), pp. 371-397.

Hoffman, L. (1990). Constructing realities. *Family Process*, 29(1), pp. 1-12.

Holden, G., Moncler, M. S., Slinker, S. P., & Barker, K. M. (1990). Self-efficacy, children, and adolescents: A modern analysis. *Psychological Reports*, 66, 1044-1046.

Holt, R. R. (1989). College students' definitions and images of enemies. *Journal of Social Work Issues*, 15(2), 23-30.

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Imre, R. W. (1991). What do we need to know for good practice? *Social Work*, 36(3), pp. 198-200.

Karger, J. H. (1983). Science research and social work: Who controls the profession? *Social Work*, 28(3), pp. 200-205.

Krueger, L. W., & Ruckdeschel, R. (1985). Micro-computers in social service settings: Research applications. *Social Work*, 30(3), pp. 219-224.

Memmott, J., & Brennan, E. M. (1988). Helping orientations and strategies of natural helpers and social workers in rural settings. *Social Work Research & Abstracts*, 15-20.

Miller, R. (1990). A method for quantifying unstructured data. *Social Work Research & Abstracts*, 26(3), pp. 31-34.

Mutschler, R., Mutschler, A., & Mutschler, E. (1982). Social work students & practitioners' orientation to research. *Journal of Education for Social Work*, 18(3), pp. 62-68.

O'hare, T. M. (1991). Integrating research and practice: A framework for implementation. *Social Work*, 36(3), pp. 220-223.

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Siporin, M. (1989). Metamodels, models and basics: An essay review. *Social Service Review*, 63(3), pp. 474-480.

Weick, A. (1990). Knowledge as experience: Exploring new dimensions of social work inquiry. *Social Thought*, 16(3), 36-46.

Werbach, G. B., & DePoy, E. (1993). Social work students' interest in working with persons with serious mental illness. *Journal of Social Work Education*, 29(2), pp. 200-211.