

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

**SW 506 - SOCIAL WORK RESEARCH**

Course Outline  
Spring 2006

2005-2006 ACADEMIC YEAR  
SPRING SEMESTER

DR. MUAMMER CETINGOK  
INSTRUCTOR

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**COURSE REQUIREMENTS:**

**Required Text:**

Rubin, A. & Babbie, E. R. (2005). Research methods for social work (Fifth ed.). Belmont, Ca.: Wadsworth.

**Assignments and Evaluation:**

Readings: You will read from the textbook above and supplemental readings as well as other books and articles to be assigned by me during the semester. You are expected not only to read from these sources but also to participate to the fullest extent in the class discussions and exercises.

Written assignments:

1) You will keep an "annotated bibliography" (or log book) of ten (10) research articles. You will read one research article of your choice for every session, from social work or related professional journals. These articles must be different from the ones you are given in the supplementary readings list. This effort must be typed single spaced, and turned in to me the session one week prior to the last one. The format of the annotations will be given to you in the first session.

2) You will develop a research proposal in accordance with the outline you are given. You are expected to submit this proposal in its final form to me also due one session prior to the last. It must be typed, (20-25) pages, and double-spaced. Reference page at the end of the paper is part of the proposal. APA (American Psychological Association) manual is to be used. Please make sure that the manual used is listed as a reference on the bibliography page. The outline you are to use for this assignment is attached. (Before you get started on your proposal, please read Appendices A, B, and C in your textbook, and Grinnell (2nd ed.), Chapter 22, pp. 445-458.)

Exams: You will be given mid-term and final written examinations. Examination contents will be from the required readings and lecture notes. Make-up exams will not be given unless there is an emergency.

Computer Applications: You are to work on ALL of the research assignments attached to the course outline on the Blackboard, which will involve the use of microcomputers in our lab. I have put together three separate assignments involving computer analysis in the areas of the Analysis of Variance, Regression Analysis, and the Chi Square. You are permitted to work in groups of any size or individually on these assignments. However, your products, the printouts and combined report of methodology you employed and your findings for all three assignments will be done individually. Both the printouts and the report (typed and double-spaced) are also due one session prior to the last class session.

You are expected, on your own, to familiarize yourself with the computer lab and the SPSS statistical software before you are ready to complete this assignment. You would be well served to spend some time in the computer room on your own, and complete the assignment when you feel like you are ready to do so. You will be given more details about the assignments during the first session. Please read your required textbook's Appendix E at your earliest convenience in order to familiarize yourself with the use of SPSS package.

Class Attendance: Although class attendance is not a requirement, I shall expect you to attend the sessions for the simple reason that they are "closely interrelated" and build upon each other. Please notify me in case of emergencies. Also, all assignments are to be completed and due on the dates specified. Late submission will not be accepted unless there is an emergency. Again, all assignments are to be typed. Longhand will not be accepted unless there is an emergency. You are asked to obtain a simple calculator with a square root key only for statistical computations needed for in-class exercises.

Your final grade will be computed as an average grade as follows:

Tests:	40% (Mid-term 20% - Final 20%)
Annotated Bibliography:	20%
Research Proposal	20%
Computer Assignments:	15%
Participation in class discussions:	5%

The scale to be utilized for grading is given below. You must make at least an average grade of C to pass the course.

Your annotated bibliography and proposal will be evaluated on the basis of their organization, clarity, internal consistency and flow of information. For both assignments you must make sure that you follow the outlines you are given, and that there is a clear link between the sections in each assignment. Class participation is graded on the basis of concern and commitment for what goes on in class.

Below 72.9	D
73 -77.9	C
78 -82.9	C+
83 -87.9	B
88 -93.9	B+
94 -100	A

You are free to have discussions with me anytime and as many times as you want in relation to any of your assignments and your progress in the course. I am usually at my office (Boling Center, Room W607) weekdays, 11:30 a.m. - 4:00 p.m. If I am out, please leave a message. Appointments are encouraged. My office phone number is (901) 448-4479; front desk is 448-4463. You are also free to call me on my cellular line, (901) 493-5984, in case of emergencies. For all written correspondence related to this course, I will use the UTK Blackboard facility. Please familiarize yourselves with it as soon as possible.

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## COURSE CALENDAR, OUTLINE, AND READINGS:

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### SESSION I. Overview of Research in Social Work

A. The role, history, and current status of research in social work theory and practice

B. Accessing, synthesizing, and using the research literature and (social work and related journals, computerized and non-computerized library resources, Internet access to literature, documents, and data)

Rubin & Babbie, Appendix A. Also review Ch. 22 for general knowledge and Appendix E for familiarity with the SPSS package, at this time.

### SESSION II. Ethical Principles and Diversity Concerns in Social Work Research

A. Ethical and political considerations in the conduct and interpretation of research

B. Avoiding bias and understanding the perspectives of minority and disadvantaged groups in the conduct and interpretation of social research

C. Diversity Concerns

Rubin & Babbie, Chs. 3 & 16.

Schutt, R. K. (1999). Investigating the Social World: The Process and Practice of Research. Second Edition. Thousand Oaks, Ca.: Pine Forge Press. Pp. 218-222, 269-270, 319-320

Ruckdeschel, R. (1994). Are traditional empirical research methods inherently biased against people of color? Yes. In W. W. Hudson & P. S. Nurius (Eds.), Controversial issues in social work research. Boston: Allyn and Bacon.

Balassone, M. L. (1994). Are traditional empirical research methods inherently biased against people of color? No. In W. W. Hudson & P. S. Nurius (Eds.), Controversial issues in social work research. Boston: Allyn and Bacon.

Kimmel, A. J. (1988). Ethics and values in applied social research. Newbury Park: Sage.

Steketee, G. (1999). Yes, but cautiously. Research on Social Work Practice, 9(3), 343-346.

Azmi, S.H. (1999). A qualitative sociological approach to address issues of diversity for social work. Journal of Multicultural Social Work, 7(3/4), 147-164.

Kanuha, V.K. (2000). Being@ native versus Going native@: conducting social work research as an insider. Social Work, 45(5), 439-447.

Landau, R., & Osmo, R. (2003). Professional and personal hierarchies of ethical principles. International Journal of Social Welfare, 12, 42-49. (Read this article for two main reasons: 1. It is related to ethics; 2) it is a study of ethics.

Unrau, Y. A., & Beck, A. R. (2004). Increasing research self-efficacy among students in professional academic program. Innovative Higher Education, 28, 187-204. Read this article for your own salvation in future research efforts.

### **SESSION III. Foundations and Basic Principles of Research**

A. Foundations and limitations of the traditional scientific approach (sources of knowledge; the nature of science; assumptions made by and attitudes of scientists; goals of science); challenges to these foundations (limitations of the scientific approach in the social science); emerging alternative paradigms for social work research (social science/social work research)

B. An outline of the major stages of the research process;

Rubin & Babbie, Chs. 1-2 and 14..

Heinemann-Piper, J, Tyson, K, & Piper, M.H. (2002). Doing good science without sacrificing good values: Why the heuristic paradigm is the best choice for social work. Families in Society, 83(1): 15-28.

### **SESSIONS IV-V. Research Problem/Question (Identification of an area for research);**

A. Literature review revisited regarding the selection of research problem/question;

B. Theoretical/Conceptual frameworks;

C. Formulation of Research Question(s) and hypothesis(es);

D. Identification, and theoretical/operational definitions, of variables

Rubin & Babbie, Chs. 4-7.

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### **SESSION VI. Mid-term Examination (three hours)**

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### **SESSIONS VII-VIII. Research Designs (to answer the research question(s) and/or to test the research hypothesis(es))**

A. Designs for practice and program evaluation: experimental and quasi-experimental group designs

B. Designs for practice and program evaluation: survey designs

C. Designs for practice and program evaluation: quantitative and qualitative designs

D. Designs for practice and program evaluation: single-system/time-series designs

Rubin & Babbie, Chs. 8-13.

Tutty, Rothery & Grinnell part 1 should also be reviewed for qualitative research methodology.

Rossi, Freeman, & Lipsey book referenced in the bibliography should be glanced through by the Management and Community Practice students.

Bloom, Fischer, & Orme book referenced in the bibliography should be glanced through by the Clinical Practice students.

Read the following for their methodological approaches given the research questions and/or hypotheses:

Abbots, J., Williams, R., Sweeting, H., & West, P. (2004). Is going to church good or bad for y Denomination, attendance, and mental health of children in West Scotland. Social Science and Medicine, 8: 645-656.

Alterman, A., Cacciola, J.S., Coviello, D.M., Rutherford, M.J., Zanis, D.A. (2004). The role of family his in addiction severity and treatment response. Journal of Substance Abuse Treatment, 26(1), 1-11.

Cetingok, M. "Simulation Group Exercises and Development of Interpersonal Skills: Social W Administration Students' Assessment in a Simple Time Series Design Framework." Small Group Behavior, Vol. 19 (August 1988), pp. 395-404.

Cetingok, M., Hathaway, D., and Reed, L. "Perceptual and Behavioral Manifestations of the Chronic Illi and Recovery Models in the Practices of Clinical Transplant Coordinators," Journal of Transplant Coordination, Vol. 7, N (September 1997), pp. 116-122.

Cetingok, M., Winsett, R.P. & Hathaway, D.K. (2004). A comparative study of quality of life among the groups of kidney transplant recipients. Progress in Transplantation, 14(1), 33-38.

Dziegielewski, S., Roes-Marti, S., & Turnage, B. (2004). Addressing stress with social work student controlled evaluation. Journal of Social Work Education, 40, 105-117.

Mendenhall, T., Wrobel, G., Grotevant, H., McRoy, R. (2004). Adolescents' satisfaction with contac adoption. Child and Adolescent Social Work Journal, 21(2), 175-190.

Weisner, C., Delucchi, K., Matzger, H., Schmidt, L. (2003). The role of community services and infor support on a five-year drinking trajectories of alcohol dependent and problem drinkers. Journal of Studies on Alcohol, 6-

## **SESSION IX. Issues in Measurement**

A. Decision on type and form of data to be collected;  
Principles and limitations of measurement (reliability, validity, relevance to practice and program processes, goals, and populations)

B. Measurement techniques for evaluation of clinical as well as program management, community, and policy practice

Rubin & Babbie, Chs. 6-7.

Blythe, B. J. & Tripodi, T. (1989). Measurement in direct practice. Newbury Park, CA: Sage.

## **SESSION X Principles and Methods of Sampling**

**SESSIONS XI - XII. Data Management and Analysis (cont'd)**

- A. Preparation, entry, and manipulation of data using microcomputers
- B. Interpretation and computation of basic descriptive statistics using a microcomputer (frequency distributions, measures of central tendency and indexes of correlation and association, crosstabulation, regression analysis) variability,
- C. Basic statistical principles and microcomputer methods for computing inferential statistics and testing hypotheses; Parametric and nonparametric tests
- D. Bivariate tests of statistical significance and associated microcomputer methods: chi-square, t-test for independent and dependent groups, one-way analysis of variance and covariance

(Computer lab exercises: Introduction to Windows and SPSS for data entry; Statistical capabilities of SPSS and use of selective programs such as frequencies, measures of central tendency and variability (dispersion); graphics; crosstabs; chi-square, ANOVA, and regression analytic tests)

Rubin & Babbie, Chs. 15, 17-21, Appendices C and E (Appendix E is your guide to SPSS).

Holcomb, Z.C. (2004). *Interpreting basic statistics*. Fourth Ed. Glendale, Ca.: Pycszak Publishing. (Obtain a copy and glance through the entire book. It is an excellent guide)

Smith-Osborne, A. (2005). Antecedents to postsecondary educational attainment for individuals with psychiatric disorders: A Meta-analysis. Best Practices in Mental Health, 1(1), 15-30.

Surak, S.M. & Rogge, M.E. (2005). Toward democracy and sustainable development in the Visegrad countries: An assessment of the role of environmental nongovernmental organizations. Social Development Issues, 27(1), 55-72. (Read this article for its macro methodological approach to analysis.)

**SESSION XIII. Use and Integration of Findings into the Present State of Knowledge; Presentation of Research Findings; Research reports; Evaluation and Utilization of New Knowledge**

Rubin & Babbie, Ch. 22.

Kerlinger, Ch. 9.

Ary, et al., Ch. 13.

Huck, et al., Ch. 1.

Pycszak, F. & Bruce, R.R. (2005). *Writing empirical reports*. Fifth. Ed. Glendale, Ca.: Pycszak Publishing. (Obtain a copy and glance through the entire book. It is an excellent guide.)

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## SESSION XIV. Final Exam (All to date - 3 hours)

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### SUPPLEMENTAL BIBLIOGRAPHY:

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#### ARTICLES:

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- 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.
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- 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), 358-372.
- DeMaris, A. (1989). Attrition in batterers counseling: The role of social and demographic factors. Social Service Review, 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), 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.
- Hanson, B. (1999). The Research Process: Creating Facticity. Prospect Heights, Illinois: Waveland Press, Inc.
- Harper, K. V. (1990). Power and gender issues in academic administration: A study of directors of BSW programs. Affilia, 5(1), 81-93.
- Heineman, M. B. (1981). The obsolete scientific imperative in social work research. Social Service Review, 55(e),

371-397.

Hoffman, L. (1990). Constructing realities. Family Process, 29(1), 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, 45(2), 33-50.

Hudson, W. W. (1982). Scientific imperatives in social work research & practice. Social Service Review, 56(2), 246-258.

Imre, R. W. (1985). Tacit knowledge in social work research and practice. Smith College Studies in Social Work, 55(2), 137-149.

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

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

Krueger, L. W., & Ruckdeschel, R. (1985). Micro-computers in social service settings: Research applications. Social Work, 30(3), 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), 31-34.

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

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

Peile, C. (1988). Research paradigms in social work: From stalemate to creative synthesis. Social Service Review, 62(18), 1-19.

Pieper, M. H. (1989). The heuristic paradigm: A unifying and comprehensive approach to social work research. Smith College Studies in Social Work, 60(1), 8-34.

Russell, R., & et al. (1993). Dysfunction in the family of origin of MSW and other graduate students. Journal of Social Work Education, 29(1), 121-129.

Sherman, L. V. (1988). Meta-analysis of research on social work practice in mental health. Social Work, 33(4), 325-330.

Shireman, J. F., & Johnson, P. R. (1986). A longitudinal study of black adoptions: Single parent, transracial, and traditional. Social Work, 31(3), 172-176.

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

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

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Ary, D., Jacobs, L. C., & Razavieh, A. (1979). Introduction to research in education (2nd ed.). New York: Holt, Rinehart & Winston.

Babbie, E. (1992). The practice of social research (6th ed.). Belmont, California: Wadsworth Publishing Company.

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Barlow, D. H. & Hersen, M. (1984). Single case experimental designs: Strategies for studying behavior change (2nd ed.). New York: Pergamon.

Bauman, K. E. (1980). Research methods for community health and welfare. New York: Oxford University Press.

Bloom, M. (Ed.) (1993). Single-system designs in the social services: Issues and Options for the 1990s. Journal of Social Service Research, Special Issue.

Blythe, B. J. & Tripodi, T. (1989). Measurement in direct practice. Newbury Park, CA: Sage.

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Dawson, B. G., Klass, M. D., Guy, R. F., & Edgley, C. K. (1991). Understanding social work research. Boston: Allyn & Bacon.

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Hall, L. D., & Marshall, K. P. (1992). Computing for social research: practical approaches. Belmont, California: Wadsworth.

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Holcomb, Z.C. (2004). Interpreting basic statistics. Fourth Ed. Glendale, Ca.: Pyczak Publishing.

- Huck, S. W., et al. (1974). Reading statistics and research. New York: Harper & Row. There is a recent edition of this book, also.
- Hudson, W. W., & Hudson, K. L. (1990). Statistical package for the personal computer. Tempe, Arizona: Walmyr Publishing Company.
- Hudson, W. W., & Nurius, P. S. (Eds.) (1994). Controversial issues in social work research. Boston: Allyn & Bacon.
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- Kerlinger, F., & Pedhazur, E. (1973). Multiple regression analysis in behavioral research. New York: Holt, Rinehart & Winston. (available at MSU Library only).
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