

**THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK
NASHVILLE CAMPUS
SW 506 –SOCIAL WORK RESEARCH
Summer II 2002
Tuesdays and Thursdays, 1-5:15
Instructor: Samuel MacMaster, Ph.D.**

Code of Conduct:

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu)

The Honor Statement:

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2001).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at 865-974-6087. This will ensure that you are properly registered for services.

Course Description

This course focuses on knowledge and practice of social scientific research philosophies and methodologies with respect to their evolution and application to the field of social work. It covers the history and philosophies of science; ethics of research practice; and the research process including problem formulation, research design, instrument use and construction; data collection, analysis and reporting, and evaluation and utilization of research.

Rationale

Social workers must be provided with the knowledge of research and its methods in order to conduct research for informed, effective, and accountable practice within the framework of research ethics. Toward that end, it is essential that social workers have the foundation knowledge, skills, and tools necessary to conduct research as well as retrieve and critically evaluate the existing research literature. It is also important that such a preparation for research practice be reinforced with the use of appropriate statistical procedures and computer technology. This course trains students to meet the increasing demands to develop knowledge and to demonstrate practice effectiveness with the help of such procedures and technology, in a responsible and ethical manner. It further aims to prepare students for more advanced research methods for clinical as well as management, community, and policy practice.

Objectives

By completion of this course, students are expected to be able to demonstrate (through course activities, assignments and/or exams):

1. Understand of the role, history, and current status of research in social work theory and practice;
2. Understanding of how to conduct research within the ethical guidelines of the profession
3. Understand and know how to avoid potential biases in research with minority and disadvantaged groups;
4. Understand and be able to apply the major stages of the research process;
5. Understand the basic assumptions, concepts, foundations, and limitations of the traditional scientific approach and challenges to these foundations;
6. Know how to gain access to substantive and methodological research literature;
7. Understand the principles, logic, limitations, and alternative conceptualizations of qualitative and quantitative research designs;
8. Understand basic evaluation designs for clinical as well as program management, community, and policy practice;
9. Understand and be able to apply basic principles and methods of sampling;
10. Understand basic principles and limitations of measurement;
11. Select and use basic measurement methods for clinical as well as program management, community, and policy practice;
12. Prepare, enter, and manipulate data using a microcomputer;
13. Interpret and compute basic descriptive statistics using a microcomputer;
14. Understand basic principles of inferential statistics;
15. Compute basic inferential statistics using a microcomputer;
16. Critically formulate and interpret research conclusions;
17. Write a research report using proper form and style.

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. (1998). Statistics for Social Workers (4th Ed.). New York: Longman.

Optional Supplementary Texts

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

Kirpatrick L.A. & Feeney, B.C. (2001). A Simple Guide to SPSS for Windows: for Versions 8.0, 9.0 and 10.0 (4th 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 10.0 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	=	93-100
B+	=	88-92
B	=	80-87
C+	=	77-79
C	=	70-76
D	=	65-69
F	=	64 and below

The following items will determine course grades:

Research paper	25%
Computer lab exercises	25%
Final exam	50%

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. This paper should be written as if you were submitting a grant proposal for funding. Papers must be typed, double spaced and conform to APA format (4th ed.). Papers should be no longer than 15 pages (excluding references and appendices).

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

Week	Date	Topic/Readings
1		Course overview, assignments, student expectations <ul style="list-style-type: none">• Grinnell, # 1, 6, 7• Edmands, M.S. (1986). Overcoming eating disorders. <i>Journal of Psychosocial Nursing</i>, 24, 19-25.• Schneider, J.A. & Agras, S. (1985). A cognitive-behavioral group treatment of bulimia. <i>British Journal of Psychiatry</i>, 146, 66-69.
2	1/28	Ethical issues and problem formulation <ul style="list-style-type: none">• Grinnell, # 4, 5
3	2/4	Literature review, Operationalization & measurement <ul style="list-style-type: none">• Grinnell, # 8, 9, 10
4	2/11	Principles & methods of sampling <ul style="list-style-type: none">• Grinnell, # 11• First, R.J., Roth, D. & Arewa, B.D. (1988). Homelessness: Understanding the dimensions of the problem for minorities. <i>Social Work</i>, 33, 120-124.
5	2/18	Research designs <ul style="list-style-type: none">• Grinnell, # 2, 12, 15, 23
6	3/4	Qualitative methods & Program evaluation <ul style="list-style-type: none">• Grinnell, # 14, 24• Morton, M., Nelson, L., Walsh, C., Zimmerman, S. & Coe, R.M. (1996). Evaluation of a HIV/AIDS Education program for adolescents. <i>Journal of Community Health</i>, 21, 23-35.
7	3/25	Principles of data analysis <ul style="list-style-type: none">• Weinbach & Grinnell, #1,5,6
8	4/1	Descriptive statistics <ul style="list-style-type: none">• Weinbach & Grinnell, #2, 3, 4
9	4/8	Inferential statistics <ul style="list-style-type: none">• Weinbach & Grinnell, #8, 9 Computer Assignment #1 Due
10	4/15	Inferential statistics <ul style="list-style-type: none">• Marks, # 10 Computer Assignment #2 Due
11	4/22	Inferential statistics & course review <ul style="list-style-type: none">• Weinbach & Grinnell, #11, 7 Computer Assignment #3 Due
12	4/29	Final Exam Computer Assignment #4 and Research Paper Due

Supplemental References:

Allen-Meaures, P. & Dupper, D.R. (1998). A national study of knowledges, skills, and abilities: Curriculum development for practice in schools. Journal of Teaching in Social Work, 17, 101-119.

Allen, E., Combs-Orme, T., McCarter, R.J. & Grossman, L.S. (2000). Depressive symptoms in school age children entering foster care. Ambulatory Child Health, 6, 45-57.

Bloom, M, Fischer, J., & Orme, J. G. (1999). Evaluating practice: Guidelines for the accountable professional (3rd ed.). Boston: Allyn & Bacon.

Bolden, A. J., Logan, H. L., Jakobsen, J. R., & Evans, T. A. (1994). Perception of Oral Health Needs by Southeast Iowa Non-Dental Health Care Providers, Special Care in Dentistry, 14,(5), 194-197.

Buehler, C., Orme, J. G., Post, J., & Patterson, D. (2000). The long-term correlates of family foster care. Children and Youth Services Review, 22(8), 595-625.

Combs-Orme, T., Martin, L., Fox, G. & Faver, C. (2000). Risk for child maltreatment: New mothers' concerns and screening test results. Children & Youth Services Review, 22(7), 517-537.

Cummings, S.M., Kropf, N., & DeWeaver, K. (2000). Attitudes toward aging among non-elders: Gender and race differentials. Women & Aging, 12,77-91.

Cummings, S.M. & Cockerham, C. (2000). American Indians and aging. In P. Roberts (ed) Encyclopedia on Aging. pp. 68-71. Pasadena, CA: Salem Press.

Cummings, S.M. (1999). Adequacy of discharge plans and rehospitalization among hospitalized dementia patients. Health & Social Work, 24, 249-259.

Cummings, S.M., Long, J., Peterson-Hazan, S., & Harrison, J. (1998). The efficacy of a group treatment model in helping spouses meet the emotional and practical challenges of early stage caregiving. Clinical Gerontologist, 20, 29-45.

Cummings, S.M., Kelly, K., Holland, T., & Peterson-Hazan, S. (1998). The development and field testing of a needs inventory for caregivers of hospitalized elders. Research in Social Work Practice, 8, 120-132.

Cummings, S. & Kropf, N. (2000). An infusion model for including content on elders with chronic mental illness. Advances in Social Work, 1, 93-105.

Davis, C., Salo, L. & Redman, S. (2001). Evaluating the effectiveness of advocacy training for breast cancer advocates in Australia. European Journal of Cancer Care, 10, 82-86.

Davis, C. & Tang, C. (1998). HIV and AIDS knowledge among high risk adolescents in Hong Kong: Implications of a prevention program. Journal of HIV/AIDS in Children and Adolescents, 2, 55-66.

Davis, C., Tang, C., Noel, M.B., & Chan, F. (1999). The development and validation of the International AIDS Questionnaire - Chinese Version. Education and Psychological Measurement, 59,3, 481-491.

DeCoster, V. A. (1999). The effects of gender and race on physician treatment of patient emotion. Journal of Gender, Culture, & Health, 4 (3): 215-237.

DeCoster, V. A. (2000). Health care social work treatment of patient & family emotion: A synthesis & comparison across patient populations & practice settings. Social Work & Health Care, 30 (4): 7-24.

DeCoster, V. A. (2001) The psychosocial challenges of type 2 diabetes and the roles of health care social work: A neglected area of practice. Health & Social Work, 26 (1): 26-37.

Dulmus, C.N., & Smyth, N. (2000). Early-onset schizophrenia: A literature review of empirically based interventions. Child and Adolescent Social Work Journal, 17 (1), 67-92.

Dulmus, C.N., & Wodarski, J.S. (2000). Trauma-related symptomatology among children of parents victimized by urban community violence. American Journal of Orthopsychiatry, 70 (2), 272-277.

Dulmus, C.N., & Rapp-Palicci, L.A. (2000). The prevention of mental disorders in children and adolescents: Future research and public policy recommendations. Families in Society, 81 (3), 294-303.

Dupper, D.R. (1999). The "State of the Art" in Preventing School Violence and Substance Abuse: A Review of Exemplary Principles and Programs. School Social Work Journal, 23,49-59.

Dupper, D.R. (1998). An alternative to suspension for middle school youths with behavior problems. Findings from a "school survival" group. Research on Social Work Practice, 8, 354-366.

Egan, M., & Kadushin, G. (1999). The social worker in the emerging field of home care: Professional activities and ethical concerns. Health and Social Work. 24(1), 43-56.

Ellis, R.A., O'Hara, M., & Sowers, K. (1999). Treatment profiles of troubled female adolescents: Implications for judicial disposition. Juvenile and Family Court Journal, 50(3), 25-40.

Ellis, R.A. (1998). Filling the prevention gap: Multi-factor, multi-system, multi-level intervention. Journal of Primary Prevention, 19(1), 57-71.

Faver, C., Crawford, S. & Combs-Orme, T. (1999). Services for child maltreatment: An agenda for research and practice. Children & Youth Services Review, 21(2), 89-109.

Faver, C. A. (2000). To run and not be weary: Spirituality and women's activism. Review of Religious Research 42(1):61-78.

Fox, G., Bruce, C. & Combs-Orme, T. (2000). Parenting expectations and concerns of fathers and mothers of newborn infants. Family Relations, 49, 123-131.

Galambos, C. (1999). Resolving ethical conflicts in a managed health care environment. Health and Social Work, 24, 3, 191-197.

Galambos, C. & Rosen, A. (1999). The aging are coming and they are us. Health and Social Work, 24, 1, 73-77.

Galambos, C. & Neal, C. (1998). Macro practice and policy in cyberspace: Teaching with computer simulation and the internet at the baccalaureate level. Computers in Human Services, 15, 2/3, 111-120.

Galambos, C. (1998). Preserving end-of-life autonomy: The patient self-determination act and the uniform health care decisions act. Health and Social Work, 23,4, 275-281.

Galambos, C. & Hughes, S. (2000). Using political and community activism to develop leadership skills in women. Race, Class, & Gender, 7, 4, 18-35.

Heflinger, C.A., Simpkins, C.G. & Combs-Orme, T. (2000). Using the CBCL to determine the clinical status of children in state custody. Children & Youth Services Review, 22, 55-73.

Holden, P. and Neff, J.A. Intensive Outpatient Treatment of Persons With Mental Retardation and Psychiatric Disorder. Mental Retardation 38: 27 – 32. 2000.

Jones, J., & Egan, M. (2000). The transplant experience of liver recipients: Ethical issues and practice implications. Social Work in Health Care, 31(2), 65-88.

Kopels, S. & Dupper, D.R. (1999). School-based peer sexual harassment. Child Welfare, 78, 435-460.

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Mark, R. (1996). Research Made Simple: A Handbook for Social Workers. Thousand Oaks, CA: Sage.

Marlow, C. (2000). Research Methods for the Generalist Social Worker. Belmont, CA: Brooks/Cole.

Neumark-Sztainer, D., Story, M., Evans, T., Ireland, M. (1999). Weight-Related issues among overweight adolescents: What are health care providers doing? Topics in Clinical Nutrition, 14(3), 62-68.

Nugent, W. R. (2001). "Single case design visual analysis procedures for use in practice evaluation." Journal of Social Service Research, 27(2), 39 - 75.

Nugent, W.R., Umbreit, M., Wiinimaki, L., & Paddock, J. (2001). "Victim-Offender Mediation and Re-offense: Successful Replications?" Research on Social Work Practice, 11(1), 5 - 23.

Nugent, W.R., White, L., & Basham, R. (2000). "A 'devil' hidden in the details: The effects of measurement error in regression analysis." Journal of Social Service Research, 27(1), 53 - 74.

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Unrau, Y.A., Krysik, J. & Grinnell, R.M. (2001). Student Study Guide to Accompany Social Research and Evaluation: Quantitative and Qualitative Approaches. Itasca, IL: F.E. Peacock.

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