

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

**SW 506 - SOCIAL WORK RESEARCH**

**2002-2003 ACADEMIC YEAR  
SUMMER SEMESTER**

**DR. MUAMMER CETINGOK  
INSTRUCTOR**

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**CODE OF CONDUCT:**

**It is the student's responsibility to have read the College of Social Work Code of Conduct that is in the College of Social Work MSSW Handbook ([www.csw.utk.edu](http://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).**

**DISABILITY STATEMENT:**

**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 191 Hoskins Library 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:**

- 1. Understand the role, history, and current status of research in social work theory and practice;**
- 2. Understand 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;**

## **COURSE REQUIREMENTS:**

### **Required Text:**

**Rubin, A. & Babbie, E. (2001). Research methods for social work (Fourth ed.). Belmont, Ca.: Wadsworth.**

### **Assignments and Evaluation:**

**Readings:** Required readings will be from the required text as well as the supplemental texts and articles assigned by me. You are expected to read from these sources and to participate to the fullest extent in the class discussions.

**Papers:** 1) You are to 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. You would be well served to use of INFOTRAC College Edition: The Online Library for this assignment in addition to your regular library reviews. INFOTRAC comes free with the purchase of your textbook.

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 the session one session prior to the last one. 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 also recommended. 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 which will involve the use of micro computers in our computer 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 print-outs and combined report of methodology you employed and your findings for all three assignments will be done individually. Both the print-outs and the report (typed and double-spaced) are also due one session prior to the last class session.

You are expected 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.

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%

Class Participation: 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 assignments. 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 (Room 227 B ) 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.

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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, Appendices A thru C.

### 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. 4 & 19.

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). *ABeing@ native versus Agoing native@: conducting social work research as an insider*. *Social Work*, 45(5), 439-447.

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. 1-3.

SESSION IV. 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. 5-8, Appendix A and B.

Reid & Smith, Ch. 3.

Babbie, Ch. 4-5.

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

Rubin & Babbie, Chs. 9-14, & Appendix E..

Tutty, Rothery & Grinnell part 1 should 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.

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SESSION VI. Mid-Term Examination (First Half-1 hour 30 minutes)

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SESSION VI. Issues in Measurement(Second Half-2 hours 15 minutes)

- 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. 7 & 15.

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

SESSION VII. Principles and methods of sampling

Rubin & Babbie, Ch. 9.

Babbie, Chs. 7 & 17.

SESSION VIII. Data Management and Analysis

- 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 variability, indexes of correlation and association, crosstabulation, regression analysis)
- 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. 15-18.

Rubin & Babbie, Appendix G, H, & I .

Berk, Chs. 1-8, Ch. 11.

SESSION IX. Use and integration of findings into the present state of knowledge;  
Presentation of research findings; Evaluation and utilization of newly generated  
research knowledge

Rubin & Babbie, Appendix C & D.

Tripodi, et al., Chs. 3-4.

Kerlinger, Ch. 9.

Selltiz, et al., Chs. 14-15.

Ary, et al., Ch. 13.

Huck, et al., Ch. 1.

SESSION X. Overview (1 hour) and Final Exam (3 hours)

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#### SUPPLEMENTAL BIBLIOGRAPHY:

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##### ARTICLES:

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

Bloom, M., Fischer, J., & Orme, J.G. (1999). *Evaluating Practice-Guidelines for the Accountable Professional*. (Third Ed.). Boston: Allyn and Bacon.

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.

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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), pp. 81-93.

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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), pp. 246-258.

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

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- 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.
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- O'hare, T. M. (1991). Integrating research and practice: A framework for implementation. *Social Work*, 36(3), pp. 220-223.
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- Anastasi, A. (1988). *Psychological testing* (6th ed.). New York: Macmillan.
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