

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW506 - SOCIAL WORK RESEARCH
Course Outline
Summer 2006

2005-2006 ACADEMIC YEAR
SUMMER SEMESTER

DR. MUAMMER CETINGOK
INSTRUCTOR

COURSE REQUIREMENTS:

Required Text:

Rubin, A. & Babbie, E. R. (2007). *Essential Research Methods for Social Work*. 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 share your readings 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. The format of the annotations will be given to you in the first session. Compliance with the format is 25% of your grade from this assignment. This product must be typed single spaced, and is **due at the sixth session**.

2) You will develop a research proposal in accordance with the outline you are given. 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 also read Appendix A on writing research proposals as a general reference. However, the outline you are given is the one to be used for this assignment. Compliance with this outline is 25% of your grade from this particular assignment. This assignment is **due at the eighth session**.

Exams: You will be given mid-term and end-of-the-term 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. These exams are **due on the Vth and Xth sessions**.

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. You are expected to follow the instructions given. Compliance with instructions is 25% of your grade for this assignment. Both the printouts and the report (typed and double-spaced) are **due at the seventh 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 assignments by the due date. You will be given more details about the assignments during the first session. Please familiarize yourself with the use of SPSS package on the lab computers.

Also, all assignments are to be completed and due on the dates specified. Late submission will not be accepted unless there is an emergency as judged by me. Again, all assignments are to be typed. Longhand will not be accepted.

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 not being able to attend and keep a log of your absence. I may ask for a copy of this document in case I need it. Summer school attendance is a major commitment and it should be honored. As my anecdotal observations have shown Lack of attendance more than two sessions severely limits your success

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

Tests:	40% (Mid-term 20% - End-of-the-term 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. No incompletes will be assigned unless there is an emergency.

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

General Instructions: You are asked to produce all of your assignments on your own. You are not permitted to borrow or copy anything from any verbal and/or written source and to present it as your own. Please read the honor code carefully. There are university and college penalties associated with such behavior.

You are asked to follow the instructions given fully for each assignment. Failure to do so will result in the reduction of your grade for that particular assignment.

You are asked to obtain a simple calculator with a square root key for statistical computations needed for in-class

exercises and the end-of-the-semester exam.

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 WEB-based UTK Blackboard facility. Please familiarize yourselves with it as soon as possible.

Finally, you are free to receive cell phone calls during class sessions only in case of emergencies as judged by me. Outgoing calls are not permitted.

COURSE CALENDAR, OUTLINE, AND READINGS:

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, Chs. 1-3. Also familiarize yourself with the SPSS statistical analysis package on the computers in the lab.

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 & 5.

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.

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.

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

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

- 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.
- 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.
- Schutt, R. K. (1999). *Investigating the social world: The process and practice of research*. (2nd ed.). Thousand Oaks, Ca.: Pine Forge Press. Pp. 218-222, 269-270, 319-320.
- Steketee, G. (1999). Yes, but cautiously. *Research on Social Work Practice*, 9(3), 343-346.
- 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 II.

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. 1-5.

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 III

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. 6-7.

SESSION IV. 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. 10, 12-16.

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

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

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

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 you? 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 history in addiction severity and treatment response. *Journal of Substance Abuse Treatment*, 26(1), 1-11.

Cetingok, M. (August 1988). Simulation group exercises and development of interpersonal skills: Social work administration students' assessment in a simple time series design framework." *Small Group Behavior*, 19(3), 340-404.

Cetingok, M., Hathaway, D., and Reed, L. (September 1997). Perceptual and behavioral manifestations of the chronic illness and recovery models in the practices of clinical transplant coordinator. *Journal of Transplant Coordination* 7(3), 116-122.

Cetingok, M., Winsett, R.P. & Hathaway, D.K. (2004). A comparative study of quality of life among the age 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 students: a controlled evaluation. *Journal of Social Work Education*, 40, 105-117.

Mendenhall, T., Wrobel, G., Grotevant, H., McRoy, R. (2004). Adolescents' satisfaction with contact in 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 informal support on five-year drinking trajectories of alcohol dependent and problem drinkers. *Journal of Studies on Alcohol*, 64; 6.

SESSION V.
Research Designs (first hour)

Mid-term Examination (2nd-4th hours)

SESSION VI.

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. 8 - 9.

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

SESSIONS VII-VIII

Principles and Methods of Sampling

Rubin & Babbie, Ch. 11.

SESSIONS VIII-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 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. 17-18.

Abu-Bader, S. H. (2006). *Using Statistical Methods in Social Work Practice: A Complete SPSS Guide*. Chicago, IL: Lyceum Books, Inc. (Obtain a copy and glance through the entire book as a reference for SPSS use.)

Rubin, A. (2007). *Statistics for Evidence-Based Practice and Evaluation*. Belmont, CA: Wadsworth. (Obtain a copy and read through to supplement our coverage of statistics.)

Holcomb, Z.C. (2004). *Interpreting basic statistics*. (4th ed.). Glendale, Ca.: Pyczak 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 IX. 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, Appendix B.

Ary, et al., Ch. 13.

Huck, et al., Ch. 1.

Kerlinger, Ch. 9.

Pyrczak, F. & Bruce, R.R. (2005). *Writing empirical reports*. (5th ed.). Glendale, Ca.: Pyrczak Publishing. (Obtain a copy and glance through the entire book. It is an excellent guide.)

**SESSION X.
Review (First hour)**

End-of-the-term Exam (All to date; 2nd –4th hours)

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SUPPLEMENTAL BIBLIOGRAPHY:

ARTICLES:

Benda, B. B., & Dattalo, P. (1990). Homeless women and men: Their problems and use of services. *Affilia*, 5(3), 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), 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), 358-372.

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

Review, 142-153.

- 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.
- 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.
- Siporin, M. (1989). Metamodels, models and basics: An essay review. *Social Service Review*, 63(3), 474-480.
- Weber, M. (1946). Science as a vocation. In H. H. Gerth, & C. W. Mills (Ed.), *From Max Weber essays in sociology* (pp. 129-156). London: Oxford University Press.
- 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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- Adams, G. R., & Schvaneveldt, J. D. (1991). *Understanding research methods*. New York: Longman.
- 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.
- Bambridge, W. S. (1992). *Social research methods and statistics: A computer assisted introduction*. Belmont, California: Wadsworth.
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- 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*.
- Bloom, M., Fischer, J., & Orme, J.G. (1999). *Evaluating Practice-Guidelines for the Accountable Professional*. (3rd ed.). Boston: Allyn and Bacon.
- Blythe, B. J. & Tripodi, T. (1989). *Measurement in direct practice*. Newbury Park, CA: Sage.

- Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Rand McNally College, Publishing.
- Dawson, B. G., Klass, M. D., Guy, R. F., & Edgley, C. K. (1991). *Understanding social work research*. Boston: Allyn & Bacon.
- Gabor, P., & Grinnell, Jr., R. M. (1994). *Evaluation and quality improvement in the human services*. Boston: Allyn & Bacon, Longwood Division.
- Gibbs, L. E. (1991). *Scientific reasoning for social workers: Bridging the gap between research and practice*. New York: Macmillan.
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- Hanson, B. (1999). *The Research Process: Creating Facticity*. Prospect Heights, Illinois: Waveland Press, Inc.
- 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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- Miller, D. C. (1983). *Handbook of research design & social measurement* (4th ed.). New York: Longman. Recent edition is also available.
- Montcalm, D & Royce, D. (2002). *Data Analysis for Social Workers*. Boston: Allyn and Bacon.
- Nurius, P. S., & Hudson, W. W. (1993). *Human services practice, evaluation and computers*. Pacific Grove, CA: Brooks-Cole Publishing Company.
- Pedhazur, E. J. (1982). *Multiple regression in behavioral research: Explanation and prediction* (2nd ed.). New York: Holt, Rinehart & Winston.
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Peacock Publishers.

Pyrzczak, F. & Bruce, R.R. (2005). *Writing empirical reports*. (5th ed.). Glendale, Ca.: Pyrczak Publishing.

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Siegel, S., & Castellan, N. J. (1988). *Nonparametric statistics for the behavioral sciences* (2nd ed.). New York: McGraw-Hill Book Company.

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Videka-Sherman, L. (1986). *Studies of research on social work practice: A bibliography*. Silver Springs, MD: NASW.

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Yegidis, B. L., & Weinbach, R. W. (1991). *Research methods for social workers*. New York: Longman.

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