

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 519 - SOCIAL WORK RESEARCH
Course Outline

2007-2008 ACADEMIC YEAR
SPRING SEMESTER -3 Credit Hours
Prerequisite: None

DR. MUAMMER CETINGOK
INSTRUCTOR

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.utk.csw.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*, 2007).

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 191 Hoskins Library (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This is a required Foundation course. This course is designed to help students gain an understanding of and appreciation for the use of research as a tool for professional evidence-based practice with and on behalf of at-risk populations and to evaluate programs and practices. Students are introduced to the concepts and skills underlying a systematic approach to social work research, including basic research terminology, the scientific method in social work, the value of research in social work, research ethics and the social work value base, problem formulation and conceptualization, measurement, research designs, sampling, alternative quantitative and qualitative data gathering and analytic techniques, and relevant information and computer technologies.

Course Rationale

Social workers must be critical consumers of research and possess the knowledge of research and its method in order to use research as a tool for competent and accountable evidence-based practice with and on behalf of at-risk populations. Toward that end, it is essential that social workers have the foundation knowledge, skills, and tools necessary to formulate questions about

practice and policy, access and critically appraise the research literature available to answer such questions, and to prepare for more advanced methods used to evaluate programs and practices.

Course Competencies

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

1. Recognize and explain differences between an evidence-based helping professional and one guided by tradition, authority, dogma, and speculation [*Content: role, history, knowledge acquisition, and current status of research in social work; basic assumptions, concepts, foundations, and limitations of the traditional scientific approach and challenges to these foundations; principles, logic, limitations, and alternative conceptualizations of qualitative and quantitative research designs*];
2. Access relevant data bases for research evidence to support or refute social work practice, program and policy decisions [*Content: evidence based practice, purpose of a literature review, sources of literature, and assess the quality of available literature*]
3. Critically evaluate the methodological rigor of different kinds of qualitative and quantitative research and use this information to prioritize knowledge into a hierarchy of evidence from the most to the least rigorous [*Content: research questions/hypotheses, practice problems (and transitions to research questions and hypotheses from these practice problems), principles and methods of sampling, measurement, design; descriptive and inferential statistics; and framework for evaluating research studies*]
4. Critically evaluate the strengths and limitations of qualitative and quantitative research in reference to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion [*Content: principles and methods of sampling, measurement, and design; data interpretation; and culturally competent research*]
5. Prepare, enter, and manipulate data using a spreadsheet or other software programs [*Content: Level of measurement, hypothesis testing, compute and interpret basic descriptive and inferential statistics; and selecting statistical tests*];
6. Apply appropriate empirical techniques to evaluate process and outcomes with program evaluation and single client systems [*Content: case level research designs; univariate and bivariate statistics*]
7. Articulate the core values and ethical standards of the social work profession (based on the NASW Code of Ethics and the International Federation of Social Work Code of Ethics) to research in settings with diverse constituencies across multiple systems [*Content: NASW code of ethics, historical overview of ethics in research, voluntary participation, informed consent, anonymity and confidentiality, and cultural competent research*];

8. Effectively communicate empirically-based knowledge (or lack thereof) [Content: writing a research report, APA style, research proposal components; framework for evaluation of research studies]

COURSE OUTLINE

COURSE REQUIREMENTS AND EXPECTATIONS

Required Text:

Rubin, A. & Babbie, E. R. (2007). *Essential research methods for social work*. Belmont, Ca.: Wadsworth.

Supplemental Text:

Rubin, A. (2007). *Statistics for evidence-based practice and evaluation*. Belmont, Ca.: Wadsworth.

MAJOR COURSE COMPETENCY EVALUATION TOOLS (ASSIGNMENTS) USED FOR GRADING

Written assignments: There are 2 written assignments. These assignments are your partial demonstrations of your research competencies. In this context:

- 1) You will keep an "annotation notebook" of seven (7) research articles for 7 weeks. These articles could be both quantitative and qualitative research based products. This assignment first speaks to your development of competency to abstract research articles within the critical thinking and scientific methodological frameworks. This assignment also helps you develop your competency in the critical review of quantitative and qualitative research articles.

You are to read research articles from social work and/or other 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. Each annotation must be typed, and "1 single-spaced page" long. Compliance with the format and length is 25% of your grade from this assignment. This assignment is **due on the VIIIth session**.

- 2) You will develop a research proposal in accordance with the outlines you are given. You will be given outlines for both quantitative and qualitative research proposals. This assignment helps you develop competencies in collecting evidence for the research question you are asking, in evaluating the methodology of your research studies, methodological strengths and limitations including ethical concerns, understanding of data preparation, analysis and reporting procedures.

This assignment must be typed, approximately 20-25 pages long, 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 references page. Make sure that your references are only the ones used in the text of the proposal. References not used in writing the proposal will not be accepted and will reduce your proposal grade by half a point for each mistake made. References omitted will also reduce your grade by the same amount. Before you get started on your proposal, please also read an article of your choice on writing quantitative and qualitative research proposals as a general reference. However, the outlines you are given are the ones to be used for this assignment. Compliance with the outline you are to use is **25%** of your grade from this particular assignment. This assignment is **due on the Xth session**.

Exams: There are two exams. You will be given mid-term and end-of-the-term written examinations. Exams test your knowledge bases and practical readiness for all competencies both listed collectively above and under the session headings. Examination contents will be from the required readings, lecture notes, discussions and all exercises. Make-up exams will not be given unless there is an emergency. Midterm exam is **due on the VIIth session**. **End-of-term exam is due on the first session of the EXAM WEEK.**

Computer Application assignment: This assignment has three separate statistical analyses. It meets the competency expectations in the areas of critically examining and evaluating the evidence as to selections of particular methodology of quantitative studies, the strengths of these studies with respect to diversity in research populations and/or samples, preparation, entry and manipulation of data with spreadsheet and software utilization, and understanding of empirical statistical techniques for assessments of programs and practices.

You are to work on ALL three analyses attached to the course outline on the Blackboard, which will involve the use of microcomputers in our lab. I have put together three separate statistical analyses in the areas of the Analysis of Variance, Regression Analysis, and Chi Square. Data for these analyses will be generated in the classroom. 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 on the XIIIth 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.

READING EXPECTATIONS, ATTENDANCE RULES, GRADING PROCEDURES, AND OTHER GENERAL INSTRUCTIONS

Readings: Your readings are essential for understanding the bases of your competencies for all sessions. **You are required to read your textbook and “asterisked” articles.** You will also read from other supplemental 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. Although your readings are not directly graded, they are clearly reflected in all other assignments listed below. Therefore, you are advised to read regularly and as comprehensively as possible not only from your required readings but also from the supplemental ones of your choice, in addition to your readings of articles for your annotations.

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%)
Annotation Notebook:	20%
Research Proposal:	25%
Computer Assignment:	15%

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 as interpreted and judged by the instructor as such.

Your annotations 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.

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: Teaching / instructional tools will be lectures, PowerPoint presentations, transparencies, photocopies, class and computer room exercises, and the Blackboard utility accompanied supported by computer hardware and software, projectors, college computer facility, hand-held calculators, and other tools deemed necessary during the course proceedings.

You are free to study either individually or in groups in the preparation of your assignments. However, you are asked to put the final products of all of your assignments on your own. You are not permitted to borrow or copy any information from any verbal and/or written source, including your classmates, and to present it as if it is your own product. Please read the honor code carefully. There are university and college codes associated with appropriate academic and intellectual behaviors.

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

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 pm, outside of my class hours. 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 collective written correspondence related to this course, I will use the WEB-based UTK Blackboard e-mail facility. Please familiarize yourselves with it as soon as possible.

Finally, you are free to receive cell phone calls during class sessions (excluding exam sessions) only in case of emergencies. Please make alternate arrangements for exam sessions for potential incoming emergency calls. Outgoing calls are not permitted.

COURSE CALENDAR, OUTLINE (competency and content), AND READINGS

WEEK 1 (SESSIONS I and II)

COMPETENCY: Recognize and explain differences between an evidence-based helping professional and one guided by tradition, authority, dogma, and speculation

CONTENTS: *role, history, knowledge acquisition, and current status of research in social work; basic assumptions, concepts, foundations, and limitations of the traditional scientific approach and challenges to these foundations; principles, logic, limitations, and alternative conceptualizations of qualitative and quantitative research designs];*

READINGS:

Rubin & Babbie, Ch. 1, An introduction to scientific inquiry in social work
Ch. 2, How do social workers know things?
Ch. 3, Factors influencing the research process

*Also familiarize yourself with the SPSS statistical analysis package on the computers in the lab.

Goldenberg, M.A. (2006). On evidence and evidence-based medicine: Lessons from the philosophy of science. *Social Science & Medicine*, 62, 2621-2632.

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.

Proctor, E.K. (2004). The search for social work treatments of choice: What interventions work better than others? *Social Work research*, 28(2), 67-69.

*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 competency in future research efforts.

WEEK 2 (SESSION III)

COMPETENCY: Access relevant data bases for research evidence to support or refute social work practice, program and policy decisions

CONTENTS: *evidence based practice, purpose of a literature review, sources of literature, and assess the quality of available literature]*

READINGS:

Rubin and Babbie, Ch. 6, Reviewing literature and developing research questions

*Drisco, J. What is EBP? Steps of EBP? Rating the evidence. Retrieved October 22, 2007, from: http://sophia.smith.edu/~jdrisko/what_is_ebp.htm

*Evidence-based practice-Effective practice-TheCSP. Retrieved October 22, 2007, from: [http://interactive.org.uk/director/effectivepractice/evidence based...](http://interactive.org.uk/director/effectivepractice/evidence_based...)

*Ferguson, H. (2003). Outline of a critical best practice perspective on social work and social care. *British Journal of Social work*, 33, 1005-1024.

Gambrill, E. (1999). Evidence-based practice: An alternative to authority-based practice. *Families in Society*, 80, 341-350.

*Gilgun, J.F. (2005). The four cornerstones of evidence-based practice in social work. *Research on Social Work Practice*, 15(1), 52-61.

Webb, S.A. (2001). Some considerations on the validity of evidence-based practice in social work. *British Journal of Social Work*, 31, 57-79.

Sheldon, B. (2001). The validity of evidence-based practice in social work: A reply to Stephen Webb. *British Journal of Social Work*, 31, 801-809.

Witkin, S.L., & Harrison, W.D. (2001). Whose evidence and for what purpose? *Social Work*, 46(4), 293-296.

WEEKS 2-3 (SESSIONS IV, V, AND VI)

COMPETENCY: Critically evaluate the methodological rigor of different kinds of qualitative and quantitative research and use this information to prioritize knowledge into a hierarchy of evidence from the most to the least rigorous

CONTENT: *Research questions/hypotheses, practice problems (and transitions to research questions and hypotheses from these practice problems), principles and methods of sampling, measurement, design; descriptive and inferential statistics; and framework for evaluating research studies]*

READINGS:

Rubin & Babbie, Ch. 6, Reviewing literature and developing research questions
Ch. 7, Conceptualization in quantitative and qualitative inquiry

- Ch. 8, Measurement in quantitative and qualitative inquiry
- Ch. 9, Quantitative and qualitative measurement instruments
- Ch. 10, Surveys
- Ch. 11, Sampling: Quantitative and qualitative approaches
- Ch. 12, Group designs for evaluating programs and practice
- Ch. 13, Program evaluation
- Ch. 14, Single case evaluation designs
- Ch. 15, Additional methods in qualitative inquiry
- Ch. 16, Analyzing available records: Quantitative and qualitative methods
- Ch. 17, Quantitative data analysis
- Ch. 18, Qualitative data analysis

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

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.

*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. (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), 395-404.

Cetingok, M., Hathaway, D., and Reed, L. (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., Hathaway, D., & Winsett, R. (2007). Contribution of post-transplant social support to the quality of life of transplant recipients. *Social Work in Health Care*, 45(3), 39-56.
- Dziegielewska, 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 a five-year drinking trajectories of alcohol dependent and problem drinkers. *Journal of Studies on Alcohol*, 64; 6.

WEEK 4 (SESSION VII) Mid-term Examination (three hours)

WEEK 4 (SESSION VIII)

COMPETENCY: Critically evaluate the strengths and limitations of qualitative and quantitative research in reference to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion

CONTENT: *Principles and methods of sampling, measurement, and design; data interpretation; and culturally competent research]*

READINGS:

Rubin & Babbie, Ch. 5, Culturally competent research

- (Re-read) Ch. 8, Measurement in quantitative and qualitative inquiry
- Ch. 9, Quantitative and qualitative measurement instruments
- Ch. 10, Surveys
- Ch. 11, Sampling: Quantitative and qualitative approaches

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.

*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.

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

WEEK 5 (SESSIONS IX AND X)

COMPETENCY: Prepare, enter, and manipulate data using a spreadsheet or other software programs; apply appropriate empirical techniques to evaluate process and outcomes with program evaluation and single client systems

CONTENTS: *Level of measurement, hypothesis testing, compute and interpret basic descriptive and inferential statistics; and selecting statistical tests]; case level research designs; univariate and bivariate statistics]*

READINGS:

Rubin & Babbie, Re-read Ch. 16, Analyzing available records: Quantitative and qualitative methods

Ch. 17, Quantitative data analysis

Ch. 18, Qualitative data analysis

Also, you would be well served to glance through the pages of the supplemental textbook on statistics beginning this session (Rubin, A. (2007). *Statistics for evidence-based practice and evaluation*. Belmont, Ca.: Wadsworth).

You would also be wise to use a basic, introductory statistics textbook of your choice for additional readings.

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

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

Holcomb, Z.C. (2004). *Interpreting basic statistics*. (4th ed.). Glendale, Ca.: Pyrczak Publishing. (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.)

WEEK 6 (SESSIONS XI AND XII)

COMPETENCY: Articulate the core values and ethical standards of the social work profession (based on the NASW Code of Ethics and the International Federation of Social Work Code of Ethics) to research in settings with diverse constituencies across multiple systems

CONTENTS: *NASW code of ethics, historical overview of ethics in research, voluntary participation, informed consent, anonymity and confidentiality, and cultural competent research*];

READINGS:

Rubin & Babbie, Ch.. 4, Ethical issues in social work research
Ch. 5, Culturally competent research

*NASW Code of Ethics, College WEB site

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.

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.

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

WEEK 7 (SESSIONS XIII AND XIV)

COMPETENCY: Effectively communicate empirically-based knowledge (or lack thereof)

CONTENT: *Writing a research report, APA style, research proposal components; framework for evaluation of research studies]*

READINGS:

Rubin & Babbie, Appendix A, Writing research proposals
Appendix B, Writing social work research reports

Ary, et al., Ch. 12, Guidelines for writing research proposals
Ch. 13, Analyzing, interpreting, and reporting results

*Huck, et al., Ch. 1, The typical format of a journal article.

Kerlinger, Appendix A, The research report

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

END-OF-TERM EXAM (XIV th SESSION, OR, ANOTHER DESIGNATED DATE)
(All to date; 3 hours)

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.
- Dansinger, M.L., Tatsioni, A., Wong, J.B., Chung, M., & Balk, E.M. (2007). Meta-analysis: The effect of dietary counseling for weight loss. *Annals of Internal Medicine*, 147, 41-50.
- 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.

BOOKS

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.

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