

Department SOWK

## **AREAS OF INQUIRY**

### **INFORMAL AND FORMAL REASONING**

Course Number 391

Course Name: Methods and Tools of Social Research I

Check box for Honors Course consideration ☐

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

**DEADLINE FOR PROPOSALS: 17 February 2006**

Please answer the following questions:

#### **Check Only One:**

**x** This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.

◇ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administering this course.

Cheryl Mathews

BTC Building, Room 227

594-7111

2. In any given semester, how many sections of this course is your department willing to offer?

One

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

This course will introduce students to a broad range of techniques for formulating, and conducting a social science research project. Topics include: examination of methods of scientific inquiry; identification and formulation of researchable questions and hypotheses, concepts, definitions, and operationalization; measurement validity and reliability; comparison quantitative and qualitative approaches; various measurement techniques and data collection strategies; selected social science and social work research designs; need assessments program evaluation; computers and statistical procedures in research; preparation of conceptual components of a research proposal.

Check at least three objectives below that the course will address.

- x Demonstrate competence in the evaluative strategies of inductive and/or deductive reasoning
- x Distinguish between formal and informal methods of reasoning and apply each to solve a problem
- x Compare various methodologies of proof
- ◇ Critique a fallacious argument
- ◇ Articulate the structure of, limitations of, and/or comparisons between natural and artificial languages
- ◇ Explore the structure of scientific reasoning and/or cognition

4. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.

a.) Students will be able to apply critical thinking skills as well as ability to use self as instrument within the context of professional social work by demonstrating knowledge of: the formulation of research questions regarding various populations, communities, organizations, and social systems using the principles of scientific method and appropriate library retrieval techniques.

b.) Students will be able to demonstrate knowledge of data collection approaches and techniques including interviews, questionnaires, participant observation, content analysis, and secondary analysis of existing data; understanding of their appropriateness and ethical application to single system and group designs.

c.) Students will be able to provide assessment of research studies; identify strengths and weaknesses of a study, appraise the sensitivity of the study to diversity and ethical issues, and provide judgment regarding the studies' implications.

5. Course Assessment: **Identify how this course will accomplish the above objectives (choose at least one).**

- x Participating in class discussion and debate
- ◇ Engaging in teamwork and other collaborative exercises
- x Writing analytical or evaluative papers, perhaps incorporating original research
- x Making oral presentations
- ◇ Creating an artistic product or a performance
- ◇ Participating in fieldwork
- ◇ Other means – please identify

6. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning

expectations for:

◇ **Oral Communication Literacy:**

Students are required to present to the class an overview of their research proposal

◇ **Information Literacy:**

Students will demonstrate effective use of computer and utilize appropriate library information retrieval techniques

◇ **Writing Literacy:**

Students are required to write a research proposal that include the formulation of research questions regarding various population, communities, organizations and social systems using the principles of scientific method and appropriate library information retrieval techniques. The written assignment will be evaluated for demonstrated ability to integrate and apply course content, organization, and writing styles.

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan

University Priority I

a. Foster independent student learning by cultivating and supporting undergraduate research and public

presentations of the findings.

b. Support learning that cultivates critical and innovative thinking by cultivating analytical and integrative thinking within and across disciplines

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

\_\_\_\_\_ Area of Inquiry Course Proposal Form

\_\_\_\_\_ Syllabus for the Course

\_\_\_\_\_ Undergraduate Curriculum Committee Course Proposal Form

**CHRISTOPHER NEWPORT UNIVERSITY  
SOCIAL WORK PROGRAM**

**METHODS AND TOOLS OF SOCIAL RESEARCH I  
(SOWK 391)**

Fall 2006	Jeremiah Williams
Room:	Jwillli@cnu.edu
Section 01	(W) 594-7366
Day:	(H) 723-8398
Time:	FAX 594-7710

My office is located in the BTC Building, Room 229. It is easiest to arrange an appointment with me during class, otherwise, call or email me. Call the department secretary Mrs. Iris Price, (594-7110) if you need assistance.

**COURSE DESCRIPTION**

This course will introduce you to a broad range of techniques for formulating, and conducting a social science research project. Topics include: examination of the methods of scientific inquiry; identification and formulation of researchable questions and hypotheses, concepts, definitions, and operationalization; measurement validity and reliability; comparison quantitative and qualitative approaches; various measurement techniques and data collection strategies; selected social science and social work research designs; need assessments program evaluation; computers and statistical procedures in research; preparation of conceptual components of a research proposal.

**PREREQUISITE:** SOCL 201 G

**Mission Statement of the Social Work Department**

The mission of the Christopher Newport University Social Work Program is to provide an undergraduate social work program of excellence designed to educate the Christopher Newport University social work major for baccalaureate level generalist practice. Built on a strong liberal arts base, the Bachelor of Arts degree in Social Work also prepares students for graduate studies. In its educational mission, the Social Work Program promotes scientific and intellectual inquiry and fosters qualities of leadership. Finally, the program advocates service to community and Commonwealth and commitment to the values of the social work profession.

The social work faculty is dedicated to excellence in teaching, to scholarship and research supportive of the profession, and to service to the University, the community, and social service organizations.

### **Program (Educational) Objectives**

1. Apply critical thinking skills as well as ability to use self as instrument within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, spirituality, sex, and sexual orientation.
4. Recognizing and being aware of a global context of social work practice and graduates will understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of social work profession and its contemporary structures and issues.
6. Using strengths perspective, apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence including biological, psychological, sociological and spiritual views of person-situation interaction to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own interventions.
10. Use communications skills differently across client populations, colleagues and disciplines and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Attain skills of leadership to be used for service to clients, the community and the profession.

### **Course Outcomes**

Upon completion of this course, the student is expected to be able to demonstrate knowledge of the following components of the research process through written assignments and examinations.

A. The nature of scientific inquiry, including the requirements for causal relationships and its application to social science research; the role of concepts, theories and hypotheses in social science research; the distinctive features of qualitative and quantitative research approaches (9)

- Method of Assessment  
Tests (Multiple choice & Short-essay)

B. The formulation of research questions regarding various populations, communities, organizations, and social systems using the principles of scientific method and appropriate library information retrieval techniques (1, 7, 9)

- Method of Assessment  
Assignment 1: Problem Formulation Paper

C. The operationalization of variables at the appropriate level of measurement and demonstration of an understanding of the levels of measurement and of the issues of reliability and validity (1,9)

- Methods of Assessment  
Tests (Multiple-Choice & Short-Essay)  
Assignment 2: Research Method Paper

D. The operationalization of variables (or development of concepts) pertinent to a research question and understanding of the process of constructing scales, indices, questionnaires, and other research instruments (1)

- Methods of Assessment  
Assignment 1: Problem Formulation Paper  
Tests (Multiple-Choice & Short-Essay)

E. Data collection approaches and techniques including interviews, questionnaires, participant observation, content analysis, and secondary analysis of existing data; understanding of their appropriate and ethical application to single system and group designs (1, 9)

- Method of Assessment  
Tests (Multiple-Choice & Short-Essay)

F. Knowledge of a variety of research designs and the particular internal and external validity issues associated with each; the Designs, including the classic experimental design as well as quasi-experimental and single-system designs, particularly applicable to the evaluation of sociological and social work practice (7, 9)

- Methods of Assessment  
Tests (Multiple-Choice & Short-Essay)  
Assignment 2: Research Method Paper

G. The purpose and procedures of the several probability and non-probability methods of samplings (9)

- Methods of Assessment  
Tests (Multiple choice & Short-Essay)  
Assignment 2: Research Method Paper

- H. Awareness of research ethics and the means of protecting research subjects from risk and how ethnicity, gender, sexual orientation, and other membership variables affect the research process (2)
- Methods of Assessment  
Tests (Multiple-Choice & Short-Essay)  
Assignment 2: Research Method Paper
- I. Knowledge of the ways research can be used for social justice purposes especially as related to populations-at-risk and members of diverse cultural and lifestyle groups (1,7,9)
- Methods of Assessment  
Tests (Multiple-Choice & Short-Essay)  
Assignment 2: Research Method Paper
- J. An understanding of macro research procedures including needs assessment and program evaluation (1,9)
- Methods of Assessment  
Tests (Multiple-Choice & Short-Essay)  
Assignment 2: Research Method Paper
- K. Components of a research proposal; problem identification and formulation; literature review, design, measurement, sampling, and data collection (9)
- Methods of Assessment  
Tests (Multiple-Choice & Short-Essay)  
Assignment 1: Problem Formulation Paper  
Assignment 2: Research Method Paper
- L. Techniques for utilizing research findings in social science and applied social science endeavors; (1,7,9)
- Methods of Assessment  
Tests (Multiple-Choice & Short-Essay)  
Assignment 2: Research Method Paper
- M. Assessment of research studies; identification of the strengths and weaknesses of a study, appraisal of sensitivity to diversity and ethical issues, and judgment regarding the studies' implications (1,7,9)
- Methods of Assessment  
Tests (Multiple-Choice & Short-Essay)  
Assignment 1: Problem Formulation Paper  
Assignment 2: Research Method Paper
- N. Use of computer and basic statistical procedures in the research process (1,10)
- Methods of Assessment  
Assignment 1: Problem Formulation Paper  
Assignment 2: Research Method Paper

### Required Texts

Rubin, Allen & Babbie, Earl. (2005) Research Methods for Social Work. 5<sup>th</sup> Edition. Belmont, CA: Brook/Cole.

Rubin, Allen & Babbie, Earl. (2005) Practice-Oriented Study Guide, for Rubin and Babbie's Research Methods for Social Work. 5<sup>th</sup> Edition. Belmont, CA: Brook/Cole.

### Course Expectations

**Attendance:** Each student is expected to attend all class sections, to complete required readings, and to participate in class discussions and learning exercises. Students are not only expected to keep up with the assigned work, but to have the initiative to identify any special learning needs and to seek and invest time in those resources necessary to meet those needs. **Ten Points** will be deducted from the final total if a student misses more than 3 classes. Students missing more than 10 class sections will be dropped from the course with a failing grade.

**Assignments:** The written assignments will be evaluated for demonstrated ability to integrate and apply course content, organization, and writing style. Assignments, instructions for their completion, and due dates are included in this outline. Assignments are due on the dates designated and will be marked down one letter grade for each day they are late, unless alternative arrangements have been made with the instructor prior to the due date. **Students are expected to keep one backup copy of each paper at all times. The instructor is not responsible for the preservation of the original work.**

### List of Assignments and Evaluation

Assignment	% of Final Grade
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#### Papers

- |                                  |                    |
|----------------------------------|--------------------|
| 1. The problem formulation paper | 15% of final grade |
| 2. The Research Method Paper     | 15% of final grade |

#### Examinations

Examinations will be short answers and multiple-choice questions, which test your understanding of the material covered in the text.

- |                      |                    |
|----------------------|--------------------|
| 1. Examination #1    | 10% of final grade |
| 2. Examination #2    | 10% of final grade |
| 3. Examination #3    | 10% of final grade |
| 3. Examination #4    | 10% of final grade |
| 3. Examination #5    | 10% of final grade |
| 3. Final Examination | 10% of final grade |

#### Presentations (two formal presentation)

- |                    |                     |
|--------------------|---------------------|
| 1. Presentation #1 | 2.5% of final grade |
| 2. Presentation #2 | 2.5% of final grade |

Completion of workbook	5% of final grade
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**Grading Scales**

95-100	A	73-76	C
90-94	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	<60	F

**Trust** Your papers and presentations must be your own work. Do not quote or paraphrase material without proper credit. If you are unsure of what constitutes plagiarism, check with the instructor or CNU Honor Code. Dishonesty in these matters undermines the learning experience and is, therefore, very serious.

**Writing Center** - Because all writers can benefit from readers' responses to their work, I strongly encourage and may occasionally require you to visit the CNU Writing Center. Consultants there can help you at any stage of the writing process. The Center is not a proofreading service, but its consultants can help you to recognize and correct grammar and punctuation errors in your work.

**Students with Special Needs** - It is the policy of Christopher Newport University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs an accommodation should inform me at the beginning of the course. Students with disabilities should also contact Debbie Witt, Coordinator of Services for Students with Disabilities, Administration Building, Room 125, 594-8763. To receive an accommodation, your disability must be on record in that office.

We want you to succeed at CNU; therefore I may notify the Academic Advising Center if you seem to be having problems with this course. Someone may contact you to help you determine what help you need to succeed. You will be sent a copy of the referral form. I invite you to see me at any time that I can be of assistance in helping you with the course material.

**Tentative Calendar for Classes and Assignments**

Week 1	Overview of Course Scientific Inquiry and Social Work The Library and Information Retrieval <b>Read:</b> Chapter 1 and Appendix A
Week 2	Philosophy and Theory in Science and Research Inductive and Deductive Thinking Social Work Practice Models Dimensions of Research, Science and  Theory <b>Read:</b> Chapters 1 & 2
Week 3	The Ethics and Politics of Social Work Research

	<p>Ethical Issues in Social Work          NASW Code of Ethic          The Politics of Social Work Research          Research Designs: Basic Considerations          Formulation a Research Topic  <b>Read:</b> Chapters 3  <b>Exam #1</b></p>
Week 4	<p>Problem Formulation and Measurement          Overview of Research Process          Purposes of Research          Units of Analysis  <b>Read:</b> Chapter 4</p>
Week 5	<p>Conceptualization and Operationalization</p> <p>Conceptual Explication          Operational Definitions          Operationalization in Social Work  <b>Read:</b> Chapter 5</p>
Week 6	<p>Measurement          Levels of Measurement          Common sources of Measurement Error          Reliability and Validity  <b>Read:</b> Chapters 6  <b>Exam #2</b></p>
Week 7	<p>Constructing Measurement Instruments          Guidelines for Asking Questions          Culturally Sensitive Instruments          Sampling and Sampling Procedures in</p> <p>Constructing Qualitative Measures          Types of Sampling Design  <b>Read:</b> Chapters 7  <b>Assignment 1 Due</b></p>
Week 8 <b>Fall Break</b>	<p>Sampling and Surveys          Nonprobability Sampling          The Logic of Probability Sampling          Types of Sampling Designs  <b>Read:</b> Chapter 8</p>
Week 9	<p>Survey Research          Self-Administered Questionnaires          Self-Administered Questionnaire, Face-</p>
to-	<p>face Interview, Telephone Surveys  <b>Read:</b> Chapter 9</p>
Week 10	<p>Writing Research Proposals and Reports          Literature Review          Conceptual Framework  <b>Read:</b> Chapter 22  <b>Exam #3</b></p>

Week 11/Week of Oct. 31 <sup>st</sup>	<p>Issues in Program Evaluation Experimental Designs for Evaluating Program and Practice, Quasi-Experimental Designs for Evaluating Programs and Practice and Single-Case Evaluation Designs <b>Read:</b> Chapters 10, 11, 12 and 13 <b>Exam #4</b></p>
Week 12	<p>Qualitative, Unobtrusive, and Culturally Competent Research Methods, Analyzing Available Record: Qualitative and Quantitative Methods <b>Read:</b> Chapters 14, 15 and 16 <b>Exam #5</b></p>
Week 13	<p>Analysis of Data Qualitative and Quantitative Data Inferential Data Analysis Existing Data, Content Analysis <b>Read:</b> Chapters 17, 18, 19 and 20</p>
Week 14	<p>Analysis of Data (continued) Qualitative and Quantitative Data Inferential Data Analysis Existing Data, Content Analysis <b>Read:</b> Chapters 17, 18, 19 and 20 <b>Thanksgiving Holiday</b></p>
Week 15	<p>Analysis of Data (continued) Qualitative and Quantitative Data Inferential Data Analysis Existing Data, Content Analysis <b>Read:</b> Chapters 17, 18, 19 and 20</p>
Week 16/Week of Dec. 5 <sup>th</sup>	<b>Final Examination</b>

## **Assignment #1**

### **Assignment #1: Problem Formulation Paper**

Problem formulation is the critical first step in the process of social science research. This assignment will help guide you through a basic approach to formulating a research topic. This assignment should not exceed seven, double-spaced typed pages, excluding references. (The professor will provide a grading sheet. This enumerates the relative value of each section).

- I. Parts A and B of this assignment involve the use of your information retrieval skills.
  - A. Using library resources, select a research topic (Ideally with reference to some population-at-risk). When selecting a research topic, be certain it is a topic about which you want to learn, original sources of information are available to you (only journals articles can be used for this assignment), and you have the background and knowledge sufficient to complete the assignment).
  - B. Locate five research articles on the topic you selected. Only articles published in professional journals can be used. Examples of professional journals are Sociological Quarterly, American Journal of Sociology, Symbolic Interaction, Social Work, Social Casework, Social Service Review, and Journal of Social Service Research. Please do not use articles published as part of a collection in a book. The purpose of this requirement is to allow you to become familiar with the professional literature. If you have any questions about the publication, please ask the instructor.
- II. Use these articles to write an overview of your topic. The overview should provide a comprehensive statement of the problem, its significance to society, and its relevance to your major/profession. Your overview should also summarize and critique the selected research by demonstrating why these studies were conducted, what research questions or hypotheses were posed, what concepts were used, what research method was selected to answer the research question, what were strengths and limitations of this set of research investigations. Please remember that this overview should be more than just a list of article summaries. Use the articles to write your own analysis of the topic and why you believe it should be investigated further.
- III. List 3-5 concepts that can be used for additional empirical research of this topic. Provide a general definition of each concept.
- IV. For each of the concepts, provide an operational definition.
- V. List one hypothesis based on the above concepts that you would like to test or research question that merits further exploration.

## **Assignment #2: Research Method paper**

This assignment builds on Assignment #1 and guides you through the process of describing how you will conduct a study of the research topic formulated in Assignment #1. The paper should not exceed seven double-spaced, typed pages, excluding the list of references and appendices. (a grading sheet will be provided by the professor. This enumerates the relative value of each section).

### **I. Instrument(s) and technician for Measurement**

In this first section, locate (e.g. use an existing questionnaire, test, interview format) or develop the measurement procedure(s) you will use to collect data about the variables defined operationally in Assignment #1. If you are planning to use an existing instrument, attach a copy as Appendix A, and describe the instrument in this section. Indicate how validity and reliability were assessed and what the results were. Justify the use of the instrument in the study. Indicate also the suitability of the instrument for use with diverse social and cultural groups and any suggested modifications. Justify the use of the instrument for the study. If you plan to develop your own instrument, describe what the instrument should accomplish and develop 5-10 sample questions or items that will be included in the instrument. Describe also your plan for assess the instrument's reliability and validity.

### **II. Target Population and Sampling Approach**

In this section, identify your target population (e.g., the group to whom the study's results are expected to apply). Explain in detail how you will draw your sample from this population. Provide enough detail to allow someone reading this paper to implement the approach. In this section, you should address such issues as:

1. Probability versus non-probability sampling approach;
2. Size of sample;
3. Justification of approach and size;
- and
4. Detailed description of sampling process.

### **III. Design for the Collection of Data and Use of research Procedure**

In this section, you should provide a detailed description of the data collection procedure you will use (e.g. survey, observation, existing data). Justify the use of the selected strategy. Summarize the key features of your overall research design. Identify several (3-5) strengths and weaknesses of your study. Discussion of weaknesses should also include consideration of threats to internal and external validity.

### **IV. Consideration of Ethical Safeguards and Diversity Issues**

In this section, identify the ethical and diversity issues posed by your research project. Describe how you would obtain authorization for the project from a "Research Ethics" Review Board. Clearly indicate how your research process will include safeguards that insure the safety and well-being of all participants. Also, discuss briefly how your proposal is sensitive to the concerns and perspective of the cultural or social membership groups that you intend to study.

### **List of References**

- Bailey, K. (1987). *Methods of social research*. 3<sup>rd</sup> Ed. NY: Free Press
- Barlow, D.H. & Hersen, M. (1984). *Single case experimental designs: Strategies for studying behavior changes*. 2<sup>nd</sup> Ed. NY: Pergamon Press.
- Bloom, M. (1986). *The experience of research*. Columbus, OH: Macmillan.
- Bloom, M. & Fischer, J. (1982). *Evaluating practice: Guidelines for the accountable professional*. Englewood Cliffs, NJ: Prentice Hall.
- Bogdan, R. & Taylor, S.J. (1975) *Introduction to qualitative research methods*. NY: Wiley.
- Corcoran, K. & Fischer, J. (1987). *Measures for clinical practice*. NY: Free Press.
- Gibbs L.E. (1991). *Scientific reasoning for social workers: Bridging the gap between research and practice*. Columbus, OH: Macmillan.
- Kirk, J. & Miller, M. (1986). *Reliability and validity in qualitative research*. Newbury Park, CA: Sage.
- Miller, D.C. (1991). *Handbook of research design and social measurement*. 5<sup>th</sup> Ed. Newbury Park, CA: Sage.
- Neuman, W.L. & Kreuger, L. W. (2003). *Social work research methods - Qualitative and quantitative applications*. Boston: Pearson Education, Inc.
- Robinson, J.P. & Shaver, P.R. (1973). *Measures of social psychological attitudes*. Ann Arbor, MI: University of Michigan, Institute for Social Research.
- Rosenberg, M. (1969). *The logic of survey analysis*. NY: Basic Books.
- Rutman, L. (Ed.) (1984). *Evaluating research methods*. 2<sup>nd</sup> Ed. Beverly Hills, CA: Sage.
- Sellitz, C., Wrightsman, L.S. & Cook, S.W. (1976). *Research methods in social relations*. NY: Holt, Reinhart and Winston.
- Whyte, W.F. (1955). *Street Corner Society*. 2<sup>nd</sup> Ed. Chicago: University of Chicago Press.
- Wuebben, P.L., Straits, B.C. & Schulmann, G.I. (1974). *The experiment as a social occasion*. Berkeley, CA: Glendessary Press.
- Yegidis, B. L. & Weinbach. R.W. (1991). *Research methods for social workers*. White Plains, NY: Longman.

### **Diversity Issues**

- Beccara, R. & Zambrana, R.E. (1985). *Methodological approaches to research on Hispanics*. Social Work Research and Abstracts, 4249.
- Easterday, L., Papdemas, D., Schgorr, L. & Valentine, C. (1977) The making of female research: Role problems in filed work. *Urban Life*, October, 333-348.
- McHugh, M.C., Koeske, R.D. & Frieze, I.H. (1986). Issues to consider in conducting nonsexist psychological research. *American Psychologist*, 41, 8, 878-890
- Reinharz, S. (1992). *Feminist methods in social research*. NY: Oxford University Press.

### **Ethics and Values**

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

### **Justice and Empowerment**

- Stoecker, R. & Beckwith, D. (1992). Advancing Toledo's neighborhood movement through participating action research: Integrating activist and academic approaches. *Clinical Sociology Review*, 10, 198-213.
- Whyte, W.F. (Ed.) 1991. *Participatory Action Research*. Newbury Park, CA: Sage.

### **Qualitative Research**

- Bogdan, R. & Taylor, S.J. (1975). *Introduction to qualitative research methods*. NY: Wiley.
- Josselson, R. & Lieblich, A. (Eds). (1995). *Interpreting experience: The narrative study of lives*. Thousand Oaks, CA: Sage.
- Kirk, J. & Miller, M. (1986). *Reliability and validity in qualitative research*. Newbury Park, CA: Sage.
- Reissman, C.K. (Ed.). (1994). *Qualitative studies in social work research*. Thousand oaks, CA: Sage.
- Sherman, e. & Reid, W. J. (Eds). (1994). *Qualitative research in social work*. Columbia University Press.
- Tully, L.M., Rothery, M. A. & Grinnell, R.M. Jr. (1996). *Qualitative research for social workers*. Boston: Allyn & Bacon.

**Grading Criteria for Assignment #1: Problem Formulation paper (Total Possible Points 15)**

I.	Introduction to the Topic (Total 4 points)	
	Scope of problem/ Area of interest	1 point
	Significance /Importance for population-at-risk	1 point
	Relevance to Social Work or your discipline	1 point
	Purpose Statement	1 point
II.	Overview of Current Knowledge on Topic (Total 7 points)	
	Appropriateness of articles selected and Review of 5 studies in terms of:	5 points
	Purpose	
	Research Questions/Hypotheses	
	Nominal and operational definitions	
	Research Method	
	Findings	
	Conclusion/Discussion	
	Sensitivity to Ethic/Diversity	
	Analysis and Synthesis of knowledge	2 points
III.	Statement of 2-3 Concepts for Future Research (Total 2 points)	
	Nominal definitions of each concept	1 point
	Operational definitions of each concept	1 point
IV.	Statement of research Question or Hypothesis to be tested	1 point
V.	Overall Quality of Presentation	1 point
	Style, Clarity, Organization, integration of text and lectures	
	Total	15 points



**Grading Criteria for Assignment #2: Problem Formulation paper (Total Possible Points 15)**

I.	Instrument(s) and Techniques for Measurement (Total 5 points)	
	Identification of measurement tool and Report on Validity	2 points
	Report on reliability	2 points
	Justification of measurement choices - ethics, diversity	1 point
II.	Target Population and Sampling (Total 3 points)	
	Identification of population	1 point
	Sampling Plan with Discussion of Sample size and description of sampling process	1 point
	Justification of approach	1 point
III.	Design for Data Collection (Total 5 points)	
	Description of research method	2 points
	Identification of strengths	1 point
	Identifications of weaknesses	1 point
	Justification of choice of method	1 point
IV.	Ethical Safeguards and Diversity Sensitivity (Total 1 point)	1 point
	Sensitive plan for informed consent, privacy, etc.	
V.	Overall Quality of Presentation (Total 1 point)	1 point
	Style, clarity, organization, integration of text and lectures	
	Total	15 points