



SCHOOL OF SOCIAL WORK

SWK 350 - Research Methods for Social Work
Wednesdays 9am-12pm
Spring 2015

INSTRUCTOR: Randi Drake, LCSW
OFFICE: Metroplex Campus
OFFICE HOURS: by appointment
OFFICE PHONE: 903-886-5398
E-MAIL: Rdrake.LCSW@gmail.com

COURSE DESCRIPTION

This course develops students' knowledge and skills in the use of research appropriate for the evaluation of practice with all levels of client systems. Students are also taught to critically evaluate the appropriateness of designs used in published research. Prerequisites: Math 141, 175 or 179; 8 s.h. US Science; SWK 322; SWK 328; SWK 329 and SWK 370; concurrent enrollment in SWK 325 and SWK 331 is required. Restricted to social work majors. 3 semester hours.

GOALS AND COMPETENCIES:

1. Prepare BSW graduates for entry-level professional social work practice that reflects generalist social work knowledge and skills. Graduates will be able to demonstrate the following competencies:

- 1.1 Apply critical thinking and effective communication (2.1.3) as demonstrated by
 - Pre-test Post-test scores
 - Comprehensive Final score
 - Literature Review assignment
 - Group Research projects

- 1.2 Engage in research-informed practice and practice-informed research (2.1.6) as demonstrated by
 - Pre-test Post-test scores

- Comprehensive Final score
- Literature Review assignment
- Group Research projects

1.3 Apply knowledge of HBSE to practice (2.1.7)

- Group Research projects

2. Enable BSW graduates to practice ethically and apply social work values to promote equality and justice. Graduates will be able to demonstrate the following competencies:

2.1 Apply social work ethics & principles (2.1.2)

- Pre-test Post-test scores
- Comprehensive Final score
- Literature Review assignment
- Group Research projects

2.2 Engage diversity in practice (2.1.4)

- Pre-test Post-test scores
- Comprehensive Final score
- Literature Review assignment
- Group Research projects

3. Provide meaningful contexts through which BSW students engage in leadership, service, and professional excellence. Graduates will be able to demonstrate the following competencies:

3.1 Identify and respond as a professional social worker (2.1.1)

- Pre-test Post-test scores
- Comprehensive Final score
- Group Research projects

3.2 Respond to professional contexts that shape practice, demonstrating qualities of leadership for the profession. (2.1.9)

- Group Research projects

COURSE OBJECTIVES

1. To enable students to develop an awareness of the overall research process used in the

SWK 350: Research Methods for Social Work

social sciences. This involves an understanding of the systematically organized methodology known as the scientific method.

2. To enable students to understand the relationship between theory and research, the differences between inductive and deductive logic, and the basic skills of qualitative and quantitative research.
3. To increase students awareness of the concept of causality in the social sciences and develop an understanding of key concepts in research, such as conceptualization, operationalization, and measurement.
4. To enable students to develop the ability to develop hypotheses and understand the logic behind hypothesis testing.
5. To enable students to investigate the connection between statistics and research methodology and utilize specific tools to evaluate service delivery to all levels of systems.
6. To enable students to learn techniques of evaluation research and single-subject designs in order to enhance a commitment to the use of research and program evaluation in their professional practice.
7. To enable students to become knowledgeable consumers of social science research by enhancing their understanding of ethical issues affecting the acquisition of knowledge.
8. To encourage sensitivity to issues of diversity in research design and execution.
9. To enhance students' identification with the ethics, values, and principles of professional social work practice as related to the research process.

STUDENT LEARNING OUTCOMES:

1. **To demonstrate knowledge of basic research concepts**
2. **To demonstrate understanding of relationship between social work practice and research/evaluation**
3. **To demonstrate ability to apply research concepts**

RELATIONSHIP TO OTHER COURSES:

Students will build upon their knowledge from HBSE SWK 275 & 322. Students will also use knowledge from SWK 325, 328, 329, and 331 to understand how research relates to practice with individuals, families, groups, organizations, and communities.

TEXTS:

Marlow, C.R. (2011). *Research methods for generalist social work* (5th ed.). Belmont, CA:

SWK 350: Research Methods for Social Work

Brooks/Cole.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

GRADING:	Quizzes	100 points (20% of grade)
	Comprehensive Final	100 points (20% of grade)
	Literature Review	100 points (20% of grade)
	Learning Activities	100 points (20% of grade)
	Research Project	100 points (20% of grade)

Total Possible 500 points

Grading Scale	90 - 100%	A	450 - 500 pts.
	80 - 89%	B	400 - 449 pts.
	70 - 79%	C	350 - 399 pts.
	60 - 69%	D	300 - 349 pts.
	under 60%	F	299 or fewer pts.

Note: *Promptness in completing assigned tasks and reading is a requirement of this course. Assignments are due at the beginning of the class period. Assignments submitted late will be penalized 5 points per day, beginning with the day they are due. Assignments over 7 days (actual calendar days) will not be accepted and a grade of "0" will be given for the assignment. Students who do not complete all class assignments cannot earn higher than a "C" for the class.*

OVERVIEW OF ASSIGNMENTS

- 1. Quizzes (100 points):** We will have quizzes throughout the semester, consisting of 10 -20 short answer, multiple choice, and true/false questions. Points will be awarded for each quiz for a total of 100 points.
- 2. Comprehensive Final (100 points):** A comprehensive final exam will be given which includes information for the quizzes and other information discussed throughout the course. The final exam questions will consist of multiple choice and true/false questions. Additional short answer questions may be included
- 3. Literature Review (100 points):** This paper will provide an opportunity for each student to demonstrate an understanding of writing a Literature Review related to one of the research approaches: Practice Evaluation (Single System Design), Program Evaluation, or Needs Assessment. Specific guidelines and the outline will be provided.
- 4. Learning activities (100 points):** There will be a variety of learning activities, which are to be completed throughout the semester to maximize learning. Some of these will be individual projects and others will be group projects. Specific points will be assigned to each activity, for a total of 100 points possible.

- **Every week, students will be expected to submit 3 questions to Professor due at the beginning of each class.**

5. Research Projects (100 points): Students will work in teams to complete an actual research project. Each student will be responsible for submitted a journal/log of their time and activities. Half of the project grade will be based on effort/participation and the other 50% will be on the completed project and resulting paper (one per project).

CLASS ATTENDANCE AND PARTICIPATION:

Students are expected to attend class, reflecting responsibility which is inherent in the development as a social work professional. Roll will be taken regularly. Students are expected to be on time and prepared to participate when class begins as well as be present throughout the entire class meeting. Classroom exercises, discussions, role plays, guest speakers and other in-class experiential exercises are essential for a student’s professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as .5 absence (2 tardies/early departures = 1 absence). A student is considered absent if he/she arrives more than 30 minutes late to class, leaves 30 or more minutes early or does not come to class.

The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly	Up to 2 absences No penalty	3 absences 1 letter grade drop	4 absences Class grade of “F”	
Bi-weekly	Up to 3 absences No penalty	4 absences 1 letter grade drop	5 absences 1 letter grade drop	6 absences Class grade of “F”
Summer 10-week	Up to 1 absence No penalty	2 absences 1 letter grade drop	3 absences Class grade of “F”	

ONLINE OR WEB-ENHANCED CLASSES: Just as students are required to attend face-to-face classes, students are required to log in and participate in online components. To receive credit for attendance online via eCollege, students must log in and complete assignments in a timely manner. Not logging in to eCollege (which can be monitored by the instructor) and completing assignments online during the appropriate time is the equivalent of an absence for each week this occurs.

Final evaluation and grades depend on both presence and participation. Students’ grades will be significantly impacted by inadequate participation or lack of required time commitment each week. Students are expected to spend a comparable amount of time in the online learning environment as they would in class (3 hours a week in the classroom). In addition, just as in traditional F2F classrooms, students are expected to spend time reading and studying class materials.

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT CONSIDERED AS REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs. If you believe that you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

Class participation has three components: (1) Appropriate interactions with classmates, (2) Attentiveness, and (3) Active involvement in class activities. Evaluation of class participation is based on instructor observation. Students will be given feedback if problems are evident.

POLICY ON DUE DATES: *Promptness in completing assigned tasks and reading is a requirement of this course. Assignments are due at the beginning of the class period. Assignments submitted late will be penalized 5 points per day, beginning with the day they are due. Assignments over 7 days (actual calendar days) will not be accepted and a grade of "0" will be given for the assignment. Students who do not complete all class assignments cannot earn higher than a "C" for the class.*

POLICY ON PLAGIARISM AND CHEATING:

Every student is expected to do his/her own work. Law, ethical standards, university policy, and departmental policy demand that students refrain from plagiarism and any form of cheating. Plagiarism is the "Act of appropriating the literacy composition of another, or parts of passages from of his [or her] writings, or the ideas or language of the same, and passing them off as the products of one's own mind." (Black's Law Dictionary, Abridged Fifth Edition, 1983). When using others' words, phrases, or ideas in writing, the original author should be given proper credit.

Cheating may take different forms. These include, but are not limited to, copying others' answers during an exam, using notes or other forms of help during an examination or quiz, except when explicitly permitted by the instructor, giving or receiving help on exams or assignments, or submitting work for one class which has already been submitted for another class for credit. Use of citations from the Internet without paraphrasing content AND proper referencing is regarded as plagiarism. Professors have the right to use electronic review programs (such as Turn It In™) to identify plagiarism.

The department does not tolerate plagiarism or cheating. A student found to be engaging in such illegal and unethical conduct may receive a failing grade in the course and may be subjected to further disciplinary proceedings. Any assignment or exam that lacks honesty will be given a grade of "0".

ACCEPTABLE CLASSROOM BEHAVIOR:

SWK 350: Research Methods for Social Work

“Students at Texas A&M University-Commerce are expected to obey all federal, state, and local laws, in addition to the regulations of the University. The standards of Student Conduct including disciplinary rules and procedures are designed to provide and conform to the basic tenets of due process, as developed by institutions of higher education. As such, the University distinguishes these procedures and regulations as an educational and growth process which is not intended to conform to adversary proceedings as in a court of law. (Student’s Guide Book, 2011, p. 35).

CODE OF CONDUCT FOR SOCIAL WORK STUDENTS

The Department of Social Work expects all social work students to conduct themselves in an ethical, professional manner. Professional ethics are at the core of social work. The profession articulates its basic values, ethical principles, and ethical standards as set forth in the *NASW Code of Ethics* to guide social workers’ conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. Accordingly, we expect social work students to demonstrate courtesy, respect and support for fellow students, instructors, clients, and all other persons.

All students enrolled in BSW or MSW classes are expected to observe the tenets of the NASW Code of Ethics and the Social Work Student Code of Conduct. Our Code of Conduct is reflective of professional and academic expectations – a student who cannot demonstrate appropriate behaviors will not be appropriate for practice in the social work profession. Students who violate these Codes may be asked to meet with appropriate Social Work faculty (instructors or Program Directors). In addition, the department’s Academic and Professional Issues (API) Committee is responsible for dealing with student issues when requested by faculty.

STUDENTS WITH DISABILITIES

It is the policy of Texas A&M University-Commerce and the Social Work Department to do everything we can to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to providing equal opportunities. Any student with a disability who needs accommodation, for example, in accessibility, seating placement or in arrangements for examinations should not hesitate to inform the instructor. If required, large type, Braille or cassette recordings of syllabus or assignments can be provided.

Students with conditions that require special attention or accommodation should contact the Director of Disability Resources & Services at 903-468-5150 (located in the Library, Room 132).

Class Schedule

Week	Topic	Week	Completed Out-of-Class	In-Class Activities
1	Introduction & Overview	1/19-1/23	Text, Ch. 1	

SWK 350: Research Methods for Social Work

	What is Science?			
2	Research and Generalist Social Work Practice	1/26-1/30	Text, Ch. 2 Submit Questions	Pre-Test
3	Deciding the Question Research Strategies	2/2 –2/6	Text, Ch. 3 Submit Questions	Quiz 1 (Ch. 1-2)
4	Literature Review and Identifying Variables	2/9 - 2/13	Text, Ch. 4 Submit Questions	Quiz 2 (Ch. 3)
5	Research Writing	2/16-2/20	Ch. 13 Submit Questions	Quiz 3 (Ch. 4)
6	Designing Needs Assessments	2/23-2/27	Text, Ch. 5 Submit Questions	Quiz 4 (Ch. 13, 5)
7	Designing Program Evaluations	3/2-3/6	Text, Ch. 6 Submit Questions	Quiz 5 (Ch. 6)
8	Evaluation of Practice (SSD)	3/9-3/13	Text, Ch. 7 Submit Questions	Quiz 6 (Ch. 7)
	SPRING BREAK	3/16-3/20		WHOOO HOOOO!!
9	Selection of Participants	3/23-3/27	Text, Ch. 8 Submit Questions	Quiz 7 (Ch. 8)
10	Collecting the Data	3/30-4/3	Text, Ch. 9 Submit Questions	
11	Collecting the Data	4/6-4/10	Ch. 9 continued Submit Questions	Quiz 8 (Ch. 9)
12	Organizing the Data	4/13-4/17	Text, Ch. 10 Submit Questions Online activities	Quiz 9 (Ch. 10)
13	Analysis of Quantitative Data	4/20-4/24	Text, Ch. 12 Submit Questions	
14	Analysis of Quantitative Data	4/27-5/1	Ch. 12 continued Submit Questions Online activities	Quiz 10 (Ch. 12)
15	Analysis of Qualitative Data	5/4-5/8	Text, Ch. 11 Submit Questions	

	COMPREHENSIVE FINAL	Wed 5/13		
--	--------------------------------	----------	--	--

BIBLIOGRAPHY

- Attinson, Z., & Glassberg, E. (1983). After graduation, what? Employment and educational experiences of graduates of BSW programs. Journal of Education for Social Work, 19 (1), 5-13.
- Barker, R. L. (1997). The social work dictionary (3rd ed.). Annapolis, MD: National Association of Social Workers (NASW) Press.
- Barth, R.P. (1984). Professional self-change projects: Bridging the clinical-research and classroom-agency gaps. Journal of Education for Social Work, 20 (3), 13-19.
- Berne, E. (1963). The structure and dynamics of organizations and groups. New York: Grove.
- Bloom, M., Fischer, J., & Orme, J.G. (1999). Evaluating practice: Guidelines for the accountable Professional (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Boehm, W. W. (1961). Social work: Science and art. Social Service Review, 35 (March), 144-152.
- Brandenberger, A.M., & Nalebuff, B. J. (1995). The right game: Use game theory to shape strategy. Harvard Business Review (July -August), 57-71.
- Carrillo, D.F., Deweaver, K.L., Kilpatrick, A.C., & Smith, M.L. (1993). Single-system research design content in the doctoral curriculum. Research on Social Work Practice, 3 (4), 414-419.
- Compton, B.R., & Galaway, B. (1994). Social work processes Pacific Grove, CA. Brooks/Cole.
- Corcoran, K., & Fischer, J. (1987). Measures for clinical practice: A sourcebook. New York: The Free Press.
- Courage, M. M., & Williams, D. D. (1987). An approach to the study of burnout in professional care providers in human service organizations. Journal of Social Service Research, 7(1), 7-22.
- Creswell, J. W. (1994). Research design. Thousand Oaks, CA: Sage Publications.
- Denzin, N. K., & Lincoln, Y.S. (1994). Handbook of qualitative research. Thousand Oaks, CA: Sage Publications.
- Donovan, R. D. (1987). Stress in the workplace: A framework for research and practice. Social Casework, 68 (5), 259-266.
- Edwards, R. L. (Ed.). (1997). Encyclopedia of social work (19th ed.). Annapolis, MD: National Association of Social Workers (NASW) Press.
- Ell, K. (1996). Social work and health care practice and policy: A psychosocial research agenda. Social Work, 41(6), 583-592.
- Falck, H. (1988). Social work: The membership perspective. New York: Springer.
- Feinstein, B. B., & Brown, E. G. (1982). The new partnership: Human services, business, and industry. Cambridge, MA: Schenkman Publishing Company, Inc.
- Fortune, A.E. (1982). Teaching students to integrate research concepts and field performance standards. Journal of Education for Social Work, 18 (1), 5-13.

- Garcia, J.A., & Floyd, C.E. (1999). Using single system design for student self- assessment: A method for enhancing practice and integrating curriculum. Journal of Social Work Education,3 (3), 45 1-461.
- Garrett, K. J. (1998). Cooperative learning in social work research courses: Helping students help one another. Journal of Social Work Education, 34(2), 237 — 246.
- Germain, C.B. & Gitterman, A.G. (1981). Social work practice, people, and environment. New York: Columbia University Press.
- Gibelman, M. (1995). What social workers do. Annapolis, MD: National Association of Social Workers (NASW) Press.
- Ginsberg, L. (1997). Social work almanac. (2nd ed.). Annapolis, MD: National Association of Social Workers (NASW) Press.
- Glaser, B.G., & Strauss, A. L. (1967). The discovery of grounded theory: Strategies for qualitative research. Chicago: Aldine.
- Glasser, W. (1993). The Quality School Teacher. New York: Harper Collins.
- Goldberg, T., & Lamont, A.E. (1989). Curriculum change as viewed by students: A three year study. Journal of Social Work Education 25 (2), 150-159.
- Goldstein, H. (1990). The knowledge base of social work practice: Theory, wisdom, analogue, or art? Families in Society: The Journal of Contemporary Human Services. (January),32-43.
- Goldstein, H. (1992). If social work hasn't made progress as a science, might it be an art? Families in Society: The Journal of Contemporary Human Services, 73 (1), 48-55.
- Grigsby, R.K., & Roof, H.L. (1993). Federal policy for the protection of human subjects: Applications to research on social work practice. Research on Social Work Practice . 3 (4), 448-461.
- Grinnell, R. M., Jr. (1997). Social work research and evaluation: Quantitative and qualitative approaches (ed.). Itasca, IL: F.E. Peacock.
- Holland, T.P., & Kilpatrick, A.C. (1991). Ethical issues in social work: Toward a grounded theory of professional ethics. Social Work 36 (2), 138-145.
- Imre, R. W. (1984). The nature of knowledge in social work. Social Work (January - February), 41-45.
- Jackson, A.P., & Sedehi, J. (1998). Homevisiting: Teaching direct practice skills through a research project. Journal of Social Work Education,34 (2), 283-290.
- Johnson, M., & Stone, G. L. (1987). Social workers and burnout: A psychological description. Journal of Social Service Research,7(1), 67-79.
- Jones, M. L. (1993). Role conflict: Cause of burnout or energizer? Social Work 38 (2),36-141.
- Kauffman, S.E., Silver, P., & Poulin, J. (1997). Gender differences in attitudes toward alcohol, tobacco, and other drugs. Social Work 42 (3), 23 1-241.
- Kopp, J. (1989). Self-observation: An empowerment strategy in assessment. Social Casework, 70 (4), 276-284.
- Ledington, P. (1992). Relevance, formality and process: Toward a theory of soft systems practice: Systems Research, 9 (4), 47-60.

- Lee, C. (1992). The relations of personality and cognitive styles on job and class performance. Journal of Organizational Behavior,13(2), 175-186.
- Levine, R. L., & Fitzgerald, H. E. (Eds.). (1992). Analysis of dynamic psychological systems: Methods and applications. 2, New York: Plenum.
- Mace, J. P. (1997). Valuing the individual student: Using single-subject design as a tool for evaluating classroom teaching performance. Journal of Social Work Education 33 (2), 261-273.
- Mahier, R. (1983). Baccalaureate social work graduates: Reflections on employment, professional identification, and educational preparedness. Journal of Education for Social Work,18 (1), 80-85.
- Malott, R. W., Malott, M. E., & Shimamune, S. (1992). Rule-governed behavior and organizational behavior management: An analysis of interventions. Journal of Organizational Behavior, 12 (2), 103-117.
- Mancoske, R. (1982). Integrative curricular options. Journal of Education for Social Work, 18 (1), 35-42.
- Marlow, C. (1998). Research methods for generalist social work Pacific Grove, CA:Brooks/Cole.
- Martin, P. Y., & O'Connor, G. G. (1989). The social environment: Open systems application. New York: Longman.
- Marx, J. (2000). Women and human services giving. Social Work, 4 (1), 27-3 8.
- McIntosh, J. (1993). The Family Functioning Scale in research and practice: Lessons from a three-year demonstration project. Families in Society: The Journal of Contemporary Human Services, 24(5), 308-3 13.
- Millstein, K.H. (1997). The taping project: A method for self-evaluation and 'informed consciousness' in racism courses. Journal of Social Work Education, 3 (3), 491-506.
- Minahan, A. (1981). Purpose and objectives of social work revisited. Social Work (January), 5-6.
- Morales, A.T., & Sheafor, B. W. (1995). Social work: A profession of many faces (7th ed.). Boston, MA: Allyn & Bacon.
- Morasky, R. L. (1982). Behavioral systems New York: Praeger.
- Mokuau, N., & Ewalt, P. L. (1993). School-agency collaboration: Enriching teaching, scholarship, and service in state hospital placements. Journal of Social Work Education 2 (3),328-337.
- Morse, J. M., & Field, P.A. (1995). Qualitative research methods for health professionals Thousand Oaks, CA: Sage Publications.
- Munson, C.E. (1994). Characteristics of excellence in social work education. Journal of Social Work Education 30 (1), 42-53.
- O'Hare, T.M. (1991). Integrating research and practice: A framework for implementation. Social Work 36 (3), 220-223.
- Pincus, A., & Minahan, A. (1973). Social work practice, model, and method F.E. Peacock.
- Poulin, J. E., & Walter, C.A. (1993). Burnout in gerontological social work. Social Work 38 (3), 305-310.

- Rapoport, L. (1968). Creativity in social work. Smith College Studies in Social Work 38(June), 156.
- Reid, W. J., & Bailey-Dempsey, C. (1994). Content analysis in design and development. Research on Social Work Practice 4(1), 101-114.
- Reid, W. J., Bailey-Dempsey, C., & Viggiani, P. (1996). Evaluating student field education: An empirical study. Journal of Social Work Education 32(13), 45-52.
- Richardson, G. (1991). Feedback thought in social science and systems theory. Philadelphia: University of Pennsylvania Press.
- Richmond, M. (1917). Social diagnosis. New York: Russell Sage Foundation.
- Rife, J.C., & Belcher, J.R. (1994). Assisting unemployed older workers to become reemployed: An experimental evaluation. Research on Social Work Practice, 4(1), 3-13.
- Rowntree, D. (1981). Statistics without tears: A primer for non-mathematicians. New York: Macmillan.
- Rubin, A., & Babbie, E. (1997). Research methods for social work (3rd ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- Simon, S. R., & de Haymes, M.V. (1997). The role of alumni in baccalaureate social work education. Journal of Social Work Education, 33 (3), 519 —527.
- Smith., C. (1986). Transformation and regeneration in social systems: A dissipative structure perspective. Systems Research, 33 (4), 203-213.
- Sobey, F. (Ed.). (1980). Changing roles in social work practice. Philadelphia, PA: Temple University Press.
- Somlai, A.M., Kelly, J.A., Wagstaff, D.A., & Whitson, D.P. (1998). Patterns, predictors, and situational contexts of HIV risk behaviors among homeless men and women. Social Work 43(1), 7-19.
- Souflée, F., Jr. (1993). A metatheoretical framework for social work practice. Social Work 38(3), 317-331.
- Stein, H.D. (Ed.). (1981). Organization and human services cross disciplinary reflections Philadelphia, PA: Temple University Press.
- Strauss, A., & Corbin., J. (1990). Basics of qualitative research: Grounded theory procedures and techniques Newbuivy Park: Sage Publications.
- Sundel, S. S., & Sundel, M. (1993). Be assertive: A practical guide for human service workers Newbury Park, CA: Sage.
- Thornton, S., & Garrett, K. J. (1995). Ethnography as a bridge to multicultural practice. Journal of Social Work Education 31(1), 67-74.
- Tolman, R., & Rose, S.D. (1985). Coping with stress: A multimodal approach. Social Work 30 (2), 151-157.
- Udre, J.R. (1993). The politics of sex research. The Journal of Sex Research 30 (2), 103-110.
- Videka-Sherman, L., & Viggiani, P. (1996). The impact of federal policy changes on children: Research needs for the future. Social Work 41(6), 594-600.

SWK 350: Research Methods for Social Work

- Weinbach, R.W., & Grinnell, R. M., Jr. (1991). Statistics for social workers (2nd ed.). White Plains, NY: Longman Publishing Group.
- Westerfelt, A., & Dietz, T. J. (1997). Planning and conducting agency-based research: A workbook for social work students in field placements New York, NY: Longman.
- Whittlesey-Jerome, W. K. (1997). An exploratory qualitative study of issues impacting undergraduate social work field education Doctoral dissertation, The University of Texas at Arlington, Texas.
- Williams, M., Unrau, Y.A., & Grinnell, R. M., Jr. (1998). Introduction to social work research. Itasca, IL: F.E. Peacock Publishers, Inc.
- Williams, M., Tutty, L. M., & Grinnell, R. M., Jr. (1995). Research in social work: An introduction Itasca, IL: Peacock Publishers, Inc.
- Wilson, S. J. (1980). Recording guidelines for social workers New York: The Free Press.
- York, R.O., Denton, R.T., & Moran, J.R. (1989). Rural and urban social work practice: Is there a difference? Social Casework 70 (4), 201-209.