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Office hours:  
Mon, 1:30-2:30 pm; Wed, 1:30-2:30 pm;  
before & after class; & by appointment  
(sign up sheet on office door)

Course Overview

This second course in the research sequence builds on the beginning understanding of social work research that was acquired in SW 8101 Introduction to Research or in an undergraduate social work research course. Successful completion of SW 8101 and 8102 will provide a student the abilities to understand the principles of social research, to evaluate research articles, to evaluate one's own practice, and to conduct research projects as an advanced generalist social work practitioner. A separate sheet explains the relationship between SW 8101, SW 8102, SW 8103, and SW 8104 and the Masters Research Project. The relationship of this course to the advanced generalist curriculum will be discussed in class.

The broad goals of this course are for students to review and apply the knowledge they have gained in SW 8101 or a previous research course; to further develop key research skills; to further consider ethical issues inherent in the practice of social research; to learn more about data collection methods, evaluation research, and analysis of data; and to use appropriate statistical software to analyze data. At the completion of the course, the student should be able to:

1. Apply key concepts of the research process to a specific research project.
2. Describe the importance of research in advanced generalist social work practice.
3. Describe and be able to apply selected data collection methods, including research interviewing, secondary analysis, and single subject design.
4. Develop a practice/research model.
5. Describe key concepts related to descriptive and inferential statistics.
6. Select appropriate statistical procedures for data analysis and present results clearly.
7. Demonstrate a beginning level of understanding of computer operations and applications to social work research, including the use of data analysis software.
8. Describe of the impact of one's own values and biases on research projects, and to be able to conduct more culturally competent research being sensitive to issues of gender and class.
9. Develop a social research proposal.

Course Format

The first portion of this course will involve reviewing basic social research content and concepts and applying this information to students' research topics. Later class session will introduce new topics and also focus on implications for student research.

We will incorporate a variety of learning activities in attempting to accomplish the goals described above. A reading list appears below and an extensive bibliography of additional readings is in the Masters Research Project Handbook. Class meetings will include lectures by the instructor, group discussions, guest presentations, and skill development activities. Students will also be encouraged to participate in additional learning activities outside of class.

Students are encouraged to participate actively in the class. If you have ideas on how a certain topic might be presented or addressed, please express them; if you aware of learning resources that are not being used, please suggest them. If we work together, I think this can be a very interesting and rewarding class.
Readings

The primary texts used for this course will be:


Both of these texts are available in the UMD bookstore. Additional readings will come from materials provided in class or available on reserve in the library, including the following books:


A course reading handbook (abbreviated H below) of selected readings is referenced in the syllabus and will be distributed in class. All students should have the *Masters Research Project Handbook*; which will be distributed in SW 8103.

Student Evaluation

The requirements for this course include two tests and two assignments. The tests will be given near the middle and at the end of the term. The mid-term test will be administered in class: the final test will be of the "take-home" variety. These tests will be based on required readings, class discussions and activities, and handouts. The topics to be covered on the mid-term test will be described prior to the test. Separate handouts on the internet/e-mail assignment and the statistics assignment will be provided in class.

The relative weights of the various tests and assignments are as follows:

- Mid-term test 40%
- Take-home final test 40%
- Internet/e-mail assignment 10% (completion yields about 9 of 10 points)
- Statistics assignment 10% (completion yields about 9 of 10 points)

Students receiving 90 or more points will be assured of receiving an "A," 80-89 points will guarantee a "B," 70-79 points receives a "C," and 60-69 points receives a "D."

Students may demonstrate competency related to the broad goals of this course through alternative means by working with a learning contract. Please see Denny if you would like more information about this option.

Policy on Incompletes

I encourage you to complete this course by the end of the Summer Session. If you do find it necessary to take an incomplete, you must develop a written contract by the last day of class to clearly indicate which tasks you still need to complete and the date by which you will complete these tasks. Please be aware that it is often difficult for the instructor to read materials on short notice once an incomplete has been taken.
Disabilities

My highest priority is for our classroom and course work to facilitate participation and exchange. I am eager to make accommodations to guarantee to students with disabilities access to class sessions, course materials, and the activities of the class. You are encouraged to contact the Access Center-Disability Services to discuss and arrange reasonable accommodations (102 Kirby Center, tel. 726-8217). In addition, please let me know as soon as possible if you have a disability for which accommodations will be requested. Note that you are under no obligation to disclose the nature of your disability to me or other faculty.

Evaluation of Course and Instruction

During the term I will solicit feedback from you in several ways. First, I will encourage you to speak up with feedback at any time as the course progresses. Feel free to tell me what is valuable and useful and what is not. At mid-term and at the end of the term, I will ask you to fill out forms asking for you reactions and feedback. I appreciate any feedback you may offer and will try to incorporate what I can in order to make the course more interesting and valuable.

Ground Rules for Discussion (We will discuss these guidelines further in class.)

Since this course includes a variety of topics that could raise controversy or conflict, the following ground rules for how we discuss sensitive topics are proposed. These ground rules are adapted from Lynn Weber Cannon's "Fostering Positive Class, Race, and Gender Dynamics in the Classroom," which appeared in *Women's Studies Quarterly*, 1990, 1&2, 130-132.

- We can assume that discrimination exists in many forms (e.g. sexism, racism, classism, ageism, homophobia, anti-semitism, ableism, etc.). Any critical understanding of these various -isms means that we need to recognize that we have been taught misinformation about our own groups and well as about members of other groups. This is true for both dominant (e.g. white, male, upper class, heterosexual, able-bodied, etc.) and subordinate (e.g. people of color, women, poor and working class, gay/Lesbian, disabled, etc.) group members.

- Based on these assumptions then, let's agree that we cannot be blamed for the misinformation we have learned, but we should take personal responsibility for repeating misinformation after we have learned otherwise. This is not to suggest that any one person has a corner on truth or that disagreement with any one idea carries with it any kind of punitive response. People and groups are not to be blamed for their subordinate positions.

- Let's assume that people are always doing the best they can. Let's actively pursue information about our own groups and those of others. Let us share information about our own groups with other members of the class but never demean, devalue, or in any way put down people for their experiences.

- Essentially what this means is that we can talk about ideas the class agrees to discuss, but that we will do so with respect for each other as human beings. We will not engage in depersonalized name-calling. We each have an obligation to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and group gain. Let's create a safe atmosphere for open discussion. Thus, at times, members of the class may wish to share writing or make comments that they do not want repeated outside the classroom. If so, the student will preface his/her remarks with a request and the class will agree not to repeat the remarks.
# SW 8102 ADVANCED RESEARCH--TENTATIVE SCHEDULE

Class Time: 8:00-10:30 a.m.

<table>
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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| 1     | 6/7  | Introduction to the course; distribute materials; Syllabus review; get acquainted; overview of research process; using the computer in research  
       |      | Review and apply introduction to inquiry (begin)                      | R&B 609-619  
       |      |                                                                      | R&B 1-102 |
| 2     | 6/8  | No class, just read like crazy!                                       |         |
| 2     | 6/9  | Review and apply introduction to inquiry (complete)                    | R&B 103-170 |
|       |      | Review and apply problem formulation, conceptualization, & operationalization |         |
|       |      | Review and apply measurement & constructing instruments                | R&B 171-245 |
| 3     | 6/10 | Review and apply sampling & experimental design                        | R&B 247-325 |
|       |      | Review and apply single case design; survey research; Program evaluation | R&B 326-386  
       |      |                                                                      | R&B 560-599 |
| 4     | 6/21 | Review and apply qualitative and unobtrusive methods; Processing data;  
       |      | Qualitative data analysis                                              | R&B 387-463  
       |      | Begin data analysis for social work research                           | R&B 465-478  
       |      |                                                                      | handouts   |
       |      | E-mail/Internet assignment due                                        | W & G xiii-38 |
| 5     | 6/22 | Mid-term test; mid-term evaluation                                     |         |
| 6     | 6/23 | Feminist and cross-cultural perspectives on research (including focus on issues related to American Indians)  
       |      | Descriptive statistics                                                 | H (Davis, Holman, Foulkes, Attneave)  
       |      |                                                                      | W & G 39-75 |
| 7     | 6/24 | Integrating data gathering techniques;                                | G88 chap 20 |
|       |      | Begin inferential statistics                                          | W & G 76-117  
       |      | Cultural competence in research                                        | H (Orlandi) |
| 8     | 7/12 | Integrating research concepts into practice; Inferential statistics    | G88 chap 21  
       |      |                                                                      | W&G118-246 |
| 9     | 7/13 | Using SPSS to do statistics (handouts to be provided); practice assignment; presenting results (Engr 204) | R&B 615-732  
       |      | (skim)                                                               |         |
| 10    | 7/14 | Using SPSS to do statistics (handouts to be provided) regular assignment; presenting results (Engr 204) |         |
| 11    | 7/15 | Constructing personal practice models; finish statistics              | G88 chap 22  
       |      | Summary and conclusions; evaluation                                    | W&G247-259 |
| 7/22  |      | Statistics assignment due                                             |         |

**Final take home exam** due by 4:00 pm Wednesday, July 28, 2003 in 220 BohH or to dfalk by email attachment.