

**LOMA LINDA UNIVERSITY
DEPARTMENT OF SOCIAL WORK & SOCIAL ECOLOGY
SOWK 549 Research Methods II
Spring Quarter 2006-2007**

Section:	Instructor:	Contact:	Units:	Lecture:	Room:
1	Kim Freeman, Ph.D., MSW	909-558-7664 kfreeman@llu.edu	3	Tuesday, 3:00-5:50 p.m.	TBA
				Thursday, 9:00-11:50 a.m.	TBA

TEXTBOOK

Rubin, Allen & Babbie, Earl. (2005). Research Methods for Social Work. Belmont, CA: Brooks/Cole.

Salkind, N. (2004). *Statistics for people who (think they) hate statistics (2nd Ed.)*. Thousand Oaks, CA: Sage Publication, Inc.

REQUIRED COMPUTER MANUALS

Holcomb, Z. (2006). *SPSS basics: Techniques for a first course in statistics*. Pyczak Publishing.

COURSE CONTEXT AND DESCRIPTION

Sequence III: Social Research as part of the professional foundation curriculum of the MSW program provides the conceptual and technical foundations necessary for students to develop skills in research utilization and independent inquiry. **Research Methods** also serves to provide the methodological underpinning for the second year research courses.

Research Methods II enables students through interactive course and laboratory experiences to develop knowledge and skills in computer assisted data analysis. This process begins with a review of the methods of analysis most commonly used in social work and related disciplines by broadening students' appreciation of inferential statistics and differential selection considerations. To support this process, considerable time is spent orienting students to SPSS for Windows as a means of building their skills through computer-assisted data analysis. This combination of didactic and experiential learning should enable students to develop increased independence in data analysis.

COURSE GOAL

This course primarily aims to help students acquire knowledge and skills in the differential application of inferential statistics through the use of computer-assisted data analysis.

COURSE OBJECTIVES

- To review basic statistical concepts and demonstrate the use of descriptive statistics;
- To review the methods of data analysis (benefits and short comings) commonly used in social work research and related social and behavioral sciences;
- To provide students with an understanding of the differential application of inferential statistics through computer-assisted data analysis;
- To present methods of reporting statistical results;

- To present computer-assisted methods of graphic representation of data; and
- To provide students with the knowledge and skills for increased independence in data analysis and report writing.

STUDENT EDUCATIONAL OUTCOMES

- Students will demonstrate through lab exercises and examination an understanding of basic statistical concepts;
- Students will demonstrate through lab exercises and examination an understanding and the differential applications of descriptive and inferential statistics commonly used in social work and related disciplines;
- Students will demonstrate through lab exercises and examination the ability to differentially select statistical techniques as research designs and appropriate for various different levels of measurement;
- Students will demonstrate through examination an understanding of the assumptions that are required for the parametric and non-parametric statistics and the consequences of violating these assumptions;
- Students will demonstrate through class participation, lab exercises and examination the ability to interpret and report statistical results;
- Students will demonstrate through lab exercises and examination an understanding of the limitations of each statistical technique study;
- Students will demonstrate through class participation and examination an ability to evaluate the appropriate use of statistical techniques reported in research articles; and
- Students will demonstrate through lab exercises beginning skills in the application of computer-assisted methods of graphic representation of data.

COGNITIVE AND AFFECTIVE LEARNING EXPERIENCES

The course will make use of lecture, discussion, and demonstration through an interactive computer laboratory.

COURSE ASSIGNMENTS

Required Readings: Course readings designated as required provide the major content for lectures, discussions, examinations and quizzes. *Required readings are located in either the course textbooks or the course supplement.*

Selected Readings: Selected readings refer to the text and journal materials used to enhance course lectures, discussions, and student research. Examination and quiz questions are not taken from selected readings. *Selected readings are available through the library in on-site journal holdings unless identified as reserved.*

Attendance Policy: Students are expected to attend all sessions of all classes. Failure to do so will negatively impact the student's grade and may place the student in jeopardy of course failure. This policy exists because the social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and be socialized into the profession. The faculty of the Department of Social Work and Social Ecology are convinced that this cannot be accomplished through independent study alone. Thus, attendance is required unless legitimate and special reasons exist for absences or tardiness. Any such absences or tardiness should be discussed directly with the course instructor.

Class begins on the hour unless otherwise arranged. Students are required to be in the classroom and seated by that time. Instructors have the right to refuse entry or reentry to any students who are tardy or who take frequent and/or extended breaks from class. Early departures from classes are also not acceptable. Tardiness, frequent and/or extended breaks, and early departures are all recorded as absences. All absences are factored into the course grade and may be substantial enough to effect the final course grade; including assignment of an unsatisfactory or failing grade. Absences due to personal emergencies, jury duty, or work responsibilities will be excused only if appropriate documentation is provided. Students should give special attention to arranging for child care and making voluntary personal appointments at times that do not conflict with their responsibilities regarding class attendance.

Faculty members may choose to incorporate a + or - 1% tolerance range in the grading system. This option will be used to reflect attendance (missed classes, late arrivals and early departures) and passive participation.

Test Taking Policy: It is the policy of the department that all students are expected to take examinations at the scheduled time. The only acceptable excuse/s for not taking an examination on time is major illness (documented by the student health service or student's physician) or serious personal emergency. The consequences of missing an examination under these circumstances are determined by the Academic Standards Committee. If a student arrives late for an examination, s/he may be denied admission to the examination site. If a student arrives late for an examination and is allowed to take the examination, s/he will not be given extra time but is required to finish the examination at the pre-scheduled completion time

Quizzes: Quizzes will be administered during the quarter as noted on your weekly outline. Each quiz will cover the content of class lectures, laboratory assignments and required reading materials. Quizzes must be taken on the dates indicated.

Lab Projects: Each student is required to complete all assigned lab projects. These projects are designed to develop the student's knowledge and skills in data analysis and the use of SPSS. The instructions for completing each of the lab projects will be distributed in class. Late projects will receive a 10% deduction.

Presentation: Each student will select a research article for evaluation and will be required to present a comprehensive evaluation. Each group member will be required to participate in the preparation and delivery of the presentation. Specific format and grading criteria will be discussed at a later date. All presentations must be completed on the assigned date. No exceptions.

GRADING: *The Course requirements add up to 100%. The breakdown is as follows:*

Lab Projects	35%
Quizzes	55%
Presentation	<u>10%</u>
TOTAL	100%

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60
4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0	<i>Assigned value for calculation of grade point averages.</i>

ACADEMIC POLICIES AND STANDARDS FOR PERFORMANCE

All students receive copies of the MSW Program Student Handbook and the Loma Linda University Student Handbook upon admission to the University and program. Students are held responsible for becoming familiar with the policies contained in these documents. Specifically, students need to know and understand the academic policies that guide their classroom and practicum experiences. These include but are not limited to policies for assignment standards, late assignments, attendance, identification of codes for course assignments, and academic dishonest. Students should address any questions they may have regarding these policies to the Department's Academic Standards Committee.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY

If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean's Office of your school. To view the Disability Accommodation Policy please go to: <http://www.llu.edu/llu/handbook/6e.htm>

ACADEMIC INTEGRITY POLICY

[Sample; pending approval of a university-wide policy] Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: <http://www.llu.edu/llu/handbook/6r.htm>

Loma Linda University
All Undergraduate & Graduate Programs
Requirements for the Appropriate Use of PHI
Addendum to Syllabus, Prospectus Guidelines or other Program Material

Applicability: All Students (LLU Students in all schools/programs & Non-LLU Students)

Purpose: To provide guidance and establish clear expectations for students regarding the appropriate access to and use of protected health information (PHI) during course studies and related program activities.

Scope: PHI or Protected Health Information. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Patient health information is considered protected if any of the identifiers listed under “List of Patient Identifiers” below is attached to health data.

Requirements & Expectations

PHI may be accessed and used under the direction of the instructor for learning and education within the student’s formal field of study. In a course where PHI is needed to enhance and promote learning, students are allowed to access or use PHI in a manner consistent with expectations of the course and within the limits of information that would otherwise be accessed or used in the role of a licensed professional within the student’s formal field of study.

While in the possession of PHI belonging to LLU or its affiliates, students must assume legal responsibility and provide necessary security means to ensure data integrity and patient confidentiality. PHI stored on electronic portable devices e.g., laptops, PDA’s must be password protected and encrypted. PHI must be encrypted when transferred via the Internet.

If PHI is not required to meet course objectives, accessing PHI via any means (including but not limited to access to hardcopy patient charts, computers, downloading of data to electronic devices (portable or otherwise) via USB ports, flash drives, and transferring data to LLU or non-LLU email accounts e.g., Yahoo, AOL, or other means), is strictly prohibited.

Students must adhere to all outlined guidance for the proper access to and use of PHI. Non-adherence to the requirements or established expectations regarding the access to, use or disclosure of PHI is subject to disciplinary action.

1. Access to PHI

Access to PHI must be within approved methods/channels (e.g., Health Information Management (HIM) Department) established by the hospital or entity holding the PHI. Students granted system access are only allowed access to PHI when necessary to fulfill required course objectives (e.g., rotations, patient care and treatment). Students must not use system access for any other purpose.

2. Minimum Necessary

Minimum necessary applies to any access to PHI. Minimum necessary means that students must only obtain the information necessary to complete the required course objective. The required course objective will be defined class by class by instructors and listed in the class syllabus.

3. De-Identification

Any PHI that is obtained to meet a required course objective must not leave the hospital or the entity holding the PHI. Only de-identified data can be removed from the facility. Students must obtain permission from the hospital or entity holding the data to access PHI for de-identification purposes. See the “List of Patient Identifiers” section below for the fields that must be removed in order to de-identify data. Copies of PHI can only

4. Case Studies involving Patients

If a unique case is described that may identify an individual to the general public simply by describing the disease or the unique treatment received, authorization from the patient is required prior to disclosing the information as part of a published article, meeting abstract, or any other form of public presentation.

IRB-approved recruitment practices should be followed in order to contact a patient or patients to acquire their authorization for disclosure of information for a case report. For example, if the case is being researched or presented by someone other than the treating physician, then the initial contact should be made by, or at least in collaboration with, the clinical department that treated the patient and with whom the patient is familiar. For further guidance on recruitment practices, see section VIII of the LLU Researcher's Guide to HIPAA, which can be found at <http://research.llu.edu>.

5. Research

Research protocol/studies must be reviewed/approved through the Institutional Review Board (IRB). Visit the Office of Sponsored Research (OSR's) website (<http://research.llu.edu>) for special requirements associated with conducting research.

6. Other Publications

Students must not use PHI in any publication without a valid written authorization and approval from the following: Dean of School, Legal Counsel and Compliance.

7. Photographs

Photographs must not be taken of patients or any proprietary information (e.g., equipment, facilities) without obtaining appropriate consents and/or authorizations. If photographs are required for coursework, students must obtain documentation from the instructor that photographs are needed and must follow entity specific policy for taking photographs. For patient photographs, written authorization to use or disclose the photograph must be obtained from the patient in addition to obtaining written consent to take the patient's photograph. All consent/authorization forms used must be approved forms currently in use by the hospital or facility in which the photograph is taken. Note: The term "photograph" means any motion picture or still photography in any format, as well as video/digital tape, disc, or any other mechanical or electronic means of recording and reproducing images, including cell phones.

8. Disclosure

PHI accessed/learned/obtained from LLU or its affiliated entities must not be shared in any way with family members, friends, fellow students, other trainees or any other individual. Family/friends that come to visit may not visit in areas where PHI is easily accessible. Note: For patient care and training purposes, PHI can be shared with those that have a need to know in order to meet patient care and training objectives.

9. Disposal and Destruction of PHI

Immediately upon completion of its intended use, PHI that will not be placed in the patient medical record must be shredded. Destruction of PHI on media such as, but not limited to, CD or diskette must be handled in accordance with entity specific policy to ensure proper destruction.

10. Incident Reporting

Students must report incidents of potential privacy or security breaches immediately to their instructor or Program Director. Potential privacy or security breaches include but are not limited to events or incidents that may result in compromised patient data, loss/theft of patient chart(s) or electronic devices which store patient data, and possible harm to a patient due to use/disclosure of PHI in a manner contrary to stated guidance for the proper access to and use of PHI.

List of Patient Identifiers to be Removed for De-Identification

To de-identify data, the following fields for the patient and of the patient's family or employer must be removed:

List of Patient Identifiers	
Names	Health plan beneficiary numbers
Addresses (geographic subdivisions smaller than a state)	Account numbers
Zip codes	Certificate/License Numbers
All elements of dates (except year) (e.g. birth/death; admission/discharge)	Vehicle identifiers/Serial numbers (e.g., driver's license numbers)
All ages over 89 and all elements of dates (including year)	Device identifiers
Telephone Numbers	Web Universal Resource Locators (URLs)
Fax Numbers	Internet Protocol (IP) address numbers
Email addresses	Biometric identifiers, including voice and finger prints
Social security numbers	Full face photographic images and any comparable images
Medical record numbers	Any other unique identifying number, characteristic, or code (e.g., birthmarks, tattoos, identifying anomalies)

**SOWK 549 Research Methods II
COURSE SCHEDULE**

WEEK ONE-March 27 & 29, 2007

LECTURE TOPICS:

- I. Course Overview
- II. Quantitative Data Analysis
 - A. Levels of Measurement in Research
 - B. Levels of Measurement in SPSS
 - C. Codebook Construction
 - D. Data Entry and Data Cleaning
- III. Lab
 - A. Creating a Codebook
 - B. Getting Started – Orientation to SPSS
 - C. Creating and Editing a Data File

READINGS/ASSIGNMENTS (*REQUIRED*):

- Holcomb, Z. (2006). *SPSS basics: Techniques for a first course in statistics*. Pyczak Publishing.
Chapter 01 Levels of measurement in SPSS, pp. 1-5.
Chapter 02 Entering and Saving a Set of Scores, pp. 7-15.
- Rubin, A., & Babbie, E. (2005). *Research Methods for Social Work*. Belmont, CA: Brooks/Cole.
Chapter 18 Quantitative Data Analysis, pp. 551-574.
- Salkind, N. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage Publication, Inc.
Chapter 01 Statistics or Sadistics? Its up to you, pp. 1-18.

WEEK TWO-April 3 & 5, 2007

LECTURE TOPICS:

- I. Bivariate and Multivariate Analysis
 - A. Percentaging a Table
 - B. Constructing and Reading Bivariate Tables
 - C. Bivariate Table Formats
- II. Frequency Distribution and Histogram Analysis
 - A. How and When to Use
 - B. Table and Graphical Presentation
- III. Lab
 - A. Histogram
 - B. Frequency Distribution
 - C. **Lab Assignment #1: Due at the end of class**

READINGS/ASSIGNMENTS (*REQUIRED*):

- Holcomb, Z. (2006). *SPSS basics: Techniques for a first course in statistics*. Pycszak Publishing.
Chapter 03 Frequency Distribution, pp. 17-28.
Chapter 04 Histogram, pp. 29-40.
Chapter 06 Mean, Median, and Mode: One Group, Two Scale Variables, pp. 49-66
Chapter 07 Mean and Standard Deviation: Two or More Groups, One Scale Variable, pp. 67-78.
- Rubin, A., & Babbie, E. (2005). *Research Methods for Social Work*. Belmont, CA: Brooks/Cole.
Chapter 19 Constructing and Interpreting Bivariate and Multivariate Tables, pp. 575-593.
- Salkind, N. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage Publication, Inc.
Chapter 02 Means to an end: Computing & understanding averages, pp. 21-37.
Chapter 03 *Vive la difference*: Understanding variability, pp. 38-52.
Chapter 04 A picture really is worth a thousand words, pp. 53-84.

WEEK THREE-April 10 & 12, 2007

LECTURE TOPICS:

- I. Inferential Data Analysis
 - A. Introduction
 - B. Parametric and Nonparametric Tests
 - C. Deciding which test to use
 - D. Refuting Chance

- II. Fundamentals for Hypothesis Testing
 - A. Theoretical Sampling Distributions
 - B. Significance Levels
 - C. The Null Hypothesis
 - D. Type I and Type II Errors
 - E. The One-Tail and Two-Tail Test of the Hypothesis
 - F. The Influence of Sample Size

- III. Measures of Associations
 - A. Effect Size
 - B. Substantive Significance

- IV. Lab
 - A. Class Exercise

READINGS/ASSIGNMENTS (*REQUIRED*):

- Holcomb, Z. (2006). *SPSS basics: Techniques for a first course in statistics*. Pycszak Publishing.
Chapter 8 Z-Scores, pp. 79-88.
- Rubin, A., & Babbie, E. (2005). *Research Methods for Social Work*. Belmont, CA: Brooks/Cole.
Chapter 20 Inferential Data Analysis: Part 1, pp. 594-616.
- Salkind, N. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage Publication, Inc.
Chapter 07 Hypotheticals and you: Testing your questions, pp. 131-146.

- Chapter 08 Are you curves normal? Probability and why it counts, pp. 147-168.
Chapter 09 Significantly significant: What it means for you and me, pp. 171-190.

WEEK FOUR-April 17 & 19, 2007

LECTURE TOPICS:

- I. **Quiz #1**

- II. Evaluating Research Articles
 - A. Introduction
 - B. Types of Research Article Critiques
 - Surveys
 - Two-Condition Experimental Studies
 - Quasi-Experimental Studies
 - Regression Analysis Studies

- III. Article Sign-up

READINGS/ASSIGNMENTS (*REQUIRED*):

- Girden, G.R. (1996). Introduction. In *Evaluating research articles: From start to finish* (pp. 1-22). Thousand Oaks, CA: Sage Publications, Inc.
- Girden, G.R. (1996). Surveys. In *Evaluating research articles: From start to finish* (pp. 65-67). Thousand Oaks, CA: Sage Publications, Inc.
- Girden, G.R. (1996). Regression Analysis. In *Evaluating research articles: From start to finish* (pp. 129-133). Thousand Oaks, CA: Sage Publications, Inc.
- Girden, G.R. (1996). Two-Condition Experimental. In *Evaluating research articles: From start to finish* (pp. 217-220). Thousand Oaks, CA: Sage Publications, Inc.
- Girden, G.R. (1996). Quasi-Experimental Studies. In *Evaluating research articles: From start to finish* (pp. 303-306). Thousand Oaks, CA: Sage Publications, Inc.

WEEK FIVE-April 24 & 26, 2007

LECTURE TOPICS:

- I. Review of Inferential data Analysis

- II. The t –Test
 - A. Assumptions of the t-tests
 - B. t-test for Independent Samples
 - C. t-test for Dependent Samples
 - D. t-test for a Single Sample Mean

- III. Lab
 - A. t-tests
 - B. **Lab Assignment #2: Due at the end of class**

READINGS/ASSIGNMENTS (*REQUIRED*):

Holcomb, Z. (2006). *SPSS basics: Techniques for a first course in statistics*. Pyrczak Publishing.

Chapter 11 The t-test for a Single Sample Mean, pp. 115-122.

Chapter 12 The Paired-Samples t-test, pp. 123-133.

Chapter 13 The Independent-Samples t-test, pp. 133-146.

Salkind, N. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage Publication, Inc.

Chapter 10 t (ea) for two: Tests between the means of different groups, pp. 191-205.

Chapter 11 t (ea) for two (again): Tests between the means of related groups, pp. 206-219.

WEEK SIX-May 1 & 3, 2007

LECTURE TOPICS:

- I. Article Presentations
- II. Analysis of Variance: Group Comparisons
 - A. What is the ANOVA?
 - B. Using ANOVA
 - C. Understanding How the Anova Works: Scattergrams of Three Groups
 - D. Sample Size for ANOVA
 - E. Statistical Assumptions About Data Subjected to ANOVA
 - F. Weaknesses of the ANOVA
 - G. Regression versus ANOVA
- III. Lab
 - A. Run ANOVA
 - B. Lab Assignment #3: Due at the end of class**

READINGS/ASSIGNMENTS (*REQUIRED*):

Holcomb, Z. (2006). *SPSS basics: Techniques for a first course in statistics*. Pyrczak Publishing.

Chapter 14 One-Way ANOVA, pp. 115-122.

Salkind, N. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage Publication, Inc.

Chapter 12 Two groups too many? Try analysis of variance, pp. 220-239.

WEEK SEVEN-May 8 & 10, 2007

LECTURE TOPICS:

- I. **Quiz #2**
- II. Correlation and Correlation Coefficient
 - A. Weaknesses and Strengths of a Correlation
 - B. Background and Fundamentals of Correlation Analysis
 - C. Correlation Scattergrams
 - D. Spearman Correlation
 - E. The Correlation Matrix

- II. Lab
 - A. Run Correlation Matrix and Spearman Correlation
 - B. Lab Assignment #4: Due at the end of class**

READINGS/ASSIGNMENTS (*REQUIRED*):

- Holcomb, Z. (2006). *SPSS basics: Techniques for a first course in statistics*. Pyrczak Publishing.
 Chapter 09 Scattergram, pp. 89-106.
 Chapter 10 Correlation Coefficients: The Pearson r and Spearman's rho, pp. 107-114.
- Salkind, N. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage Publication, Inc.
 Chapter 05 Ice cream and crime: Computing correlation coefficients, pp. 85-108.

WEEK EIGHT-May 15 & 17, 2007

LECTURE TOPICS:

- I. Article Presentations
- II. Simple Linear Regression
 - A. How Does Simple Regression Work
 - B. Logic of Prediction
 - C. Drawing the Best Fit Line
- III. Lab
 - A. Run Simple Regression
 - B. Lab Assignment #5: Due at the end of class**

READINGS/ASSIGNMENTS (*REQUIRED*):

- Cherry, Andrew L. (2000). Regression and Multiple Regression: Establishing Causation. In *A research primer for the helping professions: Methods, statistics, and writing* (pp. 235-253). Belmont, CA: Brooks/Cole.
- Darren, G. & Mallery, (2005). *SPSS for Windows: Step by Step: 12.0 Update (5th ed.)*. Boston: Pearson.
 Chapter 15 Simple Linear Regression, pp. 177-190.
- Salkind, N. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage Publication, Inc.
 Chapter 06 Predicting who will win the Super Bowl: Using linear regression, pp. 109-128.

WEEK NINE-May 22 & 24, 2007

LECTURE TOPICS:

- I. Article Presentations
- II. Multiple Regression
 - A. How Does Multiple Regression Work
 - B. Using Regression and Multiple Regression
 - C. Assumptions about Data Used for Multiple Regression

- D. Residuals and Outliers
 - E. Random and Systemic Error
 - F. Weakness of Regression Analysis
- III. Lab
- A. Run Multiple Regression
 - B. Lab Assignment #6: Due at the end of class**

READINGS/ASSIGNMENTS (*REQUIRED*):

Darren, G. & Mallery, (2005). *SPSS for Windows: Step by Step: 12.0 Update (5th ed.)*. Boston: Pearson.
 Chapter 16 Multiple Regression Analysis, pp. 191-206.

WEEK TEN-May 29 & 31, 2007

LECTURE TOPICS:

- I. Article Presentations
- II. Nonparametric Tests for Nominal and Ordinal Data
 - A. The Chi-Square Test
 - Test for Association
 - The Difference Between the Test for Homogeneity and the Test for Association
 - Four Fundamental Conditions for Using the Chi-Square
 - Steps for Computing the Chi-Square
 - Weaknesses of the Chi-Square Analysis
- III. Lab
 - A. The Chi-Square
 - B. Lab Assignment #7: Due at the end of class**

READINGS/ASSIGNMENTS (*REQUIRED*):

Salkind, N. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, CA: Sage Publication, Inc.
 Chapter 14 What to do when you're not normal: Chi-square and some other nonparametric tests, pp. 255-267.

Holcomb, Z. (2006). *SPSS basics: Techniques for a first course in statistics*. Pycszak Publishing.
 Chapter 15 Chi-Square Goodness of Fit Test, pp. 155-164.
 Chapter 16 Chi-Square Test of Independence, pp. 165-178.

WEEK ELEVEN- June 5 & 7, 2007

LECTURE TOPICS:

- I. **Quiz #3**
- II. Article Presentations
- III. Course Evaluations

SOWK 549 Research Methods II
REFERENCE LIST AND SUGGESTED READINGS

- Creswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- Gabor, P.A., & Grinnell, R. M., Jr. (1994). *Evaluation and quality improvement in the human services*. Old Tappan, NJ: Allyn & Bacon.
- Gehlert, S. (1994). The applicability of generalizability theory to social work research and practice. *Journal of Social Service Research, 18* (3-4),73-88.
- Hadley, R. G., & Mitchell, L. K. (1995). *Counseling research and program evaluation*. Pacific Grove, CA: Brooks-Cole.
- Hammersley, M. (1995). *The politics of social research* (pp. 100-118). Thousand Oaks, CA: Sage.
- Holloway, J., Lewis, J., & Mallory, G., (Eds.). (1995). *Performance measurement and evaluation*. Thousand Oaks, CA: The Open University and Sage Publications.
- Koeske, G. F. (1994). Some recommendations for improving measurement validation in social work research. *Journal of Social Service Research, 18* (3-4), 43-72.
- Morris, T. (1994). Alternative paradigms: A source for social work practice research. *Arete, 18* (2), 31-44.
- Mouly, V. S., & Sankaran, J. K. (1995). *Organizational ethnography: An illustrative application in the study of Indian R & D settings*. Thousand Oaks, CA: Sage.
- Salant, P., & Dillman, D. A. (1994). *How to conduct your own survey*. New York: John Wiley & Sons.
- Swignoski, M. E. (1994). The logic of feminist standpoint theory for social work research. *Social Work, 39* (4), 387-393.
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. Thousand Oaks, CA: Sage.